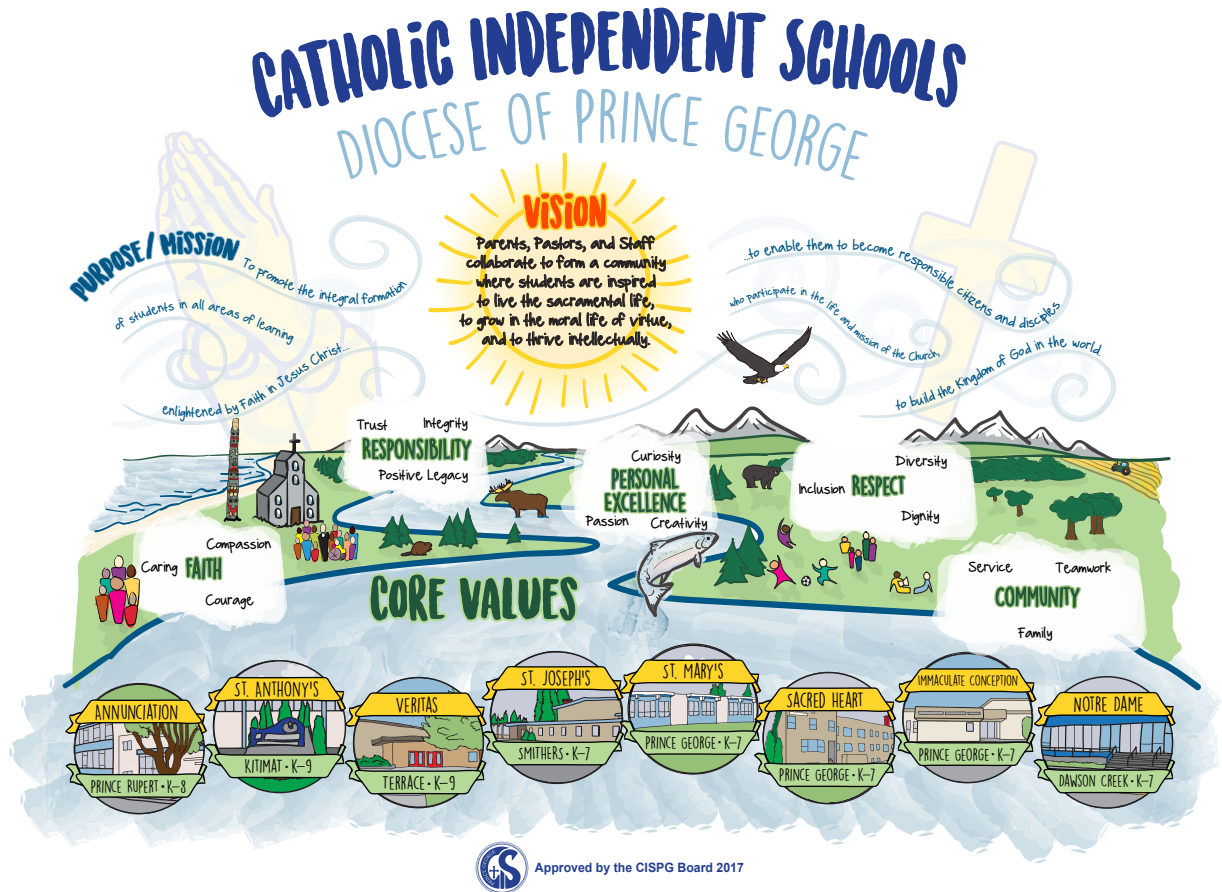




CONTINUOUS IMPROVEMENT PLAN

Sacred Heart School

2025-2028



OUR SCHOOL STORY

It is with great pride that we at Sacred Heart School acknowledge that we are blessed to live, work, and play on the traditional territory of the Lheidli T'enneh, the people of the confluence of two rivers, whose ancestors have cared for this land since time immemorial. We recognize that this land has always been deeply important to the Indigenous peoples who lived on it before us and that it continues to hold great significance today. We are grateful to learn, grow, and support our students on this land, and we commit ourselves to ongoing respect, reconciliation, and relationship with the Lheidli T'enneh and all Indigenous peoples.

Sacred School comprises 174 students and 21 staff members in kindergarten to Grade 7. Our school opened its doors in 1949 and is in downtown Prince George, 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, French and Visual Arts 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.

Sacred Heart 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 world and making it a better place. We encourage this growth through our Catholic Education programs and in the day-to-day lives of staff and students.

Our Catholic community believes that all 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 Sacred Heart Cathedral.

Sacred Heart School is beginning the important work of building authentic and respectful relationships with First Nations individuals, families, and organizations who have an interest in the learning and well-being of our students. As a school community, we recognize that this learning is ongoing and continues to grow. We are starting to seek opportunities to engage with local Indigenous Knowledge Keepers and community members, particularly when planning cultural learning opportunities and reflecting on how we can deepen our understanding and practice over time.

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.

DATA COLLECTION AT SACRED HEART SCHOOL

The following is a summary of what emerged through data analysis of student learning at Sacred Heart for the past 6 years

Literacy

PM Benchmark Screening (K-7):

Since 2020, Sacred Heart School has consistently used PM Benchmarks in Kindergarten through Grade 3 as part of our early literacy assessment practices. During the 2024–2025 school year, this assessment was expanded to include students from Kindergarten through Grade 7 with students continuing to work toward mastery as needed. PM Benchmarks measure key reading skills including automaticity, fluency, comprehension, and self-correction. Teachers are required to administer and submit PM Benchmark data in both the fall and spring each year.

This consistent monitoring helps identify student strengths and areas for growth, guides instructional planning and intervention strategies, and supports the development of confident, proficient readers. The data is used alongside other formative literacy assessments to inform teaching practices and improve student outcomes.

Dolch Sight Words (K-7):

Since 2022, Sacred Heart School has consistently tracked Dolch Sight Word acquisition in Kindergarten through Grade 3 as part of our early literacy assessment practices. During the 2024–2025 school year, this tracking expanded to Kindergarten through Grade 7, with students continuing to work toward mastery as needed. Teachers are required to complete and submit Dolch Sight Word assessment data in both the fall and spring each year.

The consistent monitoring of sight word recognition has helped teachers identify foundational literacy strengths and gaps, guide intervention and support strategies, and ensure students build automaticity and confidence in reading. This data is used alongside other formative literacy assessments to support student growth and instructional planning.

IB Writing Continuum (K-7):

For the past two years, Sacred Heart School has used the IB Writing Continuum across Kindergarten through Grade 7 to support the development of student writing skills. Teachers collect writing samples and compare them against the continuum rubric to identify student strengths, areas for growth, and next instructional steps. This process has helped create greater

consistency in writing assessment across grade levels while also allowing teachers to track individual student progress over time. The continuum supports purposeful, data-informed writing instruction and helps ensure students continue to build confidence and proficiency as writers throughout their elementary years.

DIBELS (K-1):

DIBELS has been used at Sacred Heart School since 2003 as an early literacy screening and progress-monitoring tool. The consistent use of DIBELS has allowed teachers to identify students who may require additional literacy support at an early stage, monitor foundational reading skill development, and guide targeted intervention and instructional planning. This long-standing assessment practice has provided valuable longitudinal data to support student growth in early literacy.

FSA Literacy Results: (Grades 4-7)

Since its inception, Sacred Heart School has participated in the Foundational Skills Assessment (FSA) in Literacy for Grades 4 and 7 each year. The school routinely reviews and analyzes at least the previous three years of literacy data to identify trends, celebrate areas of strength, and determine opportunities for growth in student learning. This ongoing review process helps inform school-wide literacy goals, supports instructional planning, and guides interventions and resource allocation. FSA data is considered alongside classroom-based assessments and other literacy measures to provide a broader understanding of student achievement and progress over time.

CORE Phonics (1-3):

The CORE Phonics Assessment is used by the Sacred Heart School primary team in Grades 1–3 as an additional tool to help guide phonemic awareness and foundational reading instruction. While not a mandatory school-wide assessment, teachers use the assessment to identify specific literacy skill gaps, monitor student development in phonics and decoding, and help inform targeted instructional supports. The flexibility of the assessment allows teachers to respond to the individual needs of students while strengthening early literacy practices within the primary grades.

Gates-MacGinitie (K-7):

The Gates-MacGinitie Reading Tests have been used at Sacred Heart School as an additional standardized literacy assessment tool to support the evaluation of student reading achievement and comprehension skills. The assessment provides valuable data related to vocabulary, reading comprehension, and overall reading performance, helping teachers

identify student strengths and areas requiring further support. Although no a mandatory assessment this program is used quite widely across the school.

Formative & Summative Assessment (K-7)

Teachers at Sacred Heart School use both formative and summative assessment practices within literacy instruction to monitor student progress, guide teaching, and identify areas requiring additional support or enrichment. Formative literacy assessments occur regularly through reading conferences, guided reading observations, writing samples, phonics and fluency checks, class discussions, comprehension activities, and descriptive feedback. These ongoing assessments allow teachers to adjust instruction in response to student needs and target specific literacy skills such as reading comprehension, fluency, phonemic awareness, vocabulary development, and writing organization. Summative literacy assessments are used at the conclusion of units, reporting periods, or learning cycles to evaluate student proficiency in relation to grade-level learning standards and curricular competencies. Together, these assessment practices help provide a comprehensive understanding of student literacy development and support responsive, data-informed instruction across Kindergarten through Grade 7.

Learning Assistance (K-7)

The consistent use of literacy assessments at Sacred Heart School — including DIBELS, PM Benchmarks, Dolch Sight Words, the IB Writing Continuum, CORE Phonics Assessments, Gates-MacGinitie Reading Tests, FSA Literacy data, and ongoing formative and summative classroom assessments — has played an important role in guiding the school’s Learning Assistance program. Assessment data helps teachers and support staff identify individual student strengths, learning gaps, and specific literacy needs at an early stage. This information is used collaboratively by classroom teachers and the Learning Assistance Teacher to develop targeted, individualized programming and interventions that support student growth in areas such as phonemic awareness, decoding, fluency, comprehension, vocabulary, and writing skills. The ongoing collection and review of literacy data allows supports to remain responsive and adaptive, ensuring students receive intervention and instruction that is tailored to their specific learning profiles and areas of need.

Numeracy

FSA Numeracy Results (Grades 4 & 7)

Since its inception, Sacred Heart School has participated in the Foundational Skills Assessment (FSA) in Numeracy for Grades 4 and 7 each year. The school routinely reviews and analyzes the previous three years of numeracy data to identify trends, monitor student achievement, and help guide instructional decision-making. This ongoing analysis supports the development of school-wide numeracy goals, targeted interventions, and classroom practices aimed at strengthening student confidence and proficiency in numeracy. FSA data is used alongside classroom-based assessments and formative numeracy measures to provide a comprehensive picture of student learning and growth over time.

Formative & Summative Assessment (K-7):

Teachers at Sacred Heart School use both formative and summative assessment practices within numeracy instruction across Kindergarten through Grade 7 to monitor student understanding, guide instructional planning, and identify areas requiring further support or extension. Formative numeracy assessments occur regularly through classroom observations, math conversations, hands-on activities, problem-solving tasks, check-ins, quizzes, and descriptive feedback. These ongoing assessments help teachers identify student strengths and misconceptions while adjusting instruction to better support learning needs. Summative assessments are used at the end of units, reporting periods, or learning cycles to evaluate student proficiency in relation to grade-level curricular competencies and learning standards. Together, formative and summative assessment practices provide teachers with meaningful information to support responsive, data-informed numeracy instruction and student growth across all grade levels.

Learning Assistance (4-7)

FSA Numeracy data, along with ongoing formative and summative classroom assessments, plays an important role in helping Sacred Heart School identify students who may benefit from additional math Learning Assistance support in Grades 4–7. Teachers use assessment information to monitor student understanding of numeracy concepts, problem-solving strategies, computational fluency, and mathematical reasoning over time. By reviewing classroom performance alongside provincial assessment data, staff can identify patterns, learning gaps, and students who may require targeted intervention or individualized support. This collaborative review process helps ensure that Learning Assistance programming is responsive to student needs and provides focused support aimed at building confidence,

strengthening foundational numeracy skills, and improving overall mathematical understanding.

Social Emotional Learning (SEL)

Core Competency Self-Assessments (K-7):

Sacred Heart School incorporates regular Core Competency self-assessments and monthly Catholic Social Teaching reflections to support the social-emotional growth and personal development of students across Kindergarten through Grade 7. Through self-assessment practices, students are encouraged to reflect on areas such as communication, thinking, personal responsibility, collaboration, and self-awareness, helping them recognize their strengths and identify areas for growth. In addition, the monthly Catholic Social Teachings provide students with opportunities to reflect on values such as human dignity, community participation, peace, justice, stewardship, and care for others. Together, these reflective practices help students develop greater empathy, responsibility, resilience, and emotional awareness while fostering a deeper understanding of their role within the school, parish, and wider community.

Formative Assessment & Observation (K-7):

Formative assessment and ongoing staff observation are highly utilized at Sacred Heart School to support the social and emotional well-being of students across Kindergarten through Grade 7. Teachers and support staff regularly monitor student interactions, emotional regulation, participation, behaviour patterns, peer relationships, and overall engagement within the classroom and school environment. Through daily check-ins, conversations, observations, reflective activities, and informal assessments, staff can identify students who may require additional emotional, behavioural, or social support. This proactive and relational approach allows interventions, accommodations, and support strategies to be implemented in a timely and responsive manner. The consistent use of observation and formative practices helps foster a safe, supportive, and caring learning environment where students feel seen, valued, and supported in their overall development.

Summary of Data History:

Literacy:

Sacred Heart School has formally tracked and monitored literacy achievement for many years through a combination of school-wide assessments, classroom-based formative and summative assessment, and targeted literacy interventions. Collectively, this data demonstrates that the average Sacred Heart student is performing at or near grade level expectations in both reading, writing and oral language.

In the primary grades, the school has maintained particularly strong and consistent literacy data collection practices. Since 2003, DIBELS has been used in kindergarten as an early literacy screener to monitor foundational reading skills and identify students requiring intervention or enrichment. PM Benchmarks have been consistently administered in the primary grades since 2020 to track guided reading levels, reading accuracy, fluency, and comprehension growth over time. Additionally, Dolch Sight Word tracking has been used consistently in Kindergarten through Grade 3 since 2022 and has recently expanded to Kindergarten through Grade 7 to monitor ongoing mastery of foundational literacy skills. Teachers are required to complete and submit this data in both the fall and spring each year.

Alongside these formal assessments, teachers regularly use classroom-based formative and summative assessment practices to monitor student progress in reading, writing, oral language, and comprehension. Writing samples, reading responses, observations, conferencing, and performance-based tasks are routinely used to guide instruction and provide targeted support where needed. This consistent monitoring allows staff to identify trends, respond early to student needs, and ensure students continue progressing toward grade-level expectations. Though less than 1% of students are demonstrating an extending level of literacy, the FSA data demonstrates 70% of grade 4 students and 59% of grade 7 students are 'on track' for literacy.

The school's literacy data has also directly informed Learning Assistance programming, with students receiving individualized intervention and support based on demonstrated literacy needs. Primary literacy intervention has been especially data-informed, resulting in strong foundational reading outcomes for students.

While Sacred Heart has developed a strong body of literacy data in the primary years, the school has identified a need to further strengthen literacy tracking in the intermediate grades, particularly in the areas of reading comprehension and fluency. Moving forward, the school

intends to build more consistent intermediate assessment practices to better monitor student growth and support literacy development across all grade levels.

Numeracy:

Currently, Sacred Heart School's only formal school-wide sources of numeracy data are the Foundation Skills Assessment (FSA) results in Grades 4 and 7, alongside classroom-based formative and summative assessments. Through classroom observation, professional scanning, and ongoing teacher discussion, staff are increasingly recognizing concerns regarding students' foundational numeracy skills. Over the past three years, FSA data has shown that 47% of Grade 4 students and 54% of Grade 7 students are performing at the "Emerging" level in numeracy. Teachers consistently report concerns surrounding students' automaticity with basic math facts, number sense, and critical thinking/problem-solving skills within mathematics instruction. Staff discussions have highlighted a shared uncertainty around the root causes of these challenges, as well as a desire for greater clarity and consistency in how numeracy difficulties are identified, tracked, and addressed across the school.

Social Emotional Learning:

Social Emotional Learning continues to be an important focus at Sacred Heart School and is primarily supported through classroom observation, restorative conversations, faith-based teaching, core competency self-assessment, and the integration of the Catholic Social Teachings throughout the school year. Staff work intentionally to foster caring relationships, emotional regulation, inclusion, and positive peer interactions within classrooms and during less structured times such as recess and lunch. Recently, however, there has been a noticeable increase in student tension and conflict, particularly on the playground, as observed by supervisors and reported by teachers. Staff have expressed growing concerns regarding students' ability to navigate healthy friendships, resolve conflict appropriately, and maintain respectful peer relationships. There is also an increasing concern surrounding the frequency of bullying behaviours and social difficulties among students. As a result, the school community is recognizing the need for more intentional and proactive supports for social emotional learning, relationship-building, and student well-being across all grade levels.

Though Sacred Heart School has many areas for continuous improvement, our teaching staff has chosen numeracy goals for the 26/27 & 27/28 school years:

2026 -2027 GOAL: Numeracy

By June 2027, all teachers will collect and document a minimum of two summative numeracy assessments per student each year and use the results to identify strengths, areas for growth, and next instructional steps.

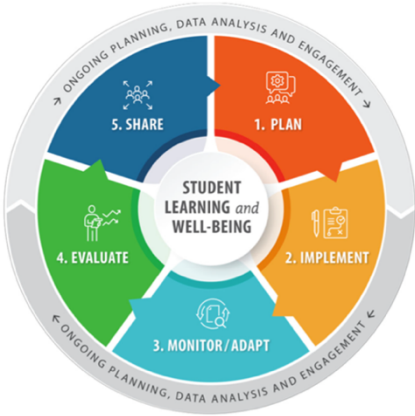
2027 -2028 GOAL: Numeracy

By June 2028, 80% of students will demonstrate measurable growth in numeracy skills.

**TO ACHIVE THESE GOALS
WE NEED TO
PLAN:**

2025-2026

Cohort Teams:



This spring, Sacred Heart School staff self-selected into one of three professional learning cohorts focused on Literacy, Numeracy, or Social Emotional Learning. The purpose of these cohort groups was to collaboratively review the current data being collected within each area, identify strengths and gaps in student learning and support, and begin developing a focused plan for growth for the coming school year. Each cohort was provided with a summary of the school’s existing data and assessment practices within their respective area and tasked with analyzing trends, identifying areas of concern, and preparing recommendations and next steps to help guide school improvement efforts moving forward.

Each cohort worked with the full support of the administration and included representation from primary teachers, intermediate teachers, and non-enrolling staff to ensure a broad range of perspectives and experiences were considered throughout the process. Staff were encouraged and trusted to engage in meaningful professional dialogue and to make thoughtful, informed decisions regarding the most appropriate next steps for supporting student growth and school improvement within their focus area.

Literacy

Literacy Cohort:

The Literacy Cohort focused its work on strengthening Sacred Heart School's approach to the five pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Through reviewing current assessment practices and literacy data, the team determined that these foundational areas were being monitored consistently and effectively in Kindergarten through Grade 3 but were not being tracked as concretely or consistently in Grades 4–7. As a result, the cohort explored a variety of literacy assessment tools to best identify a practical and effective way to better monitor fluency, vocabulary, and comprehension across the intermediate grades. After piloting and reviewing several options, the team determined that expanding the use of DIBELS from Kindergarten through Grade 7 would provide a user-friendly and consistent assessment tool, particularly as staff were already familiar with its implementation in the primary grades. In addition, the cohort recommended narrowing the scope of required school-wide literacy assessments to PM Benchmarks, DIBELS, the IB Writing Continuum, and Dolch Sight Words to create greater consistency and sustainability in data collection practices. These assessments will be required to be completed and submitted by teachers in both November and May during the 2026/27 school year.

The Literacy Cohort will present their recommendations and implementation plan to the full teaching staff during the 2026/27 planning meeting in June 2026. At that time, the team will provide training for staff on the administration of the new assessment practices, expectations for data collection and storage, and the procedures for reporting literacy data to administration.

Numeracy

Numeracy Cohort:

The Numeracy Cohort met throughout the spring to review the school's current numeracy data and determine next steps for improving both student outcomes and assessment practices. Through reviewing FSA data, the team noted that over the past three years, 47% of Grade 4 students and 64% of Grade 7 students were performing at the "Emerging" level in numeracy. While teachers regularly use formative and summative classroom assessments, staff discussions revealed that these measures were not clearly identifying the underlying causes of students' struggles in mathematics. As a result, the team prioritized the implementation of a standardized numeracy screener to provide more targeted and responsive data regarding

student numeracy development. After piloting several assessment tools within classrooms, the team determined that the Vancouver Island Math Assessment (VIMA) was the most practical to administer while also providing the most detailed and actionable information for teachers.

The Numeracy Cohort will present their implementation plan during the school's 2026/27 planning meeting in June 2026. At that time, the team will train teaching staff on how to administer the VIMA at each grade level, how to interpret assessment results, and how the data will be used to guide instruction and intervention. The cohort also established a school-wide expectation that VIMA results will be completed and submitted to administration in both the fall and spring of each school year.

In addition, the Numeracy Cohort recommended implementing the JUMP Math program from Kindergarten through Grade 7 to create greater continuity in instruction, assessment, and mathematical language across the school. Administration committed to ensuring that staff have access to the full suite of JUMP Math resources, including not only teacher guides and assessment books, but all available instructional supports and materials. The cohort will provide professional development for staff on the effective use of the program, and administration will support additional training opportunities as needed. The team also recommended continued monitoring of classroom summative assessment data to help identify school-wide areas of need and track student growth over time.

To further support numeracy comprehension and problem-solving skills, the team recommended increased use of the *Problem Solver* resource, which is already available within the school. The Numeracy Cohort collaborated closely with the Literacy Cohort to ensure that literacy comprehension skills are also being more intentionally monitored and supported, as staff identified that difficulties understanding and interpreting mathematical problems may be contributing significantly to students' struggles in numeracy.

Social Emotional Learning (SEL)

Social Emotional Learning Cohort:

The Social Emotional Learning (SEL) Cohort met throughout the spring to review the school's current SEL practices and determine how student well-being could be more intentionally monitored and supported. At the time of review, the school's only formal SEL data consisted of Catholic Social Teaching reflections and student self-assessments connected to the Core Competencies. Recognizing the need for more intentional and measurable data collection, the team gathered and reviewed a variety of student well-being assessments that aligned

with the Ministry of Education’s Continuous Improvement Plan requirements. After piloting several options, the cohort selected a simple check-mark style survey adapted for both Kindergarten–Grade 3 and Grades 4–7 students. The team also identified value in including an open-ended response question for intermediate students to allow for greater student voice and insight.

The SEL Cohort will present their survey recommendations and implementation plan during the school’s upcoming 2026/27 planning meeting. At that time, the team will train staff on how to administer the surveys and outline the expectations for completion throughout the year. The surveys will be administered five times during the 2026/27 school year, with older students having opportunities to submit anonymous responses three times annually to encourage honesty and meaningful feedback.

As part of the pilot process, the SEL Cohort also used the surveys to begin correlating student well-being data and identified several emerging concerns. A significant percentage of intermediate students reported feeling as though they did not have one or more trusted staff members they could turn to for help at school. In addition, many students across Kindergarten through Grade 7 indicated that they lacked effective strategies to calm themselves when feeling angry, frustrated, or overwhelmed. In response to this data, the team recommended the implementation of an “Advisory Club” model for the 2026/27 school year. Through this initiative, students in Grades 4–7 will spend approximately 20 minutes in small groups of no more than 15 students with a consistent staff member. All teaching and support staff will facilitate a group, providing students with opportunities to connect with peers who share similar interests, engage in enjoyable and relaxing activities, and build stronger relationships with trusted adults beyond their classroom teacher. The SEL Cohort will further develop the structure and timeline for this initiative, and administration will incorporate it into the school-wide schedule for next year.

To support students in developing stronger emotional regulation skills, the SEL Cohort also recommended reintroducing the *MindUP* curriculum, a resource already owned by the school that is specifically designed to help students better understand their thinking, emotions, and self-regulation strategies.

IMPLEMENT:

2026-2027

Literacy

During the 2026/27 school year, Sacred Heart School will implement a more comprehensive and consistent literacy assessment framework designed to strengthen the monitoring of student growth across all five pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Following the recommendations of the Literacy Cohort, staff will expand the use of DIBELS from Kindergarten through Grade 7 to establish a common school-wide literacy screener that provides reliable and responsive data across all grade levels. Teachers will administer DIBELS, PM Benchmarks, the IB Writing Continuum, and Dolch Sight Word assessments in both November and May, creating consistent school-wide checkpoints for monitoring student progress and identifying students requiring additional support or enrichment. During the September 2026 planning meeting, the Literacy Cohort will provide professional development and implementation training for all teaching staff, including instruction on assessment administration, scoring, interpretation of results, data storage procedures, and expectations for reporting literacy data to administration.

Throughout the school year, administration and the Literacy Cohort will continue to support staff through collaboration, professional dialogue, and ongoing review of assessment results to ensure consistency in implementation and instructional response. The Literacy Cohort will also continue to meet regularly throughout the school year to review data, share perspectives and experiences from their classrooms, and continue their work not only as classroom teachers, but also as instructional leaders within the area of literacy development. The literacy data collected will be used to inform classroom instruction, guide Learning Assistance interventions, identify trends across grade levels, and support early intervention for struggling readers and writers. By narrowing the focus to a smaller number of consistent and purposeful assessments, the school aims to create a sustainable system that provides meaningful data while reducing unnecessary assessment overload for both students and staff. Through this work, Sacred Heart School hopes to strengthen literacy achievement across all grades, particularly in the intermediate years, while ensuring that all students continue to develop the foundational and comprehension skills necessary for long-term success in reading and writing.

Numeracy

During the 2026/27 school year, Sacred Heart School will implement a more consistent and data-informed approach to numeracy instruction and assessment across Kindergarten through Grade 7. Following the recommendations of the Numeracy Cohort, teachers will administer the Vancouver Island Math Assessment (VIMA) in both the fall and spring, with results submitted to administration to help better identify student strengths, gaps, and areas requiring intervention. During the September 2026 planning meeting, the cohort will train staff on how to administer the VIMA, interpret the results, and use the data to guide instruction. The school will also begin implementing the JUMP Math program school-wide to create greater continuity in numeracy instruction, assessment, and mathematical language across grade levels. Administration will ensure staff have access to all necessary resources and training to support effective implementation. In addition, the cohort recommended increased use of the *Problem Solver* resource to strengthen comprehension and critical thinking within mathematics, recognizing that many students struggle to interpret and understand mathematical problems. The Numeracy Cohort will continue meeting throughout the school year to review data, support staff, and share perspectives as both classroom teachers and instructional leaders in numeracy development.

Social Emotional Learning (SEL)

During the 2026/27 school year, Sacred Heart School will implement a more intentional and structured approach to Social Emotional Learning and student well-being. Following the recommendations of the SEL Cohort, students will complete age-appropriate well-being surveys five times throughout the school year to better monitor student experiences, emotional regulation, relationships, and sense of belonging within the school community. Intermediate students will also have opportunities to provide anonymous feedback three times annually to encourage honest and meaningful responses. During the June 2026 planning meeting, the SEL Cohort will train staff on how to administer the surveys, interpret the data, and respond to emerging trends and student needs. In response to early pilot data, the school will also implement an "Advisory Club" model for Grades 4–7, where students will regularly meet in small groups with a consistent staff member to build relationships, develop connections with peers, and strengthen their sense of belonging within the school community. Additionally, the school will reintroduce the *MindUP* curriculum to help students develop stronger self-regulation strategies and better understand their emotions and thinking patterns. The SEL Cohort will continue to meet throughout the school year to review data,

support staff, and share perspectives as both classroom teachers and leaders in student well-being and social emotional learning.

MONITOR/ADAPT:

2026-2027

Literacy

Throughout the 2026/27 school year, the Literacy Cohort and administration will continuously monitor the effectiveness and sustainability of the school's literacy plan through ongoing collaboration, staff feedback, and review of assessment data. While the school has established November and May as the primary literacy data collection periods, the cohort recognizes that assessment timelines, the number of students assessed, and implementation practices may need to be adjusted based on student needs, staffing, scheduling, and the overall workload placed on teachers. The cohort will meet regularly to review emerging trends, discuss challenges and successes, and make responsive adjustments to assessment practices and instructional supports where necessary. Ongoing professional development and training opportunities will also be provided throughout the year as staff become more familiar with administering DIBELS across all grade levels and interpreting literacy data to guide instruction. Administration and the Literacy Cohort remain committed to ensuring that the implementation process remains collaborative, manageable, and responsive, with the understanding that refinement and adaptation will be necessary as the school works toward building a sustainable and meaningful literacy framework.

Numeracy

Throughout the 2026/27 school year, the Numeracy Cohort and administration will continue to monitor and refine the school's numeracy plan through ongoing collaboration, data review, and staff feedback. While fall and spring assessment windows have been established for the Vancouver Island Math Assessment (VIMA), the cohort recognizes that timelines and implementation practices may need to be adjusted as the school evaluates workload, scheduling, and student needs. The Numeracy Cohort will continue meeting regularly throughout the year to analyze assessment results and identify trends in areas where students are struggling or excelling, such as number sense, computational fluency, geometry, problem-solving, and mathematical reasoning. This information will help guide instructional decisions, resource allocation, intervention supports, and professional development opportunities for staff. The team will also continue to provide resources, programming

suggestions, and collaborative support to teachers as the implementation of JUMP Math and other numeracy initiatives progresses. While the cohort remains committed to maintaining consistency in assessment practices and data collection across the school, the team recognizes that adjustments and refinements may be necessary to ensure the process remains meaningful, sustainable, and responsive to student learning needs.

Social Emotional Learning (SEL)

Throughout the 2026/27 school year, the SEL Cohort and administration will continue to monitor and adapt the school's Social Emotional Learning plan through ongoing review of student well-being data, staff feedback, and school-wide observations. While the team has established five survey windows throughout the year, the cohort recognizes that timelines, survey frequency, and implementation practices may need to be adjusted based on student needs, scheduling, and the overall effectiveness of the process. The SEL Cohort will continue meeting regularly to analyze trends within the data, identify emerging areas of concern, and determine where additional supports or programming may be needed. Particular attention will be given to areas such as student belonging, emotional regulation, peer relationships, bullying concerns, and students' connections with trusted adults within the school community. The team will also continue refining the Advisory Club model and the implementation of the *MindUP* curriculum based on staff and student feedback. Ongoing collaboration and professional dialogue will help ensure that SEL initiatives remain responsive, meaningful, and supportive of the changing social and emotional needs of students across Kindergarten through Grade 7.

EVALUATE:

2026-2027

Literacy

The Literacy Cohort will evaluate the effectiveness of their work throughout the 2026/27 school year through ongoing analysis of school-wide literacy data, staff feedback, classroom observations, and student growth over time. The team will review results from DIBELS, PM Benchmarks, the IB Writing Continuum, and Dolch Sight Word assessments collected in the fall and spring to identify trends, monitor progress across grade levels, and determine whether students are demonstrating growth within the five pillars of reading. Particular

attention will be given to whether the expanded assessment practices in Grades 4–7 provide clearer insight into student fluency, vocabulary, and comprehension skills. The cohort will also gather feedback from teaching staff regarding the usability, sustainability, and effectiveness of the assessment tools and implementation processes. In addition, the team will evaluate whether the literacy framework is helping teachers better identify students requiring intervention or enrichment and whether instructional practices are becoming more aligned and consistent across the school. Through regular meetings and reflective professional dialogue, the Literacy Cohort will use this information to make ongoing adjustments and recommendations for future literacy planning and support.

Numeracy

The Numeracy Cohort will evaluate the effectiveness of their work throughout the 2026/27 school year by reviewing VIMA results, classroom formative and summative assessments, and teacher observations to identify trends in student numeracy development across the school. Rather than focusing immediately on measurable improvement outcomes, the primary goal during the first year of implementation is to gather more consistent and meaningful data to better understand where students are struggling and where they are demonstrating strength in areas such as number sense, computational fluency, geometry, problem-solving, and mathematical reasoning. The cohort will also evaluate whether the VIMA provides useful and actionable information for teachers and whether the implementation of JUMP Math and related resources creates greater consistency in instructional language and assessment practices across grade levels. Staff feedback regarding the usability, sustainability, and effectiveness of the assessment tools and programming will continue to guide the team's work. Through regular meetings and collaborative dialogue, the Numeracy Cohort will use the data collected throughout the year to begin building a clearer understanding of student numeracy needs at Sacred Heart School and to help guide future instructional and intervention planning.

Social Emotional Learning (SEL)

The SEL Cohort will evaluate the effectiveness of their work throughout the 2026/27 school year by reviewing student well-being survey data, staff observations, and feedback from both students and staff in order to identify emerging trends and areas requiring additional attention and support. Rather than focusing immediately on measurable improvement outcomes, the primary goal during the first year of implementation is to establish a clearer understanding of students' social and emotional experiences within the school community. The team will analyze data related to student belonging, emotional regulation, peer

relationships, bullying concerns, and students' connections with trusted adults in the building to determine whether there are consistent themes or trends that the school needs to more intentionally address. The cohort will also evaluate the effectiveness and sustainability of the SEL surveys themselves, including whether questions, frequency, or survey formats need to be adjusted to provide more meaningful and reliable information. In addition, the team will gather feedback regarding the effectiveness of the Advisory Club model, the *MindUP* curriculum, and other SEL initiatives introduced throughout the year. Through regular meetings and ongoing professional dialogue, the SEL Cohort will use this information to help guide future SEL programming, student supports, and school-wide initiatives aimed at strengthening student well-being and connection.

SHARE:

2026-2027

Literacy, Numeracy & Social Emotional Learning (SEL)

Throughout the 2026/27 school year, Sacred Heart School will intentionally share the work of its Continuous Improvement Plan with families, parish members, and the broader school community through a variety of meaningful and accessible formats. In addition to maintaining updates and resources on the school website, the school will regularly highlight the work of the Literacy, Numeracy, and SEL Cohorts through school newsletters, School Council presentations, and visual displays within the school building. Staff and cohort leaders will share "data stories," emerging trends, reflections, and next steps in ways that are understandable and engaging for families and community stakeholders. Sacred Heart also hopes to host opportunities for community engagement, such as learning showcase evenings or presentations connected to parish-school gatherings, where families can learn more about the assessment tools, instructional resources, and student support initiatives being implemented throughout the school. By openly sharing both the process and the learning taking place, the school aims to foster transparency, celebrate teacher leadership, strengthen community involvement, and demonstrate its ongoing commitment to supporting the academic, social, emotional, and spiritual growth of all students.

TO CONTINUE MOVING FORWARD WE NEED TO

PLAN:

2026-2027

Literacy

In the spring of 2027, the Literacy Cohort will gather to review the literacy assessment data collected throughout the school year, as well as reflect on the overall implementation of the school's literacy plan. The team will analyze both quantitative data, such as DIBELS, PM Benchmark, Dolch Sight Word, and IB Writing Continuum results, alongside qualitative feedback from teachers regarding the effectiveness, sustainability, and practicality of the assessment and instructional practices introduced during the year. Through collaborative reflection and professional dialogue, the cohort will identify strengths, challenges, trends, and areas requiring further support or refinement. Using this information, the Literacy Cohort will prepare a responsive and informed literacy plan for the 2027/28 school year aimed at better supporting student learning, strengthening instructional consistency, and refining assessment practices across Kindergarten through Grade 7.

Numeracy

In order to support the school's 2027/28 numeracy goal, the Numeracy Cohort will critically review and analyze the results from the two school-wide VIMA assessment submissions collected during the 2026/27 school year. The purpose of this review will be to identify consistent trends, gaps, and areas of strength across grade levels in areas such as number sense, computational fluency, geometry, problem-solving, and mathematical reasoning. Using this data, the cohort, in collaboration with administration, will determine priority areas requiring additional support and instructional focus. Professional development opportunities, collaborative planning time, instructional resources, and intervention supports will then be intentionally aligned to address the specific areas of need identified through the assessment data. This process will help ensure that future numeracy instruction and school-wide supports are increasingly targeted, responsive, and informed by meaningful student data.

Social Emotional Learning (SEL)

In the spring of 2027, the SEL Cohort will gather to review the student well-being data, staff feedback, and observations collected throughout the school year in order to determine a pathway forward for the 2027/28 school year. The team will analyze emerging trends related to student belonging, emotional regulation, peer relationships, and student well-being to help guide future planning and supports. This reflection process may lead to adjustments in the timing, frequency, or structure of the student well-being surveys, as well as revisions to the survey questions themselves in order to gather more meaningful and responsive data. Most importantly, the SEL Cohort will use the information collected to develop a more focused school-wide SEL plan aimed at intentionally addressing the trends and needs identified throughout the 2026/27 school year.

IMPLEMENT:

2027-2028

During the June 2027 planning meeting and again in September 2027, each of the school's cohort teams — Literacy, Numeracy, and Social Emotional Learning — will formally present their updated plans and priorities for the 2027/28 school year to the teaching staff, administration, and support staff. Drawing from the data, reflections, and experiences gathered throughout the previous year, each cohort will outline a clear and concrete path forward within their respective focus area.

Literacy

The Literacy Cohort will use the literacy data collected throughout the 2026/27 school year, alongside teacher feedback and implementation reflections, to develop and present a responsive literacy plan for 2027/28 aimed at strengthening identified areas of need and refining assessment and instructional practices across the school. Staff will collaboratively review the proposed goals, instructional priorities, assessment practices, intervention strategies, and support structures, while also identifying markers of success for the coming school year. Through this collaborative process, the cohorts and staff will work together to ensure that school-wide improvement efforts remain intentional, measurable, responsive to student needs, and supported by a shared understanding and commitment across the entire school community.

Numeracy

The Numeracy Cohort will begin the 2027/28 school year by presenting a comprehensive numeracy support plan to the teaching and support staff. Drawing from the analysis of VIMA data, classroom assessments, and trends identified during the 2026/27 school year, the team will outline how the school can best support student growth in numeracy across all grade levels. The presentation will provide a clear and collaborative path forward for teachers, administration, and support staff by identifying priority areas of focus, recommended instructional approaches, intervention strategies, assessment expectations, and available resources and supports. The goal of this process will be to ensure that all staff have a shared understanding of the school's numeracy priorities and a consistent, coordinated approach to supporting students in mathematics throughout the 2027/28 school year. During this time, the Numeracy cohort will also refine the 2027/2028 CIP numeracy goal from its current projection.

Social Emotional Learning (SEL)

During the June 2027 planning meeting and again in September 2027, the Social Emotional Learning Cohort will formally present their updated SEL plan and priorities for the 2027/28 school year to the teaching staff, administration, and support staff. Drawing from the student well-being survey data, staff observations, implementation reflections, and feedback collected throughout the 2026/27 school year, the cohort will outline a clear and responsive plan aimed at strengthening student belonging, emotional regulation, peer relationships, and overall student well-being within the school community. The SEL Cohort will use both qualitative and quantitative data gathered throughout the previous year to identify emerging trends, areas requiring additional support, and opportunities to strengthen initiatives such as the Advisory Club model, *MindUP* curriculum, and student well-being surveys. Staff will collaboratively review the proposed goals, supports, programming, and structures while also identifying markers of success for the coming school year. Through this collaborative process, the SEL Cohort and staff will work together to ensure that social emotional learning supports remain intentional, responsive, sustainable, and reflective of the changing needs of students across Kindergarten through Grade 7.

MONITOR/ADAPT:

2027-2028

Literacy

Throughout the 2027/28 school year, the Literacy Cohort will continue to monitor and adapt the school's literacy plan through regular meetings, ongoing collaboration, and consistent communication with students, teachers, support staff, and administration. The cohort will review literacy assessment data, classroom observations, teacher feedback, and student experiences in order to determine how effectively the literacy initiatives and supports are meeting the needs of the school community. As trends, challenges, or new areas of need emerge, the team will suggest adjustments to assessment practices, instructional approaches, interventions, timelines, or resources as needed throughout the year. The Literacy Cohort recognizes that effective school improvement requires ongoing reflection and responsiveness, and the team will continue refining the literacy framework to ensure it remains meaningful, sustainable, and supportive of student learning across all grade levels.

Numeracy

Throughout the 2027/28 school year, the Numeracy Cohort will continue to meet regularly and collaborate closely with teaching staff and administration to support the school's numeracy goals. In addition to reviewing VIMA assessment data, the team will critically analyze classroom formative and summative assessment practices to better understand student learning trends and areas of need across grade levels. The cohort will work alongside teachers to identify effective instructional strategies, provide guidance and resources, and offer ongoing support and professional development focused on strengthening numeracy instruction and intervention practices. Through continued collaboration, professional dialogue, and reflective review of student data, the Numeracy Cohort will help ensure that classroom instruction remains responsive, targeted, and supportive of student growth in mathematics

Social Emotional Learning (SEL)

Throughout the 2027/28 school year, the Social Emotional Learning Cohort will continue to monitor and adapt the school's SEL plan through regular meetings, ongoing collaboration, and consistent communication with students, teachers, support staff, and administration. The cohort will review student well-being survey data, staff observations, student feedback, and

school-wide trends to determine how effectively the SEL initiatives and supports are meeting the needs of the school community. As new concerns, trends, or areas of need emerge, the team will suggest adjustments to surveys, programming, intervention strategies, schedules, or supports as needed throughout the year. The SEL Cohort recognizes that supporting student well-being requires ongoing reflection, flexibility, and responsiveness, and the team will continue refining the school's SEL framework to ensure it remains meaningful, sustainable, and supportive of students across Kindergarten through Grade 7.

EVALUATE:

2027-2028

Literacy

The Literacy Cohort will evaluate the effectiveness of the 2027/28 school year by reviewing school-wide literacy assessment data, classroom observations, teacher feedback, and student experiences to determine whether the literacy supports, and instructional practices implemented throughout the year effectively addressed the trends and areas of need identified during the previous school year. The cohort will analyze quantitative data collected through DIBELS, PM Benchmarks, Dolch Sight Words, and the IB Writing Continuum, alongside qualitative feedback from teachers and support staff regarding the sustainability, consistency, and effectiveness of the literacy framework. Particular attention will be given to identifying whether students demonstrated growth within the five pillars of reading and whether teachers felt increasingly supported in addressing literacy needs across grade levels. The team will also evaluate whether the assessment practices and interventions introduced throughout the year provided meaningful and actionable information to guide instruction and Learning Assistance support. Through collaborative reflection and ongoing dialogue, the Literacy Cohort will use this information to determine next steps, refine practices where needed, and continue strengthening literacy instruction and assessment at Sacred Heart School.

Numeracy

Following the collection of spring 2028 numeracy data, the Numeracy Cohort, teaching staff, and administration will gather collaboratively to review and reflect on the results from across the school. Together, the team will analyze whether students demonstrated measurable

growth in numeracy skills and identify the specific areas where improvement was observed, as well as areas where growth remained limited or concerns continue to exist. Staff will engage in professional dialogue surrounding the effectiveness of instructional practices, assessment tools, interventions, and resources used throughout the year. Using this information, the cohort and staff will discuss how numeracy programming, assessment practices, instructional supports, and professional development can be adapted and refined for the fall of 2028 to better meet the needs of both students and teachers and continue strengthening numeracy outcomes across the school.

Social Emotional Learning (SEL)

Following the collection of the results of the surveys and SEL programming, the Social Emotional Learning (SEL) Team will continue to monitor and analyze data collected through student, staff, and parent surveys, as well as classroom observations and other relevant indicators of student well-being. The team will use this information to evaluate the effectiveness of current SEL initiatives, identify emerging trends and areas of need, and make informed adjustments to programming and practices. Recognizing that school communities are dynamic, the SEL Team will remain responsive and flexible, adapting timelines, survey tools, and intervention strategies as necessary to ensure that supports remain meaningful, relevant, and aligned with the evolving needs of students and the broader school community.

SHARE:

2027-2028

Literacy, Numeracy & Social Emotional Learning (SEL)

Throughout the 2027/28 school year, Sacred Heart School will continue to share the progress, reflections, and ongoing work connected to the Continuous Improvement Plan with families, parish members, and the broader school community through newsletters, School Council presentations, website updates, visual displays within the school, and community engagement opportunities. Building on the communication practices established during the 2026/27 school year, the school will continue providing regular updates related to literacy, numeracy, and social emotional learning initiatives, student trends, and school-wide goals in ways that are accessible and meaningful for stakeholders. As the school reflects on the effectiveness of its communication practices, administration and the cohort teams recognize

that the format, frequency, and depth of reporting may continue to evolve. Some areas may require more detailed monthly updates and community engagement, while others may benefit from more streamlined communication depending on the needs of staff, students, and families. Through this ongoing process, Sacred Heart School remains committed to maintaining transparency, celebrating growth and teacher leadership, and ensuring the school community remains informed, involved, and connected to the school's continuous improvement efforts.

SUMMARY AND ADDITIONS:

In addition to the collaborative work of the Literacy, Numeracy, and Social Emotional Learning Cohorts, Sacred Heart School will implement a school-wide Literacy and Numeracy Block beginning in the 2026/27 school year in order to provide more targeted and responsive instruction for students. Four days a week, the school schedule will dedicate 9:00–10:00 a.m. to literacy instruction and 10:30–11:30 a.m. to numeracy instruction. During these blocks, all certified teaching staff will work collaboratively to deliver levelled literacy and numeracy groups designed to best meet the diverse learning needs of students across the school. Approximately 192 students will be organized into 10 differentiated literacy groups and 10 differentiated numeracy groups, allowing for smaller instructional group sizes, more targeted intervention, and increased opportunities for remediation and enrichment within regular classroom instructional time. This collective approach is intended to support the initiatives and goals identified by all three cohort teams while reducing the school's current reliance on Learning Assistance pull-out support, which presently serves approximately 35–40% of students. Through this model, Sacred Heart School aims to provide more inclusive, responsive, and data-informed support structures that strengthen student learning while maximizing the expertise of all teaching staff within the school community.

This Continuous Improvement Plan is intended to be a working document that will evolve and adapt alongside the changing needs of Sacred Heart School, its students, and its staff. As the Literacy, Numeracy, and Social Emotional Learning Cohorts continue their work, the priorities, timelines, assessment practices, and support structures outlined within this plan may be refined in response to emerging data, staff collaboration, student needs, and ongoing reflection. Sacred Heart School recognizes that meaningful school improvement requires flexibility, responsiveness, and ongoing professional dialogue, and this plan is intended to support that continuous process of growth and learning.