

École St. Mary School Continuous Improvement Plan

2025 – 2026

A Holy Spirit Catholic School - A Christ-centered learning community where students are cherished and achieve their potential.



Mission: To provide high quality Catholic education that meets the spiritual, educational and emotional needs of all students.

Vision: Christ-centered learning community where students are cherished.

Love is spoken here.

École St. Mary is a dual track school, with French Immersion and English.

École St. Mary School has focused our goals on Holy Spirit Catholic Schools strategic priorities:

1. Strengthening Our Catholic Faith
2. Learning Through Quality Teaching
3. Living Truth and Reconciliation
4. Belonging In Our Diverse Community

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| Priority One | Strengthening Our Catholic Faith <p>*We foster a Catholic worldview of reflection, service and sacramentality. *Our staff and students demonstrate knowledge of faith and commit to faith development. *We create communities of accompaniment in our schools and school division.</p> | |
| Goals: A focus on faith development and accompaniment. By June 2026, staff and students will demonstrate growth in understanding of their faith, our faith plan, and Catholic values, and parables that will strengthen our Catholic faith. | Strategies: <ul style="list-style-type: none"> ○ Implement Year 1 of District Faith Theme: Open Wide the Doors, with a focus on knowing God ○ Focus learning on to "Know God" through the word of God and parables in Luke Catholic, leadership and First Nation Metis and Inuit values. ○ Implement Growing in Faith Growing in Christ and Fully Alive (supplemental) programs. ○ Staff and Student Retreats. ○ Weekly 'Gospel Time' to preview gospel, explore Faith Theme and Catholic teachings (formation weekly.) ○ Other: Visuals throughout the school, Staff prayer 2x a week, Student Prayer, include learning for Faith Theme in every newsletter. ○ Social Justice Projects: Chalice, Food Drive, Outreach in the community, cards for seniors, singing in seniors' homes, Terry Fox, Santa's Anonymous and food drives. ○ Finding ways to connect our parish and youth ministry Monthly faith formation for students and staff. ○ Mass In Slow Motion for Div 2 students. ○ Faith Formation for students and staff permeated. ○ Focus on literacy skills to support reading and understanding in Social Studies. | Measures: <ul style="list-style-type: none"> ○ Schollie Survey ○ Community Feedback ○ Religion outcomes ○ Faith Plan Inventory ○ Teacher observation plan ○ Feedback from School Council ○ Assurance Measure Surveys |

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| Priority Two | Learning Through Quality Teaching <p>*We prepare students for career pathways.</p> |
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| | <p>*All students demonstrate growth in literacy and numeracy. *Schools reflect collaborative teaching and learning environments.</p> | |
| <p><u>Goal: Focus on student growth and achievement through research-based practices.</u></p> | <p><u>Strategies:</u></p> | <p><u>Measures:</u></p> |
| <p>By June 2026, ESM staff will incorporate research-based methods and strategies that enrich the growth of all learners through differentiated approaches to instruction and develop numeracy and literacy skills. Prioritizing assessment, aligning assessment practices to align teaching with intended learning outcomes.</p> | <ul style="list-style-type: none"> ○ CC3 assessment to be completed for grade 1,2,3 and 4 students to plan for instruction. LeNS to be completed grades 1,2. ○ AB Education Numeracy Screening Assessment grades K,1,2,3. ○ EYE-TY assessments for kindergarten students ○ Additional literacy and numeracy support for interventions. ○ Resources: Heggerty, UFLI, Precision Reading, GB+ and assessment PD. ○ Collaboration to include time embedded in the daily schedule to allow for teachers to investigate best practices, research based strategies. ○ Math Up, Mathletics, Raz Kids, Reading Eggs and Zorbits offered as additional resources. ○ Utilize learning coach to assist in developing strategies and investigating alternate options. ○ F&P Benchmark assessment to be completed for all students in the English program from grade 1-6, and grade 3-6 for French Immersion. GB+ for French Immersion. ○ Guided Reading Program for English and GB+ for French. ○ Provide additional staff coverage to support GB+ ○ Small group instruction within the class. ○ Success to be based on individual achievement. ○ 7-week cycle intervention sprints for students. | <ul style="list-style-type: none"> ○ CC3 Assessment ○ Numeracy Screening Math Assessment ○ Anecdotal notes and observations ○ IPPs ○ PAT's for grade 6 students ○ F&P Benchmark Assessment ○ GB+ for French Immersion ○ Precision Reading ○ LeNS Literacy assessment analysis ○ Divisional Assessment ○ Spaces Report Cards ○ Spaces Digital Portfolios (grade 3-6) ○ Jump Math Assessments ○ Anecdotal and running records ○ Assurance Measure Surveys |

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| Priority Three | Living Truth and Reconciliation <p>*Our First Nations, Metis and Inuit students will continue to see increasing success rates. *We foster reconciliation through listening, accompaniment and recognition of the ongoing impacts of the past. *We will deepen our understanding of our collective responsibilities as Treaty People.</p> | |
| Goal: Focus on culture and traditions. | Strategies: | Measures: |
| By June 2026, students and staff will have learned about four different aspects of Indigenous culture, history and/or traditions. | <ul style="list-style-type: none"> o Establishing culturally relevant events within the school, both during the instructional day and non-instructional time. Culture learning and presence permeated. o Specific Focus: Orange Shirt Day, Truth and Reconciliation Week, National Indigenous Peoples Day, and Bi-weekly cultural teaching for each class. o Focus on learning about Metis and permeate culture into lessons, while interweaving learning with Indigenous ways of knowing. o Bi-weekly visits from the First Nations, Metis & Inuit Support worker to present pre-determined topics. o Learning about and creating meaning attached to Land Acknowledgements. Each class to collaboratively create and present Land Acknowledgement. The goal is to have an ESM land acknowledgment by the end of school year. o Staff to continue to investigate different cultural components and take part in activities that they can bring back to their classroom for students. (ongoing learning and PD day devoted.) o Utilize the talents of the Division Principal to assist in the development of ideas and plan of action. | <ul style="list-style-type: none"> o Schollie Survey o Accountability Pillar o Thought Exchange o Attendance Reports o Surveys o School Council Feedback o Assurance Measure Surveys |

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| Priority Four | <h2>Belonging In Our Diverse Community.</h2> <p>*We will assist students in navigating various pathways of support. *We provide programming and support for student and staff well-being. *We celebrate and respect all cultures and ethnicities in our schools.</p> | |
| Goal: A Focus on celebrating all cultures and creating safe and caring environment. | <u>Strategies:</u> | <u>Measures:</u> |
| By June 2026, staff and students will have an increased sense of belonging by learning about and experiencing acceptance and understanding of the multicultural nature of our community. | <ul style="list-style-type: none"> ○ Family First Facilitator and Mental Health Capacity Team offering universal programming for students. ○ Wellness Committee led and ran by staff to create monthly wellness opportunities for staff and students. ○ Utilize the support services offered within the school and the Division: Family School Liaison Counsellor, FNMI Support Worker, Family First Facilitator. ○ Breakfast Program through a nutrition grant and Lunch program. ○ Support Services team meetings to meet the needs of all students. ○ Continue to provide instruction at a student's 'just right level', and define success based upon individual advancement. ○ Parent Evenings: in order for parents to learn about different components of wellness to support their families. ○ Multicultural and Wellness days. ○ All country's flags displayed. ○ Large map in office. ○ EAL support through education assistant, EAL coordinator in school. ○ Multicultural celebrations to recognize and celebrate all students. ○ Celebration of diversity within the school, at assemblies, Gospel time, all the time. | <ul style="list-style-type: none"> ○ Schollie Survey ○ Assurance Measure Surveys Survey ○ Accountability Pillar ○ Thought Exchange ○ Attendance Reports ○ Anecdotal notes and observations ○ Feedback from community |

