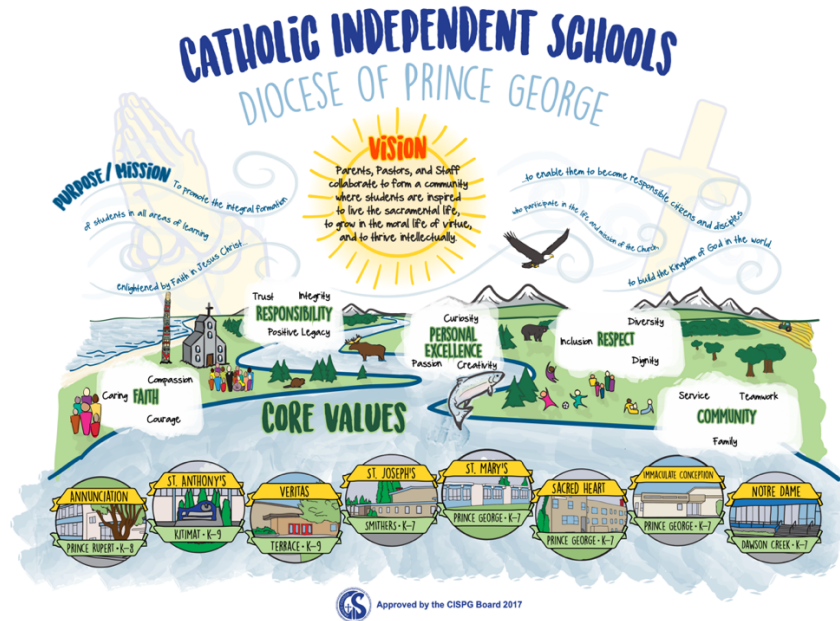




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CISPG'S Story

Immaculate Conception School is one of eight Catholic Independent Schools in the Diocese of Prince George. Catholic Independent Schools, Diocese of Prince George (CISPG) comprises the northern half of British Columbia and includes Catholic schools located in the communities of Prince Rupert, Terrace, Kitimat, Smithers, Prince George and Dawson Creek - a geographic span of 1200 kilometers. The CISPG community acknowledges, respects, and honours the following traditional territories in which they work and learn: the Lheidli T'enneh First Nation in Prince George; the Tsimshian Nation in Prince Rupert and Terrace; the Haisla Nation in Kitimat; the Wet'suwe'ten Nation in Smithers; and the West Moberly and Sauteau First Nations in Dawson Creek.

CISPG'S purpose or mission is to promote the integral formation of students in all areas of learning enlightened by Faith in Jesus Christ to enable them to become responsible citizens and disciples who participate in the life and mission of the church to build the Kingdom of God in the world. Parents, Pastors, and Staff collaborate to form a community where students are inspired to live the sacramental life, to grow in the moral life of virtue, and to thrive intellectually.

Immaculate Conception's Story

At Immaculate Conception School, we are dedicated to providing a learning environment that is rooted in Catholic Christian faith and values, where each student is nurtured and supported in their academic, social, emotional, and spiritual growth. Guided by the British Columbia Ministry of



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Education's curriculum and our commitment to inclusive education, we strive to meet the needs of all learners within our diverse community.

We proudly acknowledge that our school stands on the unceded, ancestral lands of the Lheidli T'enneh First Nation. This acknowledgment is a commitment to truth, respect, and reconciliation. We are grateful to live, learn, and work on this land, and we recognize the importance it continues to hold for Indigenous peoples today.

Immaculate Conception 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 elders and community members, particularly during key moments such as planning cultural learning opportunities and reflecting on our progress. We have incorporated the Dakelh Values, Ways of Knowing and Enduring Understandings and fused them alongside our Catholic virtues that we teach monthly. We begin each week with a land acknowledgement throughout the school and we have partnered with a local Indigenous leader to continue to build relationships with our Indigenous brothers and sisters.

Since our founding in 1981, Immaculate Conception School has been shaped by a strong sense of community and service. From its beginnings, through the vision of Bishop Fergus O'Grady and the leadership of Fr. Nicholas Forde, our school was built through the generous support of parishioners, volunteers, and members of the Prince George community. What began as a shared dream has grown into a thriving Catholic educational institution.

Today, our school is staffed by a team of dedicated lay professionals who bring a wide range of expertise, compassion, and commitment to their roles. We work in partnership with families, parishioners, and the broader community to provide a holistic educational experience that reflects both academic excellence and deep-rooted faith.

Our students come from a variety of cultural, linguistic, and socio-economic backgrounds, including many who have recently immigrated to Canada or relocated to Prince George. This diversity enriches our learning environment and strengthens our commitment to fostering understanding, inclusion, and respect. We recognize and celebrate the unique gifts each student brings, and we are continually evolving our practices to better support the diverse and complex needs of our learners.

Immaculate Conception 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 Christian Education programs and in the day to day lives of staff and students.



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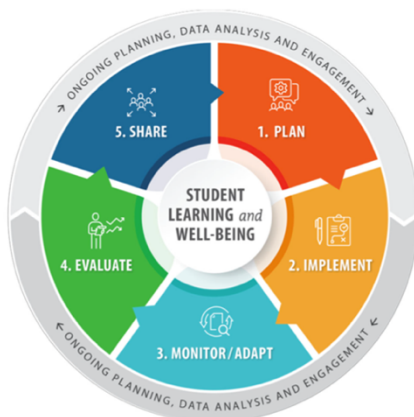
Our Catholic community expects that all of our children participate or be respectfully present in the religious life of our school, both in the classroom and at religious celebrations held at the school or within our parish.

To better support the needs of our families and enrich the overall experience of our students, Immaculate Conception School opened an afterschool program in (insert year). This has allowed us to offer a more holistic approach to student care and learning, extending our mission beyond the traditional school day. This program provides 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. This program is an extension of our school's identity, a welcoming, inclusive community where each child is known, respected 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.

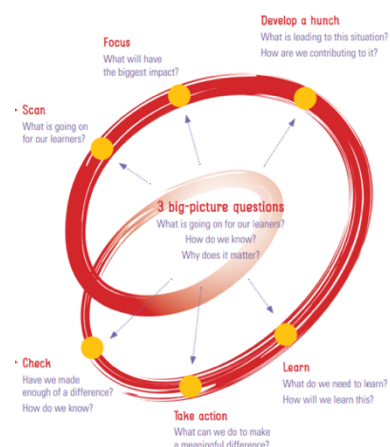
This Continuous Improvement Plan will be shared with all interest groups and stakeholders via our school website and school newsletters. We will share highlights of our CI Plan at school council, parish council and parent support group meetings, staff and cohort meetings to ensure transparency and continued ongoing dialogue. We invite feedback from families, students, and key stakeholders through informal conversations, surveys and school events.

Our goal is to share our learning, but to also listen, reflect and respond to ensure that our school's story is reflective of the voices and values of those it serves. Our CI Plan remains a living and evolving document. It will be reviewed collaboratively amongst parents, key stakeholders and our dedicated staff, allowing for timely adjustments and valuable input based on student needs and school goals.

At Immaculate Conception School, we believe in the power of community, the importance of collaboration, and the value of continuous reflection and growth. We are dedicated to cultivating a space where all students feel welcomed, valued, and empowered to reach their full potential.



Note: CISPG 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 CISPG Continuous Improvement Plans.





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STAGE ONE: DEVELOPING OUR PLAN

(September - November)

1. Sources of Data that Inform the School and Data Summary

Our Continuous Improvement Plan will focus on three areas: Literacy, Numeracy and Social-Emotional Learning.

Scan: Ongoing and including data collected from 2025-2026 (Fall, Winter and Spring)

Literacy:

Throughout our scanning process we will examine the needs and experiences of our learners in relation to their literacy proficiency.

- Collect and analyze data to identify trends and patterns in students from Kindergarten to Grade 7.
- Kindergarten- Grade 7 will complete Dibels Assessment (including NSF, LNF, PSF, WRF, ORF and Maze Reading - appropriate grade level assessments).
- Grade 1 completed the Core Phonics Survey in the fall and is now using Dibels as a screener.
- Grades 1-7 participate in the School Wide Write in the fall and Kindergarten to Grade 7 participate in the spring of each year.
- Grades 4 and 7 will complete the Foundational Skills Assessment in the late fall of each year.
- Grades 1-7 completed the Gates MacGinitie Vocabulary and Comprehension Assessments in the fall of 2025 and spring of 2026

Foundational Skills Assessment:

Grade 4

- 2023/2024: In this year, 43% of Grade 4 students were on track for literacy and 39% were extending. We did have 7% of the student population not write the FSA this year.
- 2024/2025 : In this year, 61% of Grade 4 students were on track for literacy and 4% were extending.
- 2025/2026: In this year, 63% of Grade 4 students were on track for literacy and 29% were extending.

Grade 7

- 2023/2024: In this year, 75% of Grade 7 students were on track for literacy and 17% were extending. We did have 4% of the population who did not write the FSA this year.
- 2024/2025: In this year, 81% of Grade 7 students were on track for literacy and 11% were extending. We did have 4% of the population who did not write the FSA this year.
- 2025/2026: In this year, we had 94% of Grade 7 students were on track for literacy and 6% were extending. We did have 11% of the population who did not write the FSA this year.



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Dibels:

- In the fall of 2025, 58% of Kindergarten and Grade 1 students were proficient or extending in their composite scores.
- In the winter of 2026, 68% of Kindergarten and Grade 1 students were proficient or extending in their composite scores.
- In the spring of 2026, 83% of Kindergarten and Grade 1 students were proficient or extending in their composite scores.
- In the fall of 2025, 80% of students in Grades 2-3 were proficient or extending in their composite scores.
- In the winter of 2026, 71% of students in Grades 2-3 were proficient or extending in their composite scores.
- In the spring of 2026, 79% of students in Grades 2-3 were proficient or extending in their composite scores.
- In the fall of 2025, 69% of students in Grades 4-7 were proficient or extending in their composite scores.
- In the winter of 2026, 62% of students in Grades 4-7 were proficient or extending in their composite scores.
- In the spring of 2026, 65% of students in Grades 4-7 were proficient or extending in their composite scores.
-

Gates MacGinitie:

- In the spring of 2025, 68% of students in Grades 1-7 were proficient or extending in the area of vocabulary recognition. 60% of students in Grades 1-7 were proficient or extending in the comprehension of grade level text. Overall, 66% of students in Grades 1-7 were identified as proficient or extending.
- In the fall of 2025, 72% of students in Grades 2-7 were proficient or extending in the area of vocabulary recognition. 58% of students in Grades 2-7 were proficient or extending in the comprehension of grade level text. Overall, 64% of students in Grades 2-7 were identified as proficient or extending.
- In the spring of 2026, 79% of students in Grades 1-7 were proficient or extending in the area of vocabulary recognition. 79% of students in Grades 1-7 were proficient or extending in the comprehension of grade level text. Overall, 78% of students in Grades 1-7 were identified as proficient or extending.

Oral Reading Fluency

- In the fall of 2025, 75% of students in Grades 1-7 were proficient or extending in their reading fluency, based on a one minute timed reading.
- In the winter of 2026, 81% of students in Grades 1-7 were proficient or extending in their reading fluency, based on a one minute timed reading.
- In the spring of 2026, 86% of students in Grades 1-7 were proficient or extending in their reading fluency, based on a one minute timed reading.



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School Wide Write

- In the fall of 2025, 66% of students in Grades 1-3 were proficient or extending in their school wide writing assessments.
- In the fall of 2025, 54% of students in Grades 4-7 were proficient or extending in their school wide writing assessments.
- In the spring of 2026, 81% of students in Grades K-3 were proficient or extending in their school wide writing assessments.
- In the spring of 2026, 46% of students in Grades 4-7 were proficient or extending in their school wide writing assessments.

*Students in Grade 5 have struggled with their spring writing assessments, thus impacting the overall school percentage (Grades 4-7) of school wide writing assessments. The focus in writing for the upcoming school year is focusing on conventions and form in smaller writing samples throughout the year, focusing on specific skills to enhance the overall writing in students in Grades 4-7.

Immaculate Conception School's literacy goal :

Kindergarten:

- 85% of students will know their letter names, sounds and concepts of print by the end of the school year.

Grades 1-3:

- 80% of students will show proficiency using the Dibels 8 Screening tool.
- 85% of students will show proficiency using the BC Performance Standards on the end of the year School Wide Writes.

Grade 4-7:

- 80% of students will show proficiency using the Dibels 8 Screening tool.
- 80% of students will show proficiency using the BC Performance Standards on the end of the year School Wide Writes.

Numeracy:

This section is in progress. Numeracy assessments are currently being evaluated before a formal determination is made on the chosen numeracy assessment for Immaculate Conception School.

Throughout our scanning process, we have been examining the needs of our students collectively in relation to their numeracy proficiency.

- Grades 4 and 7 will complete the Foundational Skills Assessment in the late fall of each year.
- Students in Kindergarten to Grade 7 have completed an initial assessment in Spring on basic facts (Facts of Fire).

FSA Data:



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- In the 2024/2025 school year, 83% of Grade 4 students were on track or extending. Over the course of the past 5 years, 77% of Immaculate Conception Grade 4 students were on track or extending.
- In the 2024/2025 school year, 69% of Grade 7 students were on track or extending. Over the course of the past 5 years, 83% of Immaculate Conception Grade 7 students were on track or extending.
- In the 2025/2026 school year, 83% of Grade 4 students were on track or extending in numeracy.
- In the 2025/2026 school year, 76% of Grade 7 students were on track or extending in numeracy.

Facts on Fire Initial Assessment (72 questions basic fact questions):

- Kindergarten and Grade 1: 0% of students were proficient/extending with their addition facts.
- Grade 2 and 3: 0% of students were proficient/extending with their addition or subtraction facts.
- Grade 4-7 students:
 - Addition: 38% of students were proficient/extending
 - Subtraction: 23% of students were proficient/extending
 - Multiplication: 20% of students were proficient/extending
 - Division: 14% of students were proficient/extending

While many students showed less proficiency with their facts, their accuracy was proficient, indicating they need better recall of their facts.

Immaculate Conception School's Numeracy Goal : Improve the overall number sense of students with targeted fact fluency (addition and subtraction in the primary grades and multiplication and division in the intermediate grades). With targeted and daily support with basic computational facts, 80% of students in Kindergarten to Grade 7 will be proficient of extending in their basic facts.

It is anticipated that knowledge of, coupled with quick recall, of basic facts across the grades will support the improvement of mental math strategies, word problem comprehension and solving strategies for all Kindergarten to Grade 7 students.

More specific goals will be determined after a numeracy assessment is determined and a screener process is formally completed.

Kindergarten:

- 80% of students will demonstrate proficiency with basic recall of addition math facts.

Grades 1- 3:

- 80% of students will demonstrate proficiency with basic recall of addition and subtraction math facts.

Grades 4-7:

- 80% of students will demonstrate proficiency with basic recall of addition, subtraction, multiplication and division math facts.
- 80% of students in Grades 4 and 7 will demonstrate "on track" or "extending" on numeracy standards of the FSA.

Social Emotional :



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During our scanning process, we will examine the needs and the unique experiences of our students in relation to their social emotional learning and overall mental well-being.

- Grades Kindergarten – 7 will complete a questionnaire each of 10-15 basic questions each month.

In an effort to target and monitor trends in student social/emotional health, a simple questionnaire was devised to be used across the grades. This questionnaire will be administered to all students at the beginning of each month. The purpose is to gather meaningful data to help us better understand students' emotional well-being and overall school experience. The information collected will support the identification of students who may be at risk and assist in informing targeted supports, interventions, or instructional adjustments as needed. Questions may be refined over time based on trends and insights gathered through the data.

Students will be able to self-reflect and assess personal growth, to include how to manage emotions, setting and achieving positive goals, building empathy for others, establishing and maintaining positive relationships and developing the ability to make responsible decisions and being responsible for the decisions they do make.

CIS has drafted a survey to be administered to student, staff and parent communities once a year.

Immaculate Conception School's Social Emotional Goal: 80% of students within our school community feel safe and welcome coming to school and have more than 2 adults that care about them and who they can approach if they are requiring emotional support.

Kindergarten to Grade 3:

- In May 2026, 58% of students surveyed feel welcome when they come to school.
- In June 2026, 58% of students surveyed feel welcome when they come to school.
- In May 2026, 66% of students surveyed feel safe when they come to school.
- In June 2026, 65% of students surveyed feel safe when they come to school.
- In May 2026, 77% of students surveyed feel that they have more than one adult in the school that they can reach out to if they have a concern.
- In June 2026, 75% of students surveyed feel that they have more than one adult in the school that they can reach out to if they have a concern.
- In May 2026, 81% of students surveyed feel that there are two or more adults in the school who care about them.
- In June 2026, 80% of students surveyed feel that there are two or more adults in the school who care about them.



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Grades 4-7:

- In May 2026, 67% of students surveyed feel welcome when they come to school.
- In June 2026, 68% of students surveyed feel welcome when they come to school.
- In May 2026, 77% of students surveyed feel safe when they come to school.
- In June 2026, 77% of students surveyed feel safe when they come to school.
- In May 2026, 66% of students surveyed feel that they have more than one adult in the school that they can reach out to if they have a concern.
- In June 2026, 70% of students surveyed feel that they have more than one adult in the school that they can reach out to if they have a concern.
- In May 2026, 71% of students surveyed feel that there are two or more adults in the school who care about them.
- In June 2026, 75% of students surveyed feel that there are two or more adults in the school who care about them.

STAGE TWO: Implement Strategies and Align Resources/Professional Learning

(October/November – Ongoing)

Literacy:

GOAL #1: UNIVERSAL SCREENING AND MONITORING STUDENT PROGRESS

Beginning in the Fall, 2025, Immaculate Conception School K-3 teachers will implement universal screening three times per year (Fall, Winter, and Spring) using DIBELS 8th Edition. Teachers from Grade 4-7 will monitor student literacy progress in the Fall and Spring using DIBELS 8th Edition.

STRATEGIES & ACTIONS

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 1
 - Exploring 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)
 - Professional development and training for teachers related to literacy screening/monitoring progress, analyzing and interpreting data
2. In collaboration with the Immaculate Conception School Principal, K-7 teachers will track student



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progress and engage in focused “data-informed 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 Immaculate Conception School 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/Immaculate Conception School will provide in-service for all Grade K-1 teachers and Education Assistants on the administration of DIBELS 8th Edition.
2. CISPG/Immaculate Conception School will provide training for all Grade K-1 teachers on the use of progress monitoring tools.
3. CISPG/Immaculate Conception School will provide training for all Grade K-1 teachers on data analysis and interpretation using DIBELS 8th Edition.

RESOURCES

- DIBELS 8th Edition Screening tool and associated materials.

GOAL #2: READING K-3

By Spring, 2027, 75% of K-3 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 8th Edition. It is anticipated that stronger skills in the primary grades will help enhance reading fluency, comprehension and ability to infer for our intermediate readers.

STRATEGIES & ACTIONS

1. K-3 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 and Grade 1 Teachers will continue to utilize the UFLI™ program and Word Origins™ will be trialed in Grade 3 and 5 as core instructional resources.
3. K-3 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.
4. K-3 Teachers will be provided opportunities to engage in classroom observations to learn from each other, particularly regarding instruction and assessment of foundational skills.
5. K-3 Teachers will continue to provide small group instruction to meet individual student needs using current data and targeting gaps in foundational skills.
6. Education Assistants, along with Learning Resource Teachers will provide additional small group intervention (Tier 2 and 3).



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7. Teachers will meet once per term in cohort groups with the Immaculate Conception School 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)
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

- CISPG's Literacy Framework K to 7 (Essential Skills, Instruction & Assessment)
- DIBELS 8th Edition
- [UFLI Foundations](#)™ (Core classroom resource for K to Gr. 3)
- Florida Centre for Reading Research: <https://fcrr.org/student-center-activities/kindergarten-and-first-grade>
- Florida Centre for Reading Research: <https://fcrr.org/student-center-activities/second-and-third-grade>
- Florida Centre for Reading Research: <https://fcrr.org/student-center-activities/fourth-and-fifth-grade>
- BC Performance Standards for School Wide Writes
- Reach All Readers Learning Series (POPEY): <https://www.popey.ca/webinars/reachallreaders-learningseries>

Numeracy:

GOAL #3: NUMERACY K-7

Most (80%) Grades K-7 students will demonstrate proficiency in basic facts as described in the [BC Ministry K-4 Foundational Math Learning Progressions](#) and the BC Math curriculum K-7. Teachers will complete daily review of basic facts, with progress being documented in the Fall, Winter, and Spring using Facts on Fire Assessment. Formative assessment will occur regularly.

STRATEGIES & ACTIONS

1. All teachers will continue to utilize the [My Math Path](#)™ (Nelson) program and [Facts on Fire](#)
2. All teachers will explore and utilize the [Coast Metro Website](#), a K-7 math framework created to support



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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.

3. Primary and 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. (2026/2027)
4. Primary and 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. (2026/2027)

PROFESSIONAL LEARNING

1. K-7 teachers will participate in Power Hour sessions with Brian Ponsy K-7
2. Primary and Intermediate teachers will collaborate with fellow teachers across the Diocese
3. Along with the principal, the LRT and LST teacher will research a math screening/assessment program.

RESOURCES

- See Coast Metro Resources: <https://coastmetro.ca/elementary-math-project/>
- Brian Ponsy <https://brianponcy.wixsite.com/my-site-2/m-i-n-d-2-0-facts-on-fire>
- Carole Fullerton Resources: <https://mindfull.ecwid.com/Math-Teaching-Resources-c14772493>
- Janice Novakowski (Richmond SD) Resources: <https://blogs.sd38.bc.ca/sd38mathandscience/>
- *Building Thinking Classrooms in Mathematics* by Peter Liljedahl
- See also CISPSP Numeracy on TEAMS

Social Emotional Learning:

GOAL #4: Grades Kindergarten to Grade 7

By Spring 2027, 80% of students within our school community feel safe and welcome coming to school and have more than two adults that care about them and who they can approach if they are requiring emotional support.

STRATEGIES & ACTIONS

1. Use Open Parachute program/resources from Kindergarten to Grade 7
2. Review, edit, and evaluate questions for monthly social-emotional survey for Kindergarten to Grade 7
3. Embed social emotional learning into daily classroom practice
4. Provide additional extra-curricular activities for students (sports, Musical Theatre, lunch chats, gardening club, Granny club).
5. Continue to provide counselling services once a week
6. Regular meetings as primary and intermediate cohorts to share experiences, reflections and



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instructional materials.

7. Collaboration with other schools across the Diocese.

PROFESSIONAL LEARNING

1. Social emotional learning opportunities and course work
2. Connections with Dr. Linda O'Neill at UNBC

RESOURCES

1. Open Parachute
2. In school counselling sessions
3. Locally developed questionnaire
4. CISPG developed questionnaire (students, staff, families)

STAGE THREE: MONITOR OUR PLAN (e.g., February - during collaborative cohort meetings and/or staff meetings)

All progress check-ins 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).

Describe how and when the school will monitor and adapt here.

PROGRESS CHECK-IN: February



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STAGE FOUR: EVALUATE OUR PLAN (May/June)

SUMMATIVE REVIEW: May



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STAGE FIVE: SHARE OUR PLAN (May/June)

REFLECTIONS & COMMUNICATION PLAN: May/June

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, Facts on Fire, 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, School Principals, Learning Services Team (LST) LEAD Teachers	Slide presentation with data visuals & reflections	LST/Principal Meeting - May 2026
Immaculate Conception School Teaching Staff	Focus group discussions using data; Collaborative Learning Cohorts	Staff Meeting/Cohort Meetings - June 2026
Immaculate Conception Students	Slideshow with photos, class videos, and celebration moments; Class talks	In-class sharing, Student Assembly June 2027
Parent Support Group & School Council	Presentation with impact highlights and next steps	PSG/SC Meeting - November, February, May/June 2026
School Community including Indigenous Rightsholders	Website post with a visual summary and thank-you message	End of June 2026

FOR FURTHER RESOURCES, PLEASE CHECK OUT THE FOLLOWING SITE:

The Ministry's **Framework for Enhancing Student Learning** (FESL) team has developed a variety of resources for school districts related to continuous improvement planning, data literacy, goal setting, and equity that independent schools may also find helpful: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/enhancing-student-learning>

Name: Chris Dugdale

Signature:

Date: November 30, 2026

Recommendations/Commendations:



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