




	Domain: Faith <i>Arise: Get up, Get Going, Go with God!</i>	Domain: Excellence <i>Student Growth and Achievement</i>	Domain: Equity <i>Learning Supports</i>	Domain: Relationships <i>Teaching and Leading</i>	Domain: Responsiveness <i>Governance and Context</i>
 DIVISION OUTCOMES	Students, parents, and staff know, model and witness Jesus Christ, through furthering a culture of evangelization, faith formation, and vocation within our schools	Students develop as citizens who enact our Gospel values, as they engage intellectually and grow continuously as learners and believers.	From within a community of faith, students excel when resources are prudently managed and distributed equitably, so that diversity is embraced and a sense of belonging and safety are fostered.	Students experience excellence in Catholic teachings and learning when staff are models and witnesses of faith and demonstrate their respective professional practice standards (TQS, LQS, SLQS).	Students succeed when stewardship of system resources are based on a spirituality of communion and generative community engagement, transparency, and accountability that is responsive to local and societal contexts.
<b>Division Assurance Survey Measures - Spring 2022 Data</b>					
 DATA ANALYSIS	<p><b>Evidence of Success</b></p> <p>Student (Grade 4 / 5)</p> <ul style="list-style-type: none"> <li>- At or above Divisional results in all domains.</li> <li>- #4 - Learn how and why to respond to the needs of others - increase of 4.3% school - school difference from last year.</li> <li>- #6 - Learn Connections between Catholic Faith and Indigenous beliefs and practices - increase of 8.2% school - school difference from last year.</li> </ul> <p>Parent</p> <ul style="list-style-type: none"> <li>- #6 My child Learns about connections between Catholic faith and Indigenous beliefs and practices - increase of 3.0% school - school difference from last year.</li> <li>- # 7 My Child Participates in Truth and Reconciliation activities at school - increase of 7.6% school - school difference from last year.</li> </ul> <p>Staff</p> <ul style="list-style-type: none"> <li>- All staff identify 100% engagement in faith formation for their respective roles!</li> </ul>	<p><b>Evidence of Success</b></p> <p>Student (Grade 4 / 5)</p> <ul style="list-style-type: none"> <li>- #8 - Teachers at my school use different ways to help me learn. 3.6% greater than Division &amp; 2.0% increase from 2021.</li> <li>- Staff at my school help students learn to the best of their abilities. 3.6% greater than Division &amp; 7.1% school based increase from 2021.</li> </ul> <p>Parent</p> <ul style="list-style-type: none"> <li>- #9 - Teachers at our school use a variety of methods to help my child learn. 4.5% increase over the Division.</li> <li>- #11 - My child is encouraged at our school to try their best - 95% satisfaction rate.</li> <li>- #13 - My child has opportunities that support engagement at school. 4.2% increase over the Division &amp; 7.6% school based increase from 2021.</li> <li>- 93.1% satisfaction rate with the quality of education children are receiving at school!</li> </ul> <p>Staff</p> <ul style="list-style-type: none"> <li>- 100% of staff feel satisfied with the quality of education students are receiving at school!</li> </ul>	<p><b>Evidence of Success</b></p> <p>Student (Grade 4 / 5)</p> <ul style="list-style-type: none"> <li>- #17 - 96.9% of students have access to technologies to meet their educational needs.</li> <li>- #19 - 88.4% of students identify they can get help at school with problems not about school work.</li> <li>- #22 - 92.2% of students identify they can get help with reading and writing.</li> </ul> <p>Parent</p> <ul style="list-style-type: none"> <li>- #28 - 94.3% of parents feel their child has access to technologies to meet their child's educational needs.</li> <li>- #32 - 75.5% of parents believe their child can access supports at school not related to school work.</li> </ul> <p>Staff</p> <ul style="list-style-type: none"> <li>- #42 - 95.5% of staff feel, when students need it, teachers and staff at our school are available to help them</li> </ul>	<p><b>Evidence of Success</b></p> <p>Student (Grade 4 / 5)</p> <ul style="list-style-type: none"> <li>- #29 - 91.5% of students feel that their teachers care about them.</li> <li>- #30 - 90.8% of students feel they are treated fairly by adults.</li> <li>- #34 - 87.7% of students feel welcomed at our school.</li> </ul> <p>Parent</p> <ul style="list-style-type: none"> <li>- #39 - 86.5% of parents feel the students at school respect each other.</li> <li>- #43 - 94.1% of parents feel that their child's teacher cares about them.</li> <li>- #47 86.5% of parents feel our school is a welcoming place to be.</li> </ul> <p>Staff</p> <ul style="list-style-type: none"> <li>- From survey question 44 - 55, our staff identified almost 100% agreement with all identified relationship based questions.</li> <li>- #55 - 100% of staff identified that everyone is made to feel welcomed at our school.</li> </ul>	<p><b>Evidence of Success</b></p> <p>Student (Grade 4 / 5)</p> <ul style="list-style-type: none"> <li>- #36 - 88% of students identified that they feel safe at school.</li> <li>- #38 - 93.7% of students know where to find information regarding their learning.</li> <li>- #40 - 86.4% of students feel confident that this is a good school.</li> </ul> <p>Parent</p> <ul style="list-style-type: none"> <li>- #49 - 96.1% of parent respondents feel our school has a positive reputation in the community.</li> <li>- #50 - 92.3% of parent respondents feel their child is safe at school.</li> <li>- #58 - 94.2% of parent respondents are confident that this is a good school.</li> </ul> <p>Staff</p> <ul style="list-style-type: none"> <li>- #57 - 100% of staff feel students are safe at our school.</li> <li>- #65 - 95.2% of staff are confident with Greater St. Albert Catholic School Division.</li> </ul>

Opportunities for Growth	Opportunities for Growth	Opportunities for Growth	Opportunities for Growth	Opportunities for Growth
<p><b>Student (Grade 4 / 5)</b></p> <ul style="list-style-type: none"> <li>- #2 Teachers explain and model how to live like Jesus. 0.3% decrease from previous year.</li> </ul> <p><b>Parent</b></p> <ul style="list-style-type: none"> <li>- #5 My child learns about and practices faith in school. 7.5% decrease from the previous year.</li> <li>- #8 My child is encouraged at school to be involved in activities that help the community. 69.7% (-10.1% comparison with Division).</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>- #4 Students learn how and why to respond to the needs of others. 95.8% affirmative (-4.2% from previous year).</li> </ul>	<p><b>Student (Grade 4 / 5)</b></p> <ul style="list-style-type: none"> <li>- #11 I receive ongoing feedback to improve. 82.7% affirmative (-3.8% from previous year).</li> <li>- #12 I have opportunities that support school engagement. 83.3% affirmative (-5.6% from previous year).</li> </ul> <p><b>Parent</b></p> <ul style="list-style-type: none"> <li>- #15 my child finds school work challenging 73.7% (-2% than Division)</li> <li>- # 22 Satisfaction with opportunities to learn:                             <ul style="list-style-type: none"> <li>- Music 50%</li> <li>- Drama 29.3%</li> </ul> </li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>- #14 Teachers have opportunity to collaborate to respond to student needs 87.5% (-10.3% from previous year)</li> <li>- #17 Students have opportunities that support engagement in school 87.5% (-9.1% from previous year).</li> </ul>	<p><b>Student (Grade 4 / 5)</b></p> <ul style="list-style-type: none"> <li>- #17 I have access to technologies to meet my educational needs 96.9% (-0.4% from previous year).</li> <li>- #20 When I need it, teachers and staff at my school are available to help me 91.5% (-0.6% difference from Divisional average).</li> </ul> <p><b>Parent</b></p> <ul style="list-style-type: none"> <li>- #29 At school, there are appropriate supports and services available to help my child with their learning 73.6% (-3.7 difference from Divisional average).</li> <li>- #36 How satisfied are you that the specialized supports and services your child is receiving enables them to be a successful learner 60% (-23.2% difference from Divisional average).</li> </ul>	<p><b>Student (Grade 4 / 5)</b></p> <ul style="list-style-type: none"> <li>- #26 Other students treat me well 72% (-5% difference form Divisional average).</li> <li>- #31 At school I feel like I belong 72.1% (-5% difference from Divisional average).</li> </ul> <p><b>Parent</b></p> <ul style="list-style-type: none"> <li>- #37 My child is taught how to use technologies and social media safely 61.5% (-5.4% difference from Divisional average &amp; -9.7% decrees from last year).</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>- #39 Supports and services that help students be successful in their learning are available in a timely manner 50% (-35% difference from Divisional average)</li> <li>- #40 Students can easily access programs and services at our school to get help with school work 50% (-35% difference from divisional average).</li> </ul>	<p><b>Student (Grade 4 / 5)</b></p> <ul style="list-style-type: none"> <li>- #35 People in my community say good things about my school 45.2% (-16% difference from the Divisional average &amp; -9.3% difference from last year).</li> <li>- #37 I feel safe on the way to and from school 81.7% (-4% difference from Divisional average).</li> </ul> <p><b>Parent</b></p> <ul style="list-style-type: none"> <li>- #53 How satisfied are you with the opportunity to be involved in decisions about your child's overall education 73.1% (-1.6% difference from Divisional average).</li> <li>- #57 How satisfied are you that your input into decisions about your child;s school is considered 55.7% (-7.6% difference from the Divisional average).</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>- #56 Our school has a positive reputation in the community 90.4% (-3.8% difference from the Divisional average &amp; -9.6% difference from last year).</li> <li>- #60 In regards to their children's education, to what extent are parents or guardians involved in decisions about their children's overall education 71.4% (-15.6% difference from the Divisional average).</li> </ul>
<p><b>School-based Strategies for School Improvement Based on Stakeholder Input (staff, students and parents)</b></p>				
 <ul style="list-style-type: none"> <li>- Continue to develop/showcase how teachers explain and model how to live like Jesus Christ.</li> <li>- Ensure students have continued opportunities to practice faith in school.</li> <li>- Showcase how students experience faith permeation throughout the school (invite public to celebrations/liturgies, highlight faith in the Husky Howler).</li> <li>- Increased social media presence.</li> <li>- Increase the direct link between ALL social justice / charity campaigns with Catholic Social Teaching and the Gospel messages.</li> </ul>	<ul style="list-style-type: none"> <li>- Direct lessons on prosocial behaviors.</li> <li>- Creation of Student leadership team:                             <ul style="list-style-type: none"> <li>- focus to draw on student voices and respond to student desires.</li> </ul> </li> <li>- Creation of lunch clubs for students to find 'like minded' peers.</li> <li>- Creation of Dynamic Options for Div. 2                             <ul style="list-style-type: none"> <li>- Drama</li> <li>- Robotics</li> <li>- Outdoor Ed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Regular review of technology expectations.</li> <li>- Monthly review of online safety.</li> <li>- Lessons on online safety during Monday Morning assemblies.</li> <li>- Parent information night on community support for families to provide overview of local service providers.                             <ul style="list-style-type: none"> <li>- Morinville FCSS</li> <li>- GSACRD Voice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Review continuum of support with all staff.</li> <li>- PD focused Universal Design of learning.</li> <li>- Development of The Collaborative Response Model for grade level collaboration.</li> <li>- Weekly collaboration with a five week grade level cycle (ex. focused grade 1 collaboration every 5 weeks).</li> <li>- Embrace cohesive programing for literacy supports                             <ul style="list-style-type: none"> <li>- 3T literacy assessment (all grades)</li> <li>- Science of Reading (all grades)</li> <li>- Animated Literacy (K, 1,2,3)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Increase community connections with the Parent Council .                             <ul style="list-style-type: none"> <li>- School Dances</li> <li>- School Social</li> <li>- opportunities for the school community to connect outside of school times.</li> </ul> </li> <li>- Increased social media presence to connect with more families and highlight what is going on at END.</li> <li>- Parent dialogue evenings offering families opportunity to share their voice.</li> </ul>

## Goals

**FAITH GOAL:** Through a commitment to evangelization and permeation of faith throughout our whole school context, we at École Notre Dame will seek to foster the spiritual lives of our students and staff as we continue to build the Kingdom of God, within our school and community.

**LEARNING GOAL:** Our school's learning goal will prioritize student learning in the area of literacy. The focus will be to build all students' capacity in the areas of the 'science of reading', including, phonemic awareness, decoding and reading comprehension. We will also seek to develop in the area of numeracy, becoming fluent in 'Mathology' as the guiding resource to deliver the curriculum.

### SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:

**ALL END Staff Will:**

- Permeates faith in all aspects of school culture (relationships, instruction, physical space);
- Pursues an animated and actionable faith theme (Arise: Get going!)
- Furthers Catholic perspective of learning and life; articulates the spirit and teachings of the Catholic Church;
- Participates in social justice and community service that supports Catholic Social Teachings;
- Evangelizes through personal and professional modeling and witnessing of gospel teachings;
- Strives to identify and call forth the individual gifts of students and invites them to put those gifts at the service of the common good

### SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:

- Development of Collaborative Response Model
  - 5 week cycle - each grade meets leveraging the CRM minimum every 5 weeks.
- Development of a small group 'center' based approach in all grade 1 - 5 ELAL that will organize learners based on data collected from the 3 T series assessment.
- Development of classroom based 'leveled Reader Libraries'
- Ongoing PD for staff on the 'Science of Reading'
- Ongoing PD on implementing the 'New Curriculum'
- Ongoing PD on leveraging the 'Mathology' resource.

## Measures

To assist in the spirit of collaboration for effective faith permeation, END staff will participate in 'Faith Action Teams' to collaboratively realize specific faith filled actions for our school. These actions will focus on three specific areas:

**Social Justice:** Actionable activities to engage the whole school throughout the year.

- Toonies for..., sock snowball fight, dodgeball for development...
- Funds for the rebuilding of SJBP

**Making Religious education relevant...**

- Liturgies, parish connections, guest speakers, Student retreat.

**Animating our theme: Living like Jesus: We are Shepherds**

- Front Displays, Prayer tables, Bulletin Boards...

### **School / Parish Partnerships**

To help cultivate a relationship and connections for our school community stakeholders with our local Catholic Church, St. Jean Baptiste Parish, we will endeavor to provide opportunity for students to connect with the physical Church as well as provide opportunity for the Church to be brought to the school. This will be achieved by inviting our parish priest, Fr. Trini, to the school on a number of occasions for both formal and informal events. Our goal is to consider Fr. Trini as an extended faculty member, and in turn, for our student and staff community to build a relationship with him.

Invite members of our community (laity) to be witnesses to our students. Ex. Eddie Bulger - Music ministry sharing the story of how using our God given talents we can make a difference in the lives of those around us.

T - Series follow up assessments

Staff understanding and integration of 'the science of reading' into their practice.

Consistent language used between classes in terms of literacy.

Staff confidence in leveraging 'the science of reading' within their teaching practices.

Parental feedback, identifying comfort with their understanding of the implementation of the 'New Curriculum'.