




	Domain: Faith <i>Growing in the Trinity: Love, Mercy & Grace</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.
Division Assurance Survey Measures - Spring 2023 Data					
 DATA ANALYSIS	<p>Evidence of Success</p> <p>Students (Grade 4/5)</p> <ul style="list-style-type: none"> - Above Divisional results in all domains. - #1 Teachers share their own faith and the role of God in their life. Increase of 7.8 % School/Division difference. - #6 At school, I am encouraged to get involved in activities that help my community. Increase of 6.4% School/Division difference. <p>Parents</p> <ul style="list-style-type: none"> - Above Divisional results in all domains. - #5 My child has opportunities to participate in reconciliation activities that teach about First Nations, Métis and Inuit culture and traditions to further reconciliation. Increase of 7.7% School/Division difference. - #6 My child is encouraged at school to be involved in activities that help the community. 7.1% School/Division difference. <p>Staff</p> <ul style="list-style-type: none"> - #6 Students have opportunities to participate in activities that teach about First Nations, Métis and Inuit cultures and traditions to further reconciliation (96.1%). - #8 My faith is strengthened through professional development. 3.7% School/Division difference. 	<p>Evidence of Success</p> <p>Students</p> <ul style="list-style-type: none"> - #8 Staff at my school help students learn to the best of their abilities. Increase of 4.5% from last year. - #11 - I have opportunities that support engagement in school (96.7%). Increase of 13.4% from previous year. <p>Parents</p> <ul style="list-style-type: none"> - #23 My child is taught the knowledge, skills, and attitudes necessary for learning throughout their lifetime (87.2%). Increase of 13.1% from previous year. - #25 The quality of education your child experienced at school improved, stay the same, or declined (84.6%). A 22.5% positive increase from previous years. <p>Staff</p> <ul style="list-style-type: none"> - #10 Teachers at my school use a variety of methods to help students learn (100%). A 4.2% increase from the previous year. - #16 Students have opportunities that support engagement in school (100%). A 12.5% increase from previous year. 	<p>Evidence of Success</p> <p>Students</p> <ul style="list-style-type: none"> - At or above Division in all domains. - #17 When I need it, teachers and staff at my school are available to help me with my school work (96.7%). Increase of 5.4% from previous year. - #21 Students at my school learn about wellbeing and healthy living (97.5%). A 6.2% increase from previous year. <p>Parents</p> <ul style="list-style-type: none"> - #31 How satisfied are you that the specialized supports and services your child is receiving enables them to be a successful learner? 100% satisfaction! A 40% increase from the previous year. - #29 When my child needs it, teachers and staff at my child's school are available to help them (94.8%). 13.7% increase from the previous year. <p>Staff</p> <ul style="list-style-type: none"> - #39 School staff are available to help students with problems that are not related to school work (100%). - #40 How satisfied are you that students at your school can access the following services in a timely manner at school when needed - (school library services) (100%). 	<p>Evidence of Success</p> <p>Students</p> <ul style="list-style-type: none"> - #20 I am taught how to use technologies and social media safely (97.5%). A 4.4% increase from previous year. - #22 At school, most students treat each other with care and respect (92.5%). 8.7% increase over the Division. <p>Parents</p> <ul style="list-style-type: none"> - #36 Teachers care about my child (97.3%). 3.2% increase from previous year. - #37 My child is treated fairly by adults at school (97.3%). A 12.7% increase from previous year. - #41 Parents are made to feel welcome at our school. 94.8% - 14.1% increase from previous year. <p>Staff</p> <ul style="list-style-type: none"> - #45 Teachers at my school care about their students (100%). - #47 Most students at school follow the rules (100%). - #48 My school has clear behavioral expectations (100%). - #49 Everyone is made to feel welcome at my school (100%). 	<p>Evidence of Success</p> <p>Students</p> <ul style="list-style-type: none"> - #31 I feel safe at school (92%). A 4.0% increase from previous year. - #35 Overall, I am confident that this is a good school (91.2%). 4.0% increase from previous year. <p>Parents</p> <ul style="list-style-type: none"> - #42 Our school has a positive reputation in the community (91.9%). 6.1% increase over the Division. - #43 My child is safe at school (97.3%). A 5% increase from previous year. - #48 Overall, I am confident that this is a good school (97.3%). 3.1% increase from previous year. <p>Staff</p> <ul style="list-style-type: none"> - #51 Students are safe at my school (100%). - #56 Overall, I am confident that this is a good school (100%).

	Opportunities for Growth	Opportunities for Growth	Opportunities for Growth	Opportunities for Growth	Opportunities for Growth
	<p>Students</p> <ul style="list-style-type: none"> - #2 My religion classes help me understand how faith can guide the way I live my life (92.5%). <p>Parents</p> <ul style="list-style-type: none"> - #1 Teachers share their faith and the role of God in their life (78.1%). - #2 My child's religion classes help them to understand how faith can guide the way they live their life (82.9%). <p>Staff</p> <ul style="list-style-type: none"> - #2 Staff share with students their own faith experience and the role of God in their life (92.3%). - #3 Religion classes help students understand how faith can guide the way they live their lives (88.5%). 	<p>Students</p> <ul style="list-style-type: none"> - #12 I like learning math (56.7%). - #13 I like learning language arts (65%). <p>Parents</p> <ul style="list-style-type: none"> - #20 How satisfied are you with the variety of courses available to your child at school? (84.6%) - #22 I am satisfied with the opportunities my child has to participate in Physical Education (84.6%). <p>Staff</p> <ul style="list-style-type: none"> - #18 Overall, students at my school find work challenging (84.6%). - #20 Students at our school are learning what they need to know (92.3%). 	<p>Students</p> <ul style="list-style-type: none"> - #18 When I need it, teachers and staff at my school are available to help me with problems that are not related to school work (85.8%). <p>Parents</p> <ul style="list-style-type: none"> - #28 My child can get help at school with problems that are not related to school work (73.7%). <p>Staff</p> <ul style="list-style-type: none"> - #37 Supports and services that help students be successful in their learning are available in a timely manner (57.7%). 	<p>Students</p> <ul style="list-style-type: none"> - #26 At school, I feel like I belong (75%). - #27 At school, most students follow the rules (79.2%). <p>Parents</p> <ul style="list-style-type: none"> - #39 Our school has clear behavioral expectations (86.9%). <p>Staff</p> <ul style="list-style-type: none"> - #41 Students are taught how to use technologies and social media safely (96%). 	<p>Students</p> <ul style="list-style-type: none"> - #30 People in my community say good things about my school. 59.3% - #32 I feel safe on the way to and from school. 77% <p>Parents</p> <ul style="list-style-type: none"> - #46 How satisfied are you with the opportunity to be involved in decisions about your child's school? 81.1% <p>Staff</p> <ul style="list-style-type: none"> - #52 Students are safe on the way to and from my school. 68%
School-based Strategies for School Improvement Based on Stakeholder Input (staff, students, and parents)					
 <p>STRATEGIES</p>	<ul style="list-style-type: none"> - Continue to develop/showcase how teachers share how they live their own faith. - Ensure students have continued opportunities to practice faith in school. - Showcase how students experience faith permeation throughout the school (invite public to celebrations/liturgies, highlight faith in the Husky Howler). - Increased social media presence. - Increase the direct link between ALL social justice/charity campaigns with Catholic Social Teaching and the Gospel messages. - As Catholics, due to the historic role of the Church in the residential school system, we bear an additional responsibility to pursue reconciliatory actions within our schools. We prioritize teaching and learning of foundational knowledge of First Nations, Métis and Inuit in an effort to foster healing and growth within our school communities. 	<ul style="list-style-type: none"> - Direct lessons on prosocial behaviors. - Creation of Student leadership team: <ul style="list-style-type: none"> ● focus to draw on student voices and respond to student desires. - Creation of lunch clubs for students to find 'like-minded' peers. - Creation of Dynamic Options for Div. 2. <ul style="list-style-type: none"> ● Drama ● Robotics ● Outdoor Ed. 	<ul style="list-style-type: none"> - Review continuum of support with all staff. - PD focused Universal Design of learning. - Development of The Collaborative Response Model for grade level collaboration. - Weekly collaboration with a five week grade level cycle (i.e., focused grade 1 collaboration every 5 weeks). - Embrace cohesive programming for literacy supports <ul style="list-style-type: none"> ● 3T literacy assessment (all grades) ● Science of Reading (all grades) ● Animated Literacy (K, 1,2,3) 	<ul style="list-style-type: none"> - Regular review of technology expectations. - Monthly review of online safety. - Lessons on online safety during Monday Morning assemblies. - Parent information night on community support for families to provide an overview of local service providers. <ul style="list-style-type: none"> ● Morinville FCSS ● GSACRD Voice 	<ul style="list-style-type: none"> - Increase community connections with the Parent Council. <ul style="list-style-type: none"> ● School Dances ● School Social ● Opportunities for the school community to connect outside of school times. - Increased social media presence to connect with more families and highlight what is going on at END. - Parent dialogue evenings offering families an opportunity to share their voice.

Goals

<p>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.</p>	<p>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.</p>
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<p>SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:</p> <p>All END Staff will:</p> <ul style="list-style-type: none"> ● Permeate faith in all aspects of school culture (relationships, instruction, physical space). ● Pursue an animated and actionable faith theme. ● Further Catholic perspective of learning and life; articulates the spirit and teachings of the Catholic Church. ● Participate in social justice and community service that supports Catholic Social Teachings. ● Evangelize through personal and professional modeling and witnessing of gospel teachings. ● Strive to identify and call forth the individual gifts of students and invite them to put those gifts at the service of the common good. 	<p>SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:</p> <ul style="list-style-type: none"> ● Development of Collaborative Response Model: <ul style="list-style-type: none"> ○ 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 'Decodable Readers'. ● Ongoing PD for staff on the 'Science of Reading'. ● Ongoing PD on implementing the 'New Curriculum'. ● Ongoing PD on leveraging the 'Mythology' resource.
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Measures

<p>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:</p> <ul style="list-style-type: none"> ● Social Justice: Actionable activities to engage the whole school throughout the year. <ul style="list-style-type: none"> ○ Toonies for..., sock snowball fight, dodgeball for development, etc. ○ Funds for the rebuilding of St Jean Baptiste Parish. ● Making Religious education relevant. <ul style="list-style-type: none"> ○ Liturgies, parish connections, guest speakers, and student retreat. ● Animating our theme: Growing in Love, with the Father. <ul style="list-style-type: none"> ○ Front Displays, Prayer Tables, Bulletin Boards, etc. <p>School / Parish Partnerships</p> <p>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 opportunities for students to connect with the physical Church as well as provide opportunities 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.</p> <p>Invite members of our community (laity) to be witnesses to our students. i.e., 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.</p>	<ul style="list-style-type: none"> ● 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'.
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