




	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	Evidence of Success Staff Above Division in all indicators except Q6 and Q7. Q8 My faith is strengthened through professional development (Blueprints, staff retreat, daily prayer, book studies, EXCEL, etc.). 100% Students Above Division in all indicators, except Q2 by 0.3. Q1 Teachers share their own faith and the role of God in their life. 96.9% Parents Above Division in all indicators, except Q5 and equal in Q3. Q2 My child's religion classes help them to understand how faith can guide the way they live their life. 89.5%	Evidence of Success Huge success with literacy and numeracy focus this year (22/23). Staff Above 89% in all but 2 areas (Q18 - challenging, Q25 - PD opportunities through Division supports professional growth). Q33 Students at my school are taught attitudes and behaviors to be successful at work when they leave school. Increase of 12.2%. Students Q12 I like learning math; Q13 I like learning language arts. Above Division, plus 4.7% increase in math and 8.4% increase in ELA. Q15 Are the teachers in your school... Very Good, Good. 99% Parents All indicators with satisfaction with school are above the Division (Q 14 - 19). All quality indicators are above the Division. Q16 The literacy skills my child is learning at school are useful. 92.9% Q17 The numeracy skills my child is learning at school are useful. 91.9% Q24 My child is taught attitudes and behaviours to be successful at work when they leave school. 75.3% - increase of 10.9% (this was an opportunity for growth last year). Q25 In your opinion, has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years? (Improved, Stayed the Same) 78.3% - 12.8% increase; 5.2% above Division.	Evidence of Success Staff Q35 Students have access to technologies to meet their educational needs. 100% Q40 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. 96.5% Students Q18 When I need it, teachers and staff at my school are available to help me with problems that are not related to school work. 91.3% Q19 At school, I can get the help I need with using the school library. 91.3% Parents Q32 How satisfied are you that the specialized supports and services your child is receiving enables them to be a successful learner? 80% - increase of 10%.	Evidence of Success Staff Above Division in 7 out of 9 indicators. Students Above Division in 10 out of 10 indicators. Increased from last year's result in 7 of 9 (one being a NEW indicator). Parents Above Division in 6 out of 9 indicators. Q38 Most students at my child's school follow the rules. 84.9% Q41 Parents are made to feel welcome at our school. 85%	Evidence of Success Staff Q51 Students are safe at my school. 100% Q56 NEW Overall, I am confident that this is a good school. 100% Students Above Division, and increased from last year's results in 6 out of 6 indicators. Q32 I feel safe on the way to and from school. 91.4% Q34 I am proud of my school. 94.3% Parents Q44 My child is safe on the way to and from school. 93.5% Q46 How satisfied are you with the opportunity to be involved in decisions about your child's school? 81.7% Q48 Overall, I am confident this is a good school. 90.4%

	Opportunities for Growth	Opportunities for Growth	Opportunities for Growth	Opportunities for Growth	Opportunities for Growth
	<p>Staff Q7 I participate in reconciliatory actions to build my foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students. 92.8% - continue to build staff foundational knowledge.</p> <p>Students Q2 My religion classes help me understand how faith can guide the way I live my life. 89.6% - increased focus on how faith guides our way of life.</p>	<p>Staff Q21 The literacy skills students are learning at our school are useful. 92.8% - continue to work with staff to develop their confidence and understanding of NEW curriculum focus.</p> <p>Students Q12 I like learning math. 75.1% Q13 I like learning language arts. 77.8% - above Division and increased from last year.</p> <p>Parents Q10 -14 feedback, extra curricular, interesting, challenging - below Division and decrease of approx. 10% from last year school result YET parents are satisfied with the quality of education (Q25 celebrate area!) - our focus can be on feedback. Q21 - courses: parent comments are in favor of a sports, recreation or outdoor ed. academy.</p>	<p>Staff Q36 Our school's continuum of supports and services are responsive to students' needs. -continue to focus on continuum of supports both internal and external.</p> <p>Students All results above 91% and above Division.</p> <p>Parents Q27 My child can easily access programs and services at school to get help with school work. 62.8% Q28 My child can get help at school with problems that are not related to school work. 67% Q29 When my child needs it, teachers and staff at my child's school are available to help them. 79.8% Q30 Services (beyond regular instruction) that help students to read and write. 52.2% -focus areas; however, also a provincial funding issue.</p>	<p>Staff Above Division in 7 out of 9 indicators. Q44 NEW At school, most students treat each other with care and respect. 92.8% Q48 My school has clear behavioural expectations. 89.3% - response to these two are still in 90% range. -Dare to Care and school wide expectation explicit instruction and discussion started in March 2023.</p> <p>Parents Q34 My child learns about wellbeing and healthy living. 80.7% - this is an area to improve communication to parents.</p>	<p>Staff Q52 Students are safe on the way to and from my school. 82.1% Q54 In regards to decisions at your school, to what extent are parents or guardians involved in decisions about your school? 85.7%</p> <p>Parents Q45 I know how to access information about my child's learning.86% - possibly related to feedback and communication platforms (PowerSchool). Q42 Our school has a positive reputation in the community. 82.8%</p>
	School-based Strategies for School Improvement Based on Stakeholder Input (staff, students, and parents)				
	<ul style="list-style-type: none">Community acts of service.School-wide service between classes (i.e. reading buddies);Increased communication with parents at classroom and school level.Continue intentional connection of actions with Catholic Social Teachings.Focus on Division faith theme - Growing in the Trinity: Love, Mercy, Grace (more animated; increased communication on actions tied to faith theme, and how these actions impact the way we live our life).Retreats - staff and students.Daily morning prayer slides focused on liturgical calendar.Morning announcements.Whole school prayer over the intercom -perhaps a Monday 'Our Father'and May - "Hail Mary", etc.Ensuring Religion resources (GIF-GIC, Fully Alive) are explicitly taught.Provide opportunities for participation in reconciliatory actions to build foundational	<ul style="list-style-type: none">Continue to focus on the new curriculum and strategies to support implementation.Continue to differentiate for students.Provide timely feedback to students and parents regarding progress (reporting, PowerSchool).Cear focus on our Physical Education Enhancement programs.Focus on extra curricular sports and activities to engage students (Running club, maker space, field trips).Continue Kimochis - Division One implementation.	<ul style="list-style-type: none">Focus on JJN continuum of supports in literacy, numeracy, and wellbeing.Build staff capacity to meet the needs of all students (tier 1, 2 & 3 supports).	<ul style="list-style-type: none">Continue explicit focus on school wide expectations.Improve communication regarding teaching and learning of wellbeing and healthy living.	<ul style="list-style-type: none">Continue to work with staff, students and parents to provide "excellence in learning through faith, relationships and engagement" (JJN Mission) and to always "Echo the Spirit" (JJN Motto).

	knowledge about First Nations, Métis, and Inuit for the benefit of all. <ul style="list-style-type: none">First Nation, Métis and Inuit connection in celebrations, visuals within school, and intentional focus as part of morning prayer and monthly liturgies.				
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Goals	
FAITH GOAL: Increase meaningful connection between what is taught in religion classes and modeling how faith can guide the way we live our life. Additionally, importance is placed on teaching and learning of foundational knowledge of First Nations, Métis and Inuit to support reconciliation.	LEARNING GOAL: Through continuums of support, all students will develop literacy and numeracy skills and strategies to support learning in all curricular areas.
SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT: <ul style="list-style-type: none">Engage in social justice and charity projects that relate to our Catholic Social Teachings and Gospel messages, especially with Catholic Social Services.Engage in school community liturgies and projects that explicitly communicate with students and parents how we encourage students to be Christ for others - "how faith can guide the way I live my life".Engage in a faith-infused curriculum, including religious education, to develop and promote faith, hope, and engagement. Communicate with parents how religion classes help their children to know and live like Jesus Christ.Ensure religion resources are used to explicitly teach religion curriculum.Teachers communicate on a regular basis learning outcomes based on GIF-GIC to raise awareness of what is happening in the classroom and school.Engage students and parents in ways to make our faith theme come alive (Growing in the Trinity: Love, Mercy & Grace).Increased focus and communication on connections between Catholic faith and Indigenous beliefs and practices, First Nations, Métis and Inuit perspectives (ways of knowing, cultural stories, treaties, residential schools), and Truth and Reconciliation activities.Learning that furthers Truth and Reconciliation Calls to Action within a faith-based context and understanding of foundational concepts in emerging curriculum.	SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT: <ul style="list-style-type: none">Continue to provide best practices in literacy and numeracy as indicated through student and parent satisfaction.Integrating literacy and numeracy strategies and new curriculum:<ul style="list-style-type: none">K to gr. 3 continue professional development on new Math and ELAL curriculum;K to gr. 3 integrate new Science curriculum;gr. 4 to gr. 6 integrate new ELAL and Math curriculum (professional development to continue to develop strategies in morphology, fluency, and comprehension); andK to gr. 6 continue to integrate new Physical Education and Wellness curriculum.Diagnostic assessments and interventions in math/numeracy and language arts/literacy, to make informed decisions that connect assessment to instruction:<ul style="list-style-type: none">T-Series literacy screeners and strategies for all grade levels;QPAS (K) and LENs (K & Gr. 1) literacy assessments;Provincial Achievement Tests (PATs- Gr. 6) - ELAL, Math ,Science, Social StudiesEICS Math Assessment (Gr. 2 to 6)- tool used to assess math knowledge and skills;Alberta Education Literacy Intervention kits; Dr. George Georgiou shared tools and resources, as well as others; andMathology resource for gr. 1- 6.Continued focus on and development of JJN continuum of supports (literacy, numeracy, and wellbeing).Continued focus in school, as well as communication to parents, on school wide expectations, wellbeing, engagement, and feedback.
Measures	
<ul style="list-style-type: none">Division Assurance Survey:<ul style="list-style-type: none">Staff:<ul style="list-style-type: none">Q7 I participate in reconciliatory actions to build my foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students.Students:<ul style="list-style-type: none">Q2 My religion classes help me understand how faith can guide the way I live my life.Parents:<ul style="list-style-type: none">Q2 My child's religion classes help them to understand how faith can guide the way they live their life.Number and type of social justice projects, liturgies, and activities supporting understanding of Indigenous ways of knowing and truth and reconciliation.	<ul style="list-style-type: none">Diagnostic assessments.Collaborative Response (CR) and School Learning Team (SLT) meetings focused on JJN continuum of supports.Evidence of tiered support.