




	Domain: Faith <i>Growing in the Trinity: Love, Mercy &amp; 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 is 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 2024 Data				
 DATA ANALYSIS	<b>Evidence of Success</b>  STAFF 7. I participate in reconciliatory actions to build my foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students. 100%  STUDENTS 6. At school, I am encouraged to get involved in activities that help my community. 97.6%  PARENTS 5. My child has opportunities to participate in activities that teach about First Nations, Métis, and Inuit culture and traditions to further reconciliation.93.2%	<b>Evidence of Success</b>  STAFF 34. In your opinion, has the quality of education at your school improved, stayed the same, or declined in the past three years? (Improved, Stayed the Same) 95.8%  STUDENTS 7. Teachers at my school use different ways to help me learn.98.8%  15. Are the teachers in your school... Very Good, Good 98.7%  PARENTS 23. My child is taught the knowledge, skills, and attitudes necessary for learning throughout their lifetime. 86.1% <i>increase from last year (81.5%); This was one of our 23/24 goals</i>	<b>Evidence of Success</b>  STAFF -high results in all indicators.  STUDENTS 16. I have access to technologies to meet my educational needs. 99.4%  17. When I need it, teachers and staff at my school are available to help me with my school work. 93.2%  PARENTS 26. My child has access to technologies to meet their educational needs. 93.1  27. My child can easily access programs and services at school to get help with school work. 72.1% ( increase of 9.3%)  28 My child can get help at school with problems that are not related to school work. 81.4% (increase of 14.4%)	<b>Evidence of Success</b>  STAFF -high results in all indicators (above Division in 90% of indicators).  STUDENTS -Above division in all indicators. 27. At school, most students follow the rules. 85.5%  28. I know what is expected of me at school. 98.7%  PARENTS 41. Parents are made to feel welcome at our school. 90.7%	<b>Evidence of Success</b>  STAFF 54 & 55 - satisfaction with parent involvement in decisions - big improvement. 56 & 57 - Confident it is a good school and good division.  STUDENTS 35. Overall, I am confident that this is a good school. 95.5% 31. I feel safe at school. 92.9 % - high result  PARENTS 43. My child is safe at school. 92.9%  44. My child is safe on the way to and from school. 92.9%
	<b>Opportunities for Growth</b>	<b>Opportunities for Growth</b>	<b>Opportunities for Growth</b>	<b>Opportunities for Growth</b>	<b>Opportunities for Growth</b>
	STUDENTS 2. My religion classes help me understand how faith can guide the way I live my life. 88.2%	STUDENTS 12. I like learning math .67.3%  PARENTS 15. My child is learning what they need to know. 75%  17. The numeracy skills my child is learning at school are useful. 84.1%	STUDENTS 19. At school, I can get the help I need with using the school library. 85.1%  PARENTS 29. When my child needs it, teachers and staff at my child's school are available to help them. 69.4%	PARENTS 35. Most students at my child's school treat each other with care and respect. 79.1%  38. Most students at my child's school follow the rules. 72.1%  There is a discrepancy between parent and student viewpoints in these two growth indicators.	PARENTS 46. How satisfied are you with the opportunity to be involved in decisions about your child's school? 76.2%  47. How satisfied are you that your input into decisions about your child's school is considered? 66.7%  Based on parent feedback at the School Council meeting, no concerns in these two areas were noted.

School-based Strategies for School Improvement Based on Stakeholder Input (staff, students, and parents)					
 STRATEGIES	<p>-Provide more time for teachers to review all the many facets of the Growing in Faith, Growing in Christ (GIFGIC) religion program.</p> <p>-Create opportunities for students to get more involved in the community.</p> <p>- Continue communicating with parents regarding all the wonderful things happening in the school and in classrooms.</p>	<p>-Focus on new math curriculum (Support more PD for teachers to support learning of students).</p> <p>-Continue to differentiate to support student learning.</p> <p>-Continue to make use in internal and external supports to address the complexity of needs within classrooms.</p>	<p>-Continue to differentiate to support student learning.</p> <p>-Lunch hour support room.</p> <p>-Clear communication and practices with all students for accessing teachers for support.</p>	<p>-Continue to focus on and communicate initiatives that develop awareness and understanding of the student code of conduct and school wide behaviour expectations (STARS) with students, staff, and parents.</p>	<p>-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).</p> <p>- Continue to invite parents to join our JJN School Council to increase their awareness and involvement in the school; as well as continue to share information through the Parent Week At A Glance newsletter.</p>

Goals	
<b>FAITH GOAL:</b> Through study and engagement to know and live like Jesus and through acts of social justice to be like Christ for others.	<b>LEARNING GOAL:</b> With continued research and innovation, develop literacy and numeracy skills and strategies.
<p>SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:</p> <ul style="list-style-type: none"><li>engage in social justice and charity projects that relate to our Catholic Social Teachings and Gospel messages, especially with Catholic Social Services and Chalice;</li><li>engage in school community liturgies and projects that explicitly communicate with students and parents how we encourage students to be Christ for others;</li><li>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;</li><li>engage students and parents in ways to make our faith theme come alive;</li><li>Students participate in Truth and Reconciliation (residential schools, treaties, cultural stories, ways of knowing) activities in school, and learn connections to our Catholic faith.</li></ul>	<p>SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:</p> <ul style="list-style-type: none"><li>integrating literacy and numeracy strategies;<ul style="list-style-type: none"><li>K to gr. 3 integrate New Math, ELAL curriculum</li><li>Gr. 4 - 6 Develop strategies in morphology, fluency and comprehension</li></ul></li><li>integrating K to gr. 6 New Physical Education and Wellness curriculum;</li><li>integrating the New Science curriculum;</li><li>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"><li>T-Series screeners and strategies for all grade levels;</li><li>Elk Island Catholic Numeracy Assessment - tool used to assess math knowledge and skills;</li><li>Alberta Education Literacy Intervention kits; George Georgiou shared tools and resources, as well as others;</li><li>Mathology and other math resources to support new math curriculum for Gr 1- 6.</li></ul></li><li>increased focus and communication on connections between Catholic faith and Indigenous beliefs and practices; First Nation, Metis and Inuit perspectives; and Truth and Reconciliation activities participated in by students;</li><li>learning that furthers Truth and Reconciliation Calls to Action within a faith-based context and understanding of foundational concepts in emerging curriculum;</li><li>continued focus on school wide expectations, wellbeing, and engagement.</li></ul>

Measures	
<p><b>Government Measures</b></p> <p>Alberta Education Assurance Measures</p> <p><b>Local Measures</b></p> <p>Division Assurance Survey</p>	<p><b>Government Measures</b></p> <p>Alberta Education Assurance Measures, Provincial Achievement Test results, Required Alberta Government Literacy and Numeracy screeners</p> <p><b>Local Measures</b></p> <p>Division Assurance Survey, Numeracy Assessments, T-Series</p>