




	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- Staff share with students their own faith experience and the role of God in their life. +13.9% (95.4%)  Parents-Teachers share their faith and the role of God in their life. +6.6% (72.2%)  Students Gr 6- Teachers share their faith and the role of God in their life. +3.2% (90.9%)  Students Gr 7 & 8- I have opportunities to participate in reconciliation activities that teach me about First Nations, Métis, and Inuit culture and traditions to further reconciliation. +3.7% (88.3%)	<b>Evidence of Success</b>  Staff- Thinking back over the past three years, to what extent do you agree that professional learning opportunities made available through the Division have significantly contributed to your ongoing professional growth. +4.9% (86.4%)  Parents- My child receives ongoing feedback to improve. +12.7% (85.2%)  Students Gr 6- Teachers at my school use different ways to help me learn. +5.4% (95.5%)  Students Gr 7 & 8- It is clear what I am expected to learn at school. +1.2% (86.3%)	<b>Evidence of Success</b>  Staff- Our school's continuum of supports and services are responsive to students' needs. +3.7% (100%)  Parents- My child can easily access programs and services at school to get help with school work. +6.2% (80.8%)  Students Gr 6- I have access to technologies to meet my educational needs. -3.1% (93.2%)  Students Gr 7 & 8- I have access to technologies to meet my educational needs. +1.3% (94.3%)	<b>Evidence of Success</b>  Staff- Students at our school learn about wellbeing and healthy living. +7.4% (100%)  Parents- My child's school is a welcoming place to be. +12.1% (96%)  Students Gr 6- I am taught how to use technologies and social media safety. +4% (96.6%)  Students Gr 7 & 8- My school has clear behavioural expectations. +6.1% (91.7%)	<b>Evidence of Success</b>  Staff- Overall, I am confident that this is a good school. +3.7% (100%)  Parents- How satisfied are you with the opportunity to be involved in decisions about your child's school? +11.7% (86.3%) Overall, I am confident that this is a good school. +4.6 (96.1%)  Students Gr 6- Overall, I am confident that this is a good school. +1.5% (95.3%)  Students Gr 7 & 8- I know how to access information about my education. -2% (94.2%)
	<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>
	Staff- Religion classes help students understand how faith can guide the way they live their lives. -9% (91%)  Parents- My child has opportunities to participate in religious prayers, liturgies, celebrations, and masses at the school and parish. -6.3% (88.9%)  Students Gr 6- My religion classes help me understand how faith can guide the way I live my life. -8.2% (80.7%)  Students Gr 7 & 8- My religion classes help me understand how faith can guide the way I live my life. -1.9% (77.8%)	Staff- How satisfied are you with the variety of courses available to students at your school? -15.3% (77.3%)  Parents- How satisfied are you with the variety of courses available to your child at school? -1.1% (88.7%)  Students Gr 6- I like learning math. -18% (51.1%)  Students Gr 7 & 8- Overall, I find school work interesting. -18.3% (44.4%)	Staff- Supports and services that help students be successful in their learning are available in a timely manner. -2.6% (86.3%)  Parents- How satisfied are you that the specialized supports and services your child is receiving enables them to be a successful learner? -3.4% (77.8%)  Students Gr 6- When I need it, teachers and staff at my school are available to help me with problems that are not related to school work. -17% (67%)  Students Gr 7 & 8- When I need it, teachers and staff at my school are available to help me with	Staff- I engage in a culture that values health and wellness. -4.5% (95.5%)  Parents- Most students at my child's school follow the rules. -14.2% (51%)  Students Gr 6- At school, most students treat each other with care and respect. -20.1% (61.4%)  Students Gr 7 & 8- At school, I feel like I belong. -10.7% (57.9%)	Staff- In regards to decisions at your school, to what extent are parents or guardians involved in decisions about your school? (A Lot, Some) -19% (77.3%)  Parents- How satisfied are you that your input into decisions about your child's school is considered? +12.5% (80.3%) NOTE: <i>Although this saw a large improvement at 80.3% we will continue to work with families to further improve this measure.</i>  Students Gr 6- People say good things about my school. -12.3% (59.3%)  Students Gr 7 & 8- Overall, I am confident this is a good school. -9.2% (75%)

			problems that are not related to school work. -10.5% (61.8%)		
	School-based Strategies for School Improvement Based on Stakeholder Input (staff, students, and parents)				
	<ul style="list-style-type: none"><li>Continued focus on Truth and Reconciliation student and staff knowledge and activities, and inclusion of Alexander community supports for building cultural knowledge of students and staff.</li><li>Further identify connection to Social Justice focus for student driven initiatives.</li><li>Percentage of students enrolled in Religious Education at GHP is 100% as we continue to celebrate faith based education in our Catholic school.</li><li>Distribute Religion classes to a maximum amount of teachers.</li><li>Opportunity to build cross-curricular/gospel connections with staff.</li><li>Continue with faith testimonials at the staff level and the student level.</li><li>Provide a faith section based on the Division theme for families in our weekly newsletter.</li><li>Explore the feasibility of adding an Indigenous Success Coach to work with students and staff.</li></ul>	<ul style="list-style-type: none"><li>Using previous assessment and teacher knowledge to connect professional plan for learning and targeting groups for intervention or regular instructional practices.</li><li>Differentiated Instruction - how to plan/assess for all students.</li><li>Reluctant readers - provide teachers with skills to support and meet students to move forward and use of Diverse Learning Teacher (DLT) to support small group targeted instruction.</li><li>Collaborative Response Model - continue meeting with teachers about Literacy, Numeracy, and Social/Emotional needs.</li><li>Maintain our Literacy/Numeracy support (small group, individual, and whole class strategies).</li><li>Academy has enhanced programming choices for Gr 6 - 8. Hockey Academy to grow from 2 groups to 3 groups.</li><li>PD for division priorities and new curriculum supports for Gr 6.</li><li>Return to choice based option classes.</li><li>Continue to use triangulation of data - diagnostic tests, teacher assessments, and observations to direct instruction.</li></ul>	<ul style="list-style-type: none"><li>Focus on providing maximum student supports with access to a DLT</li><li>Student access to supports, wellness, counseling, admin, and peers - GHP continues to have available counselling at 0.8fte</li><li>VOICE grant continued for 24-25. Collaborate with VOICE to ensure they are visible and utilized for preventative social/emotional supports throughout the school.</li><li>Accessing federal funding through Jordan's Principle (school or parent applications).</li></ul>	<ul style="list-style-type: none"><li>Behavioral expectations - revisit school rules and expectations.</li><li>Students look for guidelines of rules for behavior expectations - staff plans to revisit the PRIDE program for positive reinforcement of students meeting expectations.</li><li>Model and celebrate, continued positive behavior supports and restorative justice.</li><li>Measurement tool of positive behavior supports in the school, focus on leadership opportunities for students and extracurricular opportunities - creating spaces for peers and interactions.</li><li>Engaging staff in wellness activities through DSC and ensuring they are knowledgeable about accessing health services supports through health providers.</li></ul>	<ul style="list-style-type: none"><li>Increasing parental involvement in school processes, ie school council, feedback surveys, opportunities for connection and celebration.</li><li>Overall rated a good school across Staff, Students, and Parents - School has a positive reputation in the community.</li><li>Survey Gr 6 students vs Gr 8 students about what makes a school "good" - help to highlight some areas of improvement.</li></ul>

Goals	
FAITH GOAL: At GHP School we model and evangelize our Catholic faith, loving and serving others while engaging students to discover, develop, share, and celebrate their talents and strengths. Students will increase their understanding of how faith can guide their lives through religion classes and school wide faith events.	LEARNING GOAL: GHP students will experience growth in academic success, specifically in the areas of numeracy and literacy, through targeted small group instruction and whole class lessons focussing on reading strategies and number sense lessons.

SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:

- Student led Social Justice Projects 24-25 - focused on Catholic Social Teachings through the completion of service projects in the school.
- Supporting Catholic Social Services to create unity, engagement, and shared goals for all connected to our school community (parents, students, staff, and community businesses).
- Animating our Division Theme: Growing in the Trinity: Love, Mercy & Grace.
- Revisit our school mission/vision statements to reflect Catholicity.
- Supporting teachers with the utilization of Growing in Faith, Growing in Christ (GiF GiC) across all grade levels through Division led PD.
- GHP Faith Bulletin, (SMORE) will share school faith goals/strategies, connect families to St. Jean Baptiste parish (SJBP), and continue to aid families in exploration of the GiF GiC online resource.

SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:

- Literacy Supports for Gr 6 - 8, T-series, STAR Gr 7 & 8, PD focus to remain with Literacy and Differentiation for learning loss.
- School wide implementation of Reading and Writing lessons targetted on ability.
- School wide implementation of Numeracy lessons to increase number sense.
- French Immersion - Resources and Team Collaboration opportunities (Consultant, ESSMY partnership) to focus on French Immersion, differentiate instruction, and Collaborative Response Model.
- Using previous assessment and teacher knowledge to begin and connect professional plan for learning and targeting groups for intervention or regular instructional practices.
- Differentiated Instruction PD- How to plan/assess for all students.
- Collaborative Response Model - Tiered Support Practices for all modes of student supports - learning and wellness.
- Reluctant readers - provide teachers with skills to support and meet students to move forward and use of DLT to support small group targeted instruction - science of reading strategies and literacy across all curriculums.
- Continuation of K & E programming for Math and LA supports for Gr 8 students. Improve transitions to MCHS for successful high school completion.
- Opportunities for students with moderate learning codes to participate in RISE programming.
- GHP Bulletin, (SMORE) will share all of the supports that are provided for students at GHP.

Measures

Division Assurance Survey Measures (Students - #2, Parents - #4, Staff - #3)

Indicators of Success as measured by the Division Assurance Survey:

Students will plan, organize, and run three major fundraising events including connecting Catholic Social Teachings and scripture to support each.

Staff and students will plan and run three school masses, three school liturgies, two reconciliation events, and two living rosaries through the course of the year with the guidance of the school faith lead and Father Trini.

An updated mission and vision will be revealed to start the 2024-2025 school year.

Each grade will take part in a faith retreat.

An increased number of families will attend school masses & liturgies, attend SJBP mass, and go online to explore GiF GiC resources.

Division Assurance Survey Measures (Students - #12, #13, #15, Parents - #32, Staff - #18, #29 )

Indicators of Success as measured by the Division Assurance Survey:

Student achievement increases, as measured by the Provincial Achievement Tests.

Student engagement increases as teachers provide a wider variety of teaching methods to address student needs and interests.

“Students find school work challenging” increases to 75%.

“Students find work interesting” increases to 65%.

“I like learning math and language arts” will increase to 70%.

Parents will be aware of all of the supports that are provided for students at GHP, increase to 80%.