




	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 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	<p>Evidence of Success</p> <p>(T) - I permeate curriculum and activities with gospel values. (S, T) - Teachers share their own faith and the role of God in their lives. (P) - My Child's religion classes help them to understand how faith can guide the way they live their life.</p> <p>Opportunities for Growth</p> <p>(S) - I have opportunities to participate in reconciliation activities that teach me about First Nations, Métis, and Inuit culture and traditions to further reconciliation. (P) - My child is encouraged at school to be involved in activities that help the community.</p>	<p>Evidence of Success</p> <p>(T) - Teachers at my school collaborate to respond to students' needs (S) At school, I am encouraged to try my best. (P) The literacy skills my child is learning at school are useful. (P) The Numeracy skills my child is learning at school are useful.</p> <p>Opportunities for Growth</p> <p>(S) I like learning language arts. (P) Satisfied with the variety of courses available to your child at school?</p>	<p>Evidence of Success</p> <p>(T) - School staff are available to help students with problems that are not related to school work. (S) - At school, I can get the help I need with using the school library. (P) - How satisfied are you that the specialized supports and services your child is receiving enables them to be a successful learner?</p> <p>Opportunities for Growth</p> <p>(T) - Student assessment services for students with learning difficulties</p>	<p>Evidence of Success</p> <p>(T) - At school, most students treat each other with care and respect. (S) - At school, most students follow the rules. (S) - I know what is expected of me at school. (P) - Teachers care about my child. (P) - My Child's school is a welcoming place. (P) - Parents are made to feel welcome at our school.</p> <p>Opportunities for Growth</p> <p>(S) - I feel welcome at my school. (P) - My child is taught how to use technologies and social media safely.</p>	<p>Evidence of Success</p> <p>(T) - Students are safe at my school. (S) - I feel safe on the way to school. (P) - How satisfied are you with the opportunity to be involved in decisions about your child's school?</p> <p>Opportunities for Growth</p> <p>(S) - People in my community say good things about my school. (P) - I know how to access information about my child's learning.</p>
School-based Strategies for School Improvement Based on Stakeholder Input (staff, students, and parents)					
 STRATEGIES	<ul style="list-style-type: none"> In collaboration with staff, students, and parents, create a mission statement for our school. Continue to connect social justice projects with faith - using scripture quotes, connecting examples of what Jesus did and how we are following in his steps. Continue to promote our faith in all we do at school - in cross-curricular and extra-curricular activities. Continue to include parish priests and community members in our celebrations and school activities. Work on developing better awareness and connections between our faith and Indigenous spirituality. Continue to welcome and invite parents and family members to our celebrations. 	<ul style="list-style-type: none"> Provide students with the opportunities to showcase their talents by offering a variety of option courses to students. Continue to use triangulation of data - diagnostic tests, teacher assessments, and observations to direct instruction. Continue to use division-wide screening process to guide our programming for literacy and numeracy. Continue our work with structured literacy, using the T-Series as well as provided screens to assess all students three times per year. Implement division I literacy data-informed groupings. Grow in our ability to differentiate ELA lessons and activities to increase success and enjoyment of ELA. 	<ul style="list-style-type: none"> Continue to provide ongoing access to technological devices, programs, and educational tools. Continue to provide students a range of diverse methods to demonstrate their learning. Involve parents with online access to learning tools and educational programming. With support from our SLT, continue to build capacity with staff in our building to support children with diverse needs. Continue providing intervention to students with lagging literacy and numeracy skills. Responding to the ever-changing needs of our students and finding the best way to help them learn. 	<ul style="list-style-type: none"> Intentionally and explicitly communicate with parents how their child(ren) is using technology and taught about social media safety. Partner with our RCMP school liaison to present and offer support in online safety. Find new ways to engage students with our school-wide house system to promote community, camaraderie, and healthy competition among students and staff. mentorship/ leadership opportunities sense of belonging diversity Promote a positive school climate through programs such as the House System, BobKat lunches. 	<ul style="list-style-type: none"> Continue to offer a variety of extra-curricular activities to promote student engagement. Offer leadership opportunities. Continue to reach out to our community neighbours to build positive relationships and explicitly share these interactions/activities with parents and staff. Continue to promote communication between school and home using weekly updates, newsletters, Google Classroom, class websites, social media, etc. Involve students, teachers, parents, and community members in an inclusive decision-making process Continue with our Parent Weekly BK Bulletin. Build capacity amongst all stakeholders to increase usage and understanding of PowerSchool/Gradebook. Increase volunteer opportunities for parents, alumni, and community members in the school.

School-based Strategies for School Improvement Based on Stakeholder Input (staff, students, and parents)				
	<ul style="list-style-type: none"> Be explicit in our communication with parents and the community about our involvement in service projects based on Catholic social teachings. Continue to provide opportunities for staff to gather in prayer. Continue to encourage participation at SAP through Admin presence and invitations to staff/families. Empower students to take the lead in organizing cultural awareness events, and service projects that promote reconciliation and celebrate First Nations, Métis, and Inuit culture within the school community. Increase our ability to embed lessons about First Nations, Métis, and Inuit culture and history into various subjects. 			<ul style="list-style-type: none"> Focus on and highlight following the "BKATS" framework: Belief, kindness, attitude, teamwork, and safety. Continue to promote communication between school and home using weekly updates, newsletters, Google Classroom, class websites, social media, etc. Continue to encourage parents to attend the School Council and support the School Council members in building engagement with our school community. Continue to offer a media night to make all parents aware of online risks through social media.

Goals

<p>FAITH GOAL: To engage students in their faith through increased presence at the parish and parish presence at the school. To integrate the foundational aspects of First Nations, Métis, and Inuit culture into the school curriculum and daily teaching practices, fostering a culturally responsive learning environment that honors Indigenous perspectives and promotes understanding and respect within our school community.</p>	<p>LEARNING GOAL: To use differentiation strategies that cater to the diverse needs of all students, ensuring equitable access to learning opportunities and fostering individual growth and success within our school community.</p>
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<p>SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:</p> <ul style="list-style-type: none"> We will invite families to join us for Sunday mass with opportunities to gather as a BK family community and connect with each other and the greater Parish family. Ideas for this would include serving refreshments after mass, staff teaching children's liturgy, etc. Continue to connect social justice projects with faith - using scripture quotes, connecting examples of what Jesus did and how we are following in his steps. Continue to promote our faith in all we do at school - in cross-curricular and extra-curricular activities. Continue to include parish priests and community members in our celebrations and school activities. Work on developing better awareness and connections between our faith and Indigenous spirituality - grandfather teachings connected with our faith in monthly student-led activities. Continue to welcome and invite parents and family members to our celebrations. Continue to communicate with parents and the community about our involvement in service projects based on Catholic Social Teachings. Continue to provide opportunities for staff to gather in prayer. Three times per year, invite BK students to help with a refreshment gathering after Mass to connect with the community and parish. Increase our ability to embed lessons about First Nations, Métis, and Inuit culture and history into various subjects. Provide time for our Indigenous Lead to plan and support teachers in the classroom to obtain our school goals of: <ul style="list-style-type: none"> Sharing Circles Land-Based Learning 	<p>SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:</p> <ul style="list-style-type: none"> Continue with a school-wide screening process to guide our programming for literacy and numeracy. Implement division I literacy data-informed groupings Focus on targeted intervention in literacy and numeracy for our division II students (Reading Intervention Project, Building Fact Fluency) Continue to incorporate Collaborative Response Model to facilitate programming and interventions for students. Continue to provide ongoing access to technological devices, programs, and educational tools. Continue to provide students with opportunities to showcase their talents by allowing a range of diverse methods to demonstrate learning. Continue to offer a variety of extra-curricular activities to promote student engagement. Continue to use triangulation of data - diagnostic tests, teacher assessments, and observations to direct instruction. Intentionally and explicitly communicate with parents how their child(ren) are using technology and taught about social media safety. Continue to reach out to our community neighbours to build a positive relationship and explicitly share these interactions/activities with parents and staff. Focus professional development on differentiation and the principles of Universal Design for Learning (UDL) to create inclusive learning environments that accommodate a wide range of learning styles, preferences, and abilities. Continue to promote a positive school climate through programs such as <ul style="list-style-type: none"> Positive Behavior Intervention and Support (PBIS) - school-wide house system Mindfulness and Wellness Programs - Mind-Up, Kimochis Social-Emotional Learning (SEL) Programs - In partnership with our mental health lead Partner with our RCMP school liaison to present and offer support in online safety. Continue to promote communication between school and home using weekly updates, newsletters, Google Classroom, class websites, social media, etc. Explicitly teach social media safety and offer parent/student sessions about online safety.
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Measures

<ul style="list-style-type: none"> ● Division Assurance Survey Faith Questions ● Feedback from School Council and parent community ● Feedback from students and staff ● Parish connections and communication ● Develop more opportunities for parents/families to come into the school to build a welcoming connection 	<ul style="list-style-type: none"> ● Division Assurance Survey Results especially in “Student Growth and Achievement” area ● Feedback from School Council and Parent Community ● Feedback from students and staff ● Academic assessment results ● Student engagement and participation (enthusiasm & collaboration) ● Increase in attendance ● Decrease in behavioral incidents ● Instructional practices are adjusted to meet the needs of the diverse population of the classroom
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