

**Faith Goal:** At NMR students, staff and parents know, model, and witness Jesus Christ through our theme of **ARISE! Get Up!** as Jesus calls us to do through thoughts, hearts, hands, and habits.

Fall Measures		Spring Measures		DIVISION Strategies	SCHOOL Actions
<a href="#">Fold-out-one pager</a>		<b>Alberta Education Assurance (AEA) Survey - Spring 2021</b>		<b>Students will:</b> <ul style="list-style-type: none"> <li>animate faith service and charity based on Catholic social teachings, especially with Catholic Social Services, and Chalice.</li> <li>engage in community projects that explicitly name how they 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.</li> <li>participate in an animated and actionable representation of the Division's faith theme.</li> <li>experience a spirituality of communion through relationships and faith opportunities that connect home, school, and parish.</li> <li>develop a common understanding of connections between our Catholic faith and the spiritual beliefs/practices of our Indigenous brothers and sisters.</li> <li>develop an acknowledgement of Indigenous spirituality as a unique gift to the Church and that Indigenous voices will be involved as much as possible in sharing that gift.</li> </ul>	<i>Promising school actions for 2021-2024 based upon stakeholder feedback:</i>  <b>MODEL &amp; WITNESS</b> <ul style="list-style-type: none"> <li>Staff to work on intentionally incorporating faith into everyday conversations (What would Jesus Do?, in helping solve student problems, in conversations with parents)</li> <li>Staff to utilize language with more intentionality and purposefully making connections with students and parents.</li> <li>Staff to become more comfortable using scripture to connect to our social works of mercy.</li> </ul> <b>RELIGION</b> <ul style="list-style-type: none"> <li>Staff to continue getting comfortable with the new religion curriculum - attending PD, collaboration with grade level partners.</li> <li>Staff to increase permeation of faith through all subjects with increased intentionality.</li> <li>Staff to focus on making more meaningful connections with students.</li> <li>Staff to post "I can statements" that show direct correlation to the learning.</li> <li>Staff to make real world connections from curriculum to daily life to enhance student understanding.</li> </ul>
<a href="#">School Three Year Education Assurance Plan</a>					
Safe and Caring	Celebrate	Safe and Caring	Data Not Yet Available		
Education Quality	Celebrate	Education Quality	Data Not Yet Available		
Work Prep	Watch	Work Prep	Data Not Yet Available		
Citizenship	Celebrate	Citizenship	Data Not Yet Available		
Academic Engagement	Celebrate	Academic Engagement	Data Not Yet Available		
<b>Division Survey 2020</b>		<b>Division Survey 2021</b>			
Model & Witness	Celebrate	Model & Witness	Watch		
Social Justice	Celebrate	Social Justice	Celebrate		
Religion	Celebrate	Religion	Focus		
Practices (Faith)	Celebrate	Practices (Faith)	Celebrate		
Feel Welcome	Watch	Feel Welcome	Celebrate		
<b>ThoughtExchange 2020</b> <b>Areas to celebrate and for growth:</b> <u>Celebrate:</u> <b>Service Projects (Food Bank, Koalas, Socktober):</b> Students have many opportunities to give and to learn from giving and there is a connection to service and shepherding. <b>Leadership opportunities:</b> Babysitting, monitors, patrols, peace patrols, buddy benches- many ways to help as older-younger students. <b>School Culture:</b> We are reminded to live and be like Jesus through assemblies, morning prayer, "Green" tickets. <u>Growth:</u> <b>Kindness Bin:</b> to be able to share ideas of how to be kind to others.		No new measures			

## STAKEHOLDER FEEDBACK (Identify evidence of success and next steps)

Staff	Students	School Council	Other Community Stakeholders:
<u>Evidence of success:</u>  <b>MODEL &amp; WITNESS</b> Religion classes, SOAR program, Greet in the morning/ goodbye at the end of the day Endeavour to make the school a welcoming place Provide leadership opportunities for our students  <b>SOCIAL JUSTICE Opportunities</b> Socktober, Toonies for Turkeys, Food Drive, RAK, Jeans for Teens, Kindness Board, Mitts and Toques, Kindness Bingo, Catholic Social Services, Lots of Socks  <b>RELIGION</b> Curriculum, modelling  <b>PRACTICES (FAITH)</b> Monday Assembly - Daily Prayer, Lunch time prayer, Living Rosary, Prayer cans, Truth and Reconciliation wall, staff retreat, student retreat  <b>FEEL WELCOME</b> Welcoming in the morning and saying goodbye at the end of the day. Welcoming atmosphere to staff, students, parents, visitors. Relationships are important.	<u>Evidence of success:</u>  <b>MODEL &amp; WITNESS</b> Interactions with staff, SOAR (green tickets), cross-age buddy interactions  <b>SOCIAL JUSTICE Opportunities:</b> Socktober, Toonies for Turkeys, Food Drive, RAK, Jeans for Teens, Kindness Board, Mitts and Toques, Kindness Bingo, Catholic Social Services, Lots of Socks  <b>RELIGION</b> Understanding my faith and thinking about what Jesus would do.  <b>PRACTICES (FAITH)</b> Assembly & daily prayer participation, lunch prayers, Living Rosary, Prayer cans, Truth and Reconciliation wall, student retreat  <b>FEEL WELCOME</b> Feeling welcome in the school and on the playground. Having friends. Adults help me when I need it.	<u>Evidence of success:</u>  <b>MODEL &amp; WITNESS</b> Staff & student interactions in religion classes, positive behaviour program for kids, staff welcoming throughout the day.  <b>SOCIAL JUSTICE Opportunities</b> Students get to participate in activities throughout the school year to help create awareness for various organizations - acts of service is promoted.  <b>RELIGION</b> Student knowledge taught in class.  <b>PRACTICES (FAITH)</b> Opportunities for kids to participate and lead in prayer assemblies, celebrations, daily prayer, lunch time prayer, Living Rosary, Prayer cans, student retreat.  <b>FEEL WELCOME</b> Feeling welcome when I come to the school, call the school, or have any interactions with staff members.	<u>Evidence of success:</u>  In the past we have had strong Parish partnership and direct involvement in our schools. We maintain a positive relationship with our Parish but have had to remain distant due to COVID protocols.  In the past we have involved social justice groups to come into speak with students eg. CSS, Holy Childhood, Runwild (Zebra foundation), etc.

<p><u>Next steps:</u></p> <p><b>MODEL &amp; WITNESS</b> Incorporate faith into everyday conversations and language with intentionality. More difficult when staff/students are in cohorts, less opportunity to see more students.</p> <p><b>RELIGION</b> Continue getting comfortable with the new religion curriculum. Intentional when we teach. Permeation of faith. Meaningful connections - intentions, I can statements.</p>	<p><u>Next steps:</u></p> <p><b>RELIGION</b> Permeation of faith. Meaningful connections - intentions, understanding meaning/purpose of lessons - making connections to my life.</p>	<p><u>Next steps:</u></p> <p>N/A</p>	<p><u>Next steps:</u></p> <p>N/A</p>
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**Learning Goal:** At NMR, staff will, through a faith-based and Truth and Reconciliation lens, work to ensure students benefit from research-based practices with a hands-on and technology focus in order to provide differentiated instruction with a focus on conceptual understanding through the practice progressions.

Fall Measures		Spring Measures		DIVISION Strategies	SCHOOL Actions
<a href="#">Fold-out-one pager</a>		<b>Alberta Education Assurance (AEA) Survey - Spring 2021</b>		<p>Students will benefit from research-based classroom practices that are focused on:</p> <ul style="list-style-type: none"> <li>hands-on, differentiated instruction, including universal, targeted, and individual supports.</li> <li>integrating literacy and numeracy strategies; teaching for conceptual understanding.</li> <li>visible learning (Practice Progressions), with emphasis on feedback and communication.</li> <li>students' God-given gifts and strengths to foster hope and wellbeing.</li> <li>diagnostic assessments and interventions in math/numeracy and language arts/literacy, to make informed decisions that connect assessment to instruction.</li> <li>improving student achievement, based on ongoing data analysis.</li> <li>programming choices (academy achievement, dual credit, English/French).</li> <li>interventions to increase faith, hope, engagement, entrepreneurial aspirations, and career and financial literacy.</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> </ul>	<p><i>Promising school actions for 2021-2024 based upon stakeholder feedback</i></p> <p><b>PARTICIPATE IN TRC</b></p> <ul style="list-style-type: none"> <li>Training two staff leads this year to increase capacity of staff knowledge with blanket ceremony.</li> <li>Worked with Billie-Jo Grant for staff mentorship.</li> <li>Having student TRC PD plan for all grade 5 &amp; 6 students</li> <li>Whole staff PD to further knowledge in TRC (look at offering additional sessions available on ATA PD website)</li> <li>Staff to work on organically integrating Indigenous beliefs and practices into daily learning (possibly using pre-created lesson plans)</li> <li>Library Tech and staff to create an interactive google slide presentation resource list of books to support teaching in each subject area at each grade level.</li> </ul> <p><b>OPPORTUNITIES TO SUPPORT ENGAGEMENT</b></p> <ul style="list-style-type: none"> <li>Extra curricular activities will resume when it is safe to do so, increasing engagement outside the classroom.</li> </ul>
<a href="#">School Three Year Education Assurance Plan</a>					
Program of Studies	Celebrate	Program of Studies	Data Not Yet Available		
Education Quality	Celebrate	Education Quality	Data Not Yet Available		
Parental Involvement	Celebrate	Parental Involvement	Data Not Yet Available		
School Improvement	Watch	School Improvement	Data Not Yet Available		
PAT ELA 6	Celebrate	PAT ELA 6	Data Not Yet Available		
PAT FLA 6	NA	PAT FLA 6	Data Not Yet Available		
PAT Math 6	Celebrate	PAT Math 6	Data Not Yet Available		
PAT Science 6	Celebrate	PAT Science 6	Data Not Yet Available		
PAT Social 6	Celebrate	PAT Social 6	Data Not Yet Available		
<b>Division Survey 2020</b>		<b>Division Survey 2021</b>			
Good reputation	Celebrate	Good reputation	Celebrate		
Diverse strategies	Celebrate	Diverse strategies	Celebrate		
Differentiate	Celebrate	Differentiate	Celebrate		
Know expectations	Celebrate	Know expectations	Celebrate		
Wellness and healthy living	Celebrate	Wellness and healthy living	Celebrate		
Technology/Social Media Safety	Celebrate	Technology/Social Media Safety	Celebrate		
Access Information	Celebrate	Access Information	Celebrate		
<b>ThoughtExchange 2020</b>		Access to technologies			
<p><b>Note areas to celebrate and for growth</b></p> <p><u>Celebrate:</u></p> <p><b>Teacher Feedback:</b> Teachers provide verbal and written feedback to help students to improve (before tests, after assignments) and teachers share clear criteria (e.g., using study guides, pre-tests).</p> <p><b>Teacher Attitude:</b> Teachers demonstrate an active, responsive attitude towards students and that makes it easy for students to ask for and get help.</p> <p><b>Parent-Teacher Communication:</b> is appreciated and happens through emails, face-to-face, and interviews.</p> <p><u>Growth:</u></p> <p>Consistent ways to provide feedback to families on progress.</p>		Connections Catholicity and Indigenous beliefs & practices			
		Participate in TRC			
		Receive feedback to improve			
		Opportunities to support engagement			

<b>STAKEHOLDER FEEDBACK (Identify evidence of success and next steps)</b>			
Staff	Students	School Council	Other Community Stakeholders:
<p><u>Evidence of success:</u></p> <p><b>DIVERSE STRATEGIES</b> Student choice, differentiation, technology, read-write google, hands-on, manipulatives.</p> <p><b>WELLNESS &amp; HEALTHY LIVING</b> Kindness Wall/ RAK, Terry Fox run, X-country, Digital Citizenship, SOAR (positive behaviour), Pink Shirt Day, World Down Syndrome Day, Orange Shirt Day, Strong Consistent Health Programming, Fully Alive to be integrated in the future, COVID (supporting our students and adapting activities).</p> <p><b>PARTICIPATE IN TRC Opportunities</b> Orange shirt day, Project of Heart, Talking sticks, Blanket Exercise (Gr 5 &amp; 6).</p> <p><b>OPPORTUNITIES TO SUPPORT ENGAGEMENT</b> Students and staff still feel connected, even with restrictions Staff going above and beyond to engage their students.</p>	<p><u>Evidence of success:</u></p> <p><b>DIVERSE STRATEGIES</b> Choice in learning, choice in ways to complete a project, using technology, read-write google, hands-on, manipulatives.</p> <p><b>WELLNESS &amp; HEALTHY LIVING</b> Kindness Wall/ RAK, Terry Fox run, X-country, Digital Citizenship, SOAR (positive behaviour), Pink Shirt Day, World Down Syndrome Day, Orange Shirt Day, Strong Consistent Health Programming, health class, PE class.</p> <p><b>PARTICIPATE IN TRC Opportunities</b> Orange shirt day, Project of Heart, Talking sticks, TRC Education &amp; awareness (Gr 5 &amp; 6), Blanket Exercise (Gr 5 &amp; 6).</p> <p><b>OPPORTUNITIES TO SUPPORT ENGAGEMENT</b> Students and staff still feel connected, even with restrictions Staff going above and beyond to engage their students.</p>	<p><u>Evidence of success:</u></p> <p><b>DIVERSE STRATEGIES</b> Student choice in learning, teachers meeting needs of all students, technology, google apps, read-write google, hands-on, manipulatives.</p> <p><b>WELLNESS &amp; HEALTHY LIVING</b> Staff promoting/organizing activities and theme days to promote wellness and healthy living with students, health class, PE class, staff promoting healthy eating choices with snacks and lunches.</p> <p><b>PARTICIPATE IN TRC Opportunities</b> Students having a chance to participate in Indigenous educational activities - Orange shirt day, Project of Heart, Talking sticks, Blanket Exercise (Gr 5 &amp; 6), lessons related to TRC, resources in the library to support TRC, sharing with parents education that is occurring in our school with staff and students, all parents promoting in Week at a Glance.</p> <p><b>OPPORTUNITIES TO SUPPORT ENGAGEMENT</b> Students and staff still feel connected, even with restrictions Staff going above and beyond to engage their students.</p>	<p><u>Evidence of success:</u></p> <p>We have a very close relationship with our school Parish - which has always included youth group partnership and Parish priest visits and involvement with masses and celebrations.</p> <p>We have strong relationships with community groups in our schools.</p> <p>We have involved social justice groups to come into speak with students eg. CSS, Holy Childhood, Runwild (Zebra foundation), etc.</p>
<p><u>Next steps:</u></p> <p><b>PARTICIPATE IN TRC</b> Work in progress, staff goal to increase capacity in teaching and incorporating into curriculum, Staff ATA PD "Walking together - Indigenous Resources - Where do I start?", Staff PD "TRC Implications and Catholic Social Teachings" (Cultural Identity &amp; Cultural Assimilation).</p> <p><b>OPPORTUNITIES TO SUPPORT ENGAGEMENT</b> Decrease due to not being able to offer these opportunities due to AHS Covid restrictions.</p>	<p><u>Next steps:</u></p> <p>We strive to continue to integrate technology throughout the school day. Technology enhances learning and is a universal support for all learners.</p> <p>Our journey through Truth and Reconciliation is ongoing and we look forward to continuing to learn more each day on how to both honour Indigenous history as well as work together as we move into the future. We look forward to working with our extended school family again once COVID is over to be able to welcome back in the school, our Indigenous elders to work with our staff and students.</p>	<p><u>Next steps:</u></p> <p>We have parents who are starting to express interest in wanting to learn more about TRC and we will be working with our school council to determine how we can expand knowledge to our parent community on an invitational basis to meet needs - possibly try again to host a parent Blanket Exercise.</p>	<p><u>Next steps:</u></p> <p>We are looking forward, as a school community, to being able to engage with our Parish and other community groups when restrictions, we hope, are lifted in the fall.</p>