




	Domain: Faith <i>Arise: Get up, Get Going, Go with God!</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.
<b>Division Assurance Survey Measures - Spring 2022 Data</b>					
 DATA ANALYSIS	<b>Evidence of Success</b>	<b>Evidence of Success</b>	<b>Evidence of Success</b>	<b>Evidence of Success</b>	<b>Evidence of Success</b>
	<ol style="list-style-type: none"> <li>Students learn about and practice faith in school ( liturgies, celebrations, morning prayer &amp; songs)</li> <li>Connections between Indigenous spirituality and Catholic faith is strong</li> </ol>	<ol style="list-style-type: none"> <li>Teachers at our school use a variety of ways to help students learn - speaks to the collaboration and learning of our staff</li> <li>Students are encouraged to try their best and learn to the best of their abilities</li> </ol>	<ol style="list-style-type: none"> <li>All stakeholders believe that students can receive the support they need at school</li> </ol>	<ol style="list-style-type: none"> <li>Strong sense of respect and safety</li> <li>Grandfather teachings create a common culture</li> </ol>	<ol style="list-style-type: none"> <li>Parents feel their child is safe at school and love the staff presence outside in mornings and afternoons</li> <li>Families feel connected to our school</li> </ol>
	<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>
	<ol style="list-style-type: none"> <li>Many parents are unsure in the area of "Religion classes help students know and live like Jesus"</li> <li>Teachers explain how to model and live like Jesus - how is this conveyed to parents?</li> </ol>	<ol style="list-style-type: none"> <li>Students have opportunities that support engagement at school</li> </ol>	<ol style="list-style-type: none"> <li>Some questions about technology and accessing/using the school library</li> </ol>	<ol style="list-style-type: none"> <li>Some uncertainty about following the rules and students being treated fairly by adults</li> <li>Parent concerns about social media and technology</li> </ol>	<ol style="list-style-type: none"> <li>Focus on families feeling welcome and involved in school decisions</li> </ol>
<b>School-based Strategies for School Improvement Based on Stakeholder Input (staff, students and parents)</b>					
 STRATEGIES	<ul style="list-style-type: none"> <li>Be more OVERT in what we cover in our religion classes and communicate that to parents ie) send work home, share activities using language such as "our teachers model how to live like Jesus when", "Our teachers explain how to live like Jesus" etc</li> <li>Have students share testimonials about faith on social media</li> <li>Showcase the "everyday" faith activities in our parent communication, not only big events like Orange Shirt Day, Liturgies</li> <li>Report cards - can they reflect the same language for parents to connect with? For instance "---is learning how to know and live like Jesus"</li> <li>Give staff more time to explore "Growing in Faith, Growing in Christ" resource to incorporate more games and share links and activities with families</li> </ul>	<ul style="list-style-type: none"> <li>COVID did affect many of our extra-curricular activities and option programming - staff are encouraged to start up more activities to engage students ie) choir, intramurals, etc</li> <li>We have Sports Academy and Dynamic Options for Div Two students - what are some opportunities to showcase for Division one?</li> </ul>	<ul style="list-style-type: none"> <li>We are in the process of purchasing more technology, allowing more access for our Division One students</li> <li>Coding option is up and running and we will start to showcase some of our "robotics"</li> <li>We will work with our librarian to determine how best to meet the needs of our students, building on our strong literacy focus at SKTA</li> <li>Potentially infuse some engaging activities such as makerspace, STEM and robotics in our learning commons</li> </ul>	<ul style="list-style-type: none"> <li>Reinforce the behavioral expectations regularly at our Monday morning assemblies to ensure consistency for staff and students</li> <li>Parent info evenings by division technology staff or RCMP on Internet safety and cyberbullying</li> <li>Review digital citizenship lessons every term to ensure that students are reminded about the safety and rules around technology</li> </ul>	<ul style="list-style-type: none"> <li>Continue communication practices to connect with families</li> <li>Invite families into school for info evenings, liturgies, parent volunteer opportunities, school council meetings, field trips, etc</li> <li>Post photos of family/parent involvement to showcase the connections</li> <li>Testimonials by involved parents</li> </ul>

## Goals

**FAITH GOAL:** To exemplify and empower our staff and students to reflect Jesus in action, word and deed.

**LEARNING GOAL:** To continue to seek out consistent PD, assessments and strategies to support students in the area of literacy and numeracy as we support the new curriculum.

### SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:

- Focus on being overt in our social justice initiatives and fostering student involvement in the “WHY” we are doing activities.
- Permeation of faith in all that we do and ensure that we connect this with Indigenous spirituality.
- Increase our communication about what students are learning in Religion classes.
- Allow students/parents/staff to share testimonials about faith in action at SKTA.
- Give staff more time to explore “Growing in Faith, Growing in Christ” resource to incorporate more games and share links and activities with families.
- Reinforce Catholic Social Teachings and Grandfather teachings in our Positive Behaviour Plan at SKT.
- Continue to incorporate feedback from our own Indigenous community and elders to guide some of our actions.
- Continue to Invite special guests such as Father Trini and our division Chaplain, Doug Kramer to visit our classes and participate in celebrations and retreats.
- Increase the number of students and staff members involved in planning, organizing and participating in school-wide prayers, liturgies and celebrations.
- Ensure the school environment is a warm, inviting, faith-filled community with visual signs of our faith evident:
  - parents feel welcome
  - visual signs of faith
  - focus on positive relationships
- Create more opportunities for parents to come into our school to foster a sense of belonging post-COVID.
- Continue our focus on permeating Truth and Reconciliation in our teaching through activities and awareness.
- Focus and reinforce consistent expectations for behaviour and student treatment.

### SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:

- Embed further opportunities for staff collaboration to grow best practices around:
  - providing feedback and strong assessment.
  - knowing student needs and developing universal/targeted/individualized supports.
  - literacy and the Science of Reading.
  - consistent writing program ie) Adrienne Gear
  - Numeracy - Mathology
- Dedicate time at each staff meeting for professional learning centered around feedback/assessment and using the Collaborative Response Model:
  - eg. presentations by curriculum leads, sessions by Learning Services Team, ERLC sessions, Science of Reading sessions.
- Continue our Collaborative Response Model meetings to discuss student needs and have a team approach.
- Name “feedback” and what it means for students and parents.
- Continue to focus on regulation and mindfulness using GSACRD VOICE, counsellors and staff.
- Implement diagnostic assessments at the beginning of year to receive informative data that drives Pyramid of Intervention:
  - MIPI
  - QPAS, PAST, QPS
  - TOSREC, TOSWRF-2, TOWRE-2
  - writing samples (HLAT)
  - Numeracy Screeners
- Continue our focus on permeating Truth and Reconciliation in our teaching through activities and awareness.
- Offer parent info sessions on literacy and numeracy strategies.
- Continue to focus and extend teaching about technology and social media safety.

## Measures

- Division Assurance Survey Faith Questions:
  - Teachers explain and model how to live like Jesus
  - Religion Classes help me to know and live like Jesus
  - I learn about connections between Catholic Faith and Indigenous beliefs and practices
  - Our school has clear behavioural expectations
- Feedback from School Council and parent community
- Parish connections post-COVID
- Develop more opportunities for parents/families to come into the school to build a welcoming connection

- Classroom assessment results in show improvement in the areas of literacy and numeracy
- Division Assurance results in the “Student Growth and Achievement” area
  - Teachers us a variety of methods to help students learn
  - Staff help students learn to the best of their abilities
  - Students receive ongoing feedback to improve
  - My child has opportunities that support engagement at school
- Feedback from School Council and Parent Community