




	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 are 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 2023 Data					
 DATA ANALYSIS	Evidence of Success	Evidence of Success	Evidence of Success	Evidence of Success	Evidence of Success
	<ol style="list-style-type: none"> Students are engaged in their faith practices in school and in service to others (locally and globally). Connections between Indigenous spirituality, reconciliation activities, and Catholic faith is strong. 	<ol style="list-style-type: none"> Students receive ongoing feedback to improve. The literacy skills students are learning at our school are useful. Students at our school are taught attitudes and behaviours to be successful at work when they leave school. 	<ol style="list-style-type: none"> All stakeholders believe that students can receive the support they need at school. Parents are assured that staff care about their children. Parents and students strongly feel welcome at our school. 	<ol style="list-style-type: none"> Students strongly agree that they are taught about social media safety. Students all believe their teachers care about them. Strong sense of care and respect. The Bison, our mascot, teaches us about respect for ourselves, each other, the earth, and our environment. 	<ol style="list-style-type: none"> Our school has a positive reputation. Parents and students are proud of our school and are confident that it is a good school. Families feel connected to our school and are satisfied with their opportunities to be involved in decision making.
	Opportunities for Growth	Opportunities for Growth	Opportunities for Growth	Opportunities for Growth	Opportunities for Growth
	<ol style="list-style-type: none"> Support students to understand more clearly how their religion classes can help them understand how faith can guide the way they live their lives. 	<ol style="list-style-type: none"> Increasing parental awareness on the way teachers encourage students to try their best (reducing the "I Don't Know"). 	<ol style="list-style-type: none"> Increase the ability for students and staff to access Library Services. 	<ol style="list-style-type: none"> Parent concerns about social media safety and technology. Looking for more opportunities to promote health and wellness with our staff. 	<ol style="list-style-type: none"> Assure that students have a strong sense of safety at school. Assure students have a strong sense of safety to and from school.
School-based Strategies for School Improvement Based on Stakeholder Input (staff, students, and parents)					
 STRATEGIES	<ul style="list-style-type: none"> Be more deliberate in making the connection for students in how their religion classes can help guide the faith in their lives. Celebrating our results on every parent weekly newsletter at the top with a "Did you know?..." Our Mission and vision is communicated each week to families. Showcase the "everyday" faith activities in our parent communication, not only big events like Orange Shirt Day, Liturgies Give staff more time to explore "Growing in Faith, Growing in Christ" resource to incorporate more games and share links and activities with families 	<ul style="list-style-type: none"> Differentiate the way we communicate to parents. <ul style="list-style-type: none"> Admin to communicate more clearly to parents. Intentional language that is similar to the questions that parents answered "I Don't Know" to Teachers also promote intentional language to parents. 	<ul style="list-style-type: none"> We continue to purchase more technology, allowing more access for our Division One students. We will work with our librarian to determine how best to meet the needs of our students, and staff in building on our strong literacy focus at SKTA. Continue to work on infusing engaging activities such as makerspace, STEM, and robotics in our learning commons. 	<ul style="list-style-type: none"> Increase parental awareness on how teachers are teaching and promoting digital safety. Continue to look for ways to help our parents learn about technology and internet safety. Reinforce the behavioral expectations regularly at our Monday morning assemblies to ensure consistency for staff and students. Collaboration with staff to find ways to decrease workload and increase work/life balance. 	<ul style="list-style-type: none"> Promoting our student wellness strategies with our students (safety, regulation, belonging, positivity). Staff to promote our student wellness strategies with our students (safety, regulation, belonging, positivity). Posting our student wellness strategies in our school for parents and students to have a visual.

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:

- Draw direct connections for students to help them understand the purpose of our social justice initiatives and have student involvement.
- 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 SKTA.
- 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
- Continue our focus on permeating Truth and Reconciliation in our teaching through activities and awareness.
- Focus and reinforce consistent expectations for student behaviour.

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 & Story Champs)
 - 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:
 - My religion classes help me understand how faith can guide the way I live my life.
 - Teachers share their own faith and the role of God in their life.
 - My child’s religion classes help them to understand how faith can guide the way they live their life.
 - In my child’s school, we live our faith through works of charity and service to those in need.
 - At school, I am encouraged to get involved in activities that help my community.
- Feedback from School Council and Parent Community.
- Parish connections.
- Develop more opportunities for parents/families to come into the school to build a welcoming connection.
- Student Feedback.

- Classroom assessment results to show improvement in the areas of literacy and numeracy.
- Division Assurance results in the “Student Growth and Achievement” area.
 - Student engagement and perception with math (I like learning math).
 - My child is encouraged to try their best.
 - Overall, students find work challenging.
 - Parents being aware of how their child is taught how to use technology and social media safely.
- Feedback from School Council and Parent Community.
- Student Feedback.