




	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	Evidence of Success	Evidence of Success	Evidence of Success	Evidence of Success	Evidence of Success
	<div>1) Students, parents, and staff all recognized how religion classes help them to understand how faith can guide the way they live their life.</div> <div>2) Students, parents, and staff all identify that students have opportunities to participate in prayers, liturgies, celebrations, and masses at the school and parish.</div> <div>3) Students, parents, and staff all recognize the strong opportunities stakeholders have to participate in reconciliation activities that teach me about First Nations, Métis, and Inuit culture and traditions to further reconciliation.</div>	<div>1) Students, parents and staff identify that overall our students find school work both interesting &amp; challenging!</div> <div>2) Students, parents, and staff identify that BOTH the literacy and numeracy skills students are learning at our school are helpful.</div> <div>3) Students, parents, and staff all identify that Students have opportunities (e.g., options, extracurricular, online learning) that support engagement in school.</div>	<div>1) 100% of students surveyed identify they have access to technologies to meet their educational needs.</div> <div>2) All stakeholders believe that students can receive the support they need at school.</div> <div>3) Students, parents, and staff identified that school staff are available to help students with school work.</div>	<div>1) 100% of students surveyed identified that 'Their teachers care about them'!</div> <div>2) Students, parents, and staff strongly agree that they are taught about social media safety.</div> <div>3) Students, parents, and staff identified that our school has clear behavioural expectations and MOST students follow the rules!</div> <div>4) Parents and students are assured that staff care about their children.</div> <div>5) Parents and students strongly feel welcome at our school!</div>	<div>1) Our school has a positive reputation in the community.</div> <div>2) The majority of students and parents identify that students feel SAFE at school.</div> <div>3) Our parent community is VERY satisfied with their input regarding the decisions made about our school!</div>
	Opportunities for Growth	Opportunities for Growth	Opportunities for Growth	Opportunities for Growth	Opportunities for Growth
	Ensure our school's culture continues to maintain 'ample' opportunities to participate in activities that teach about First Nation, Metis and Inuit culture and traditions!	Ensure that ALL students have opportunities to participate in ENGAGING numeracy and literacy learning and that parents are clearly informed on the great pedagogy leveraged at the school.	Increase access for students to receive supports that are not related to school (outside supports, mental health, counseling).	Develop focused lessons and clear language with our students on the topic of 'Treating Each Other Well' to ensure all students feel welcomed and cared for at school!	Ensure all stakeholders know how to access information about student learning (Google Classroom, Powerschool Parent Portal, Websites & feedback).

School-based Strategies for School Improvement Based on Stakeholder Input (staff, students, and parents)					
	<ul style="list-style-type: none"><li>Continue to build relationships with local ‘Elders’ connect with our school and invite them into the school on a regular (4 X year min) schedule to share cultural experiences with our school (Round Dancing, Smudging, Teaching).</li><li>Provide teachers with continuous professional development in their own learning on Indigenous peoples, culture and histories in Canada.</li></ul>	<ul style="list-style-type: none"><li>Continue creating differentiated small group opportunities in literacy and numeracy in grades 1 - 5.</li><li>Create opportunities for differentiated ‘centers’ based approaches in classroom teaching.</li><li>Create ‘Information’ nights for families to come into the school and SEE &amp; Learn our approaches to teaching literacy and numeracy.</li></ul>	<ul style="list-style-type: none"><li>Increase counseling time for the teacher-counselor to connect with more students who require support.</li><li>Increase opportunities to leverage the GSACRD Voice in creating engaging opportunities to connect with our students.</li></ul>	<ul style="list-style-type: none"><li>Create school wide lessons videos showcase what treating ‘WELL’ looks like.</li><li>Work with staff on creating specific language to leverage when assisting students in navigating social situations.</li></ul>	<ul style="list-style-type: none"><li>Reinforce with staff minimum number of entries, including both formative and summative assessments for PowerTeacher GradeBook.</li><li>Ensure parents and students know how to access online reporting.</li></ul>

Goals	
<b>FAITH GOAL:</b> To exemplify and empower our staff and students to reflect Jesus in action, word, and deed.	<b>LEARNING GOAL:</b> 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.
<p>SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:</p> <ul style="list-style-type: none"><li>Work with staff on developing their own capacity to articulate and affirm how faith is integrated into their own lives that can be witnessed to students.</li><li>Ensure Father Trini is welcomed to the school on a regular basis for both liturgy and classroom opportunities.</li><li>Make connections with other GSACRD schools for faith based opportunities for our students and staff!</li><li>Draw direct connections for students to help them understand the purpose of our social justice initiatives and have student involvement.</li><li>Permeation of faith in all that we do and ensure that we connect this with Indigenous spirituality.</li><li>Increase our communication about what students are learning in Religion classes.</li><li>Allow students/parents/staff to share testimonials about faith in action at SKTA.</li><li>Give staff more time to explore “Growing in Faith, Growing in Christ” resources to incorporate more games and share links and activities with families.</li><li>Reinforce Catholic Social Teachings and Grandfather teachings in our Positive Behaviour Plan at SKTA.</li><li>Continue to incorporate feedback from our own Indigenous community and Elders to guide some of our actions.</li><li>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.</li><li>Increase the number of students and staff members involved in planning, organizing, and participating in school-wide prayers, liturgies, and celebrations.</li><li>Ensure the school environment is a warm, inviting, faith-filled community with visual signs of our faith evident:<ul style="list-style-type: none"><li>parents feel welcome.</li><li>visual signs of faith.</li><li>focus on positive relationships.</li></ul></li><li>Continue our focus on permeating Truth and Reconciliation in our teaching through activities and awareness.</li><li>Focus and reinforce consistent expectations for student behaviour.</li></ul>	<p>SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:</p> <ul style="list-style-type: none"><li>Continue our Collaborative Response Model meetings to discuss student needs and have a team approach. Maintain integrating GSACRD voice and teacher counselor to create grade level meeting times.</li><li>Continue to work with staff on ensuring consistency in ‘ongoing reporting’ within PowerSchool.</li><li>Embed further opportunities for staff collaboration to grow best practices around:<ul style="list-style-type: none"><li>providing feedback and strong assessment.</li><li>knowing student needs and developing universal/targeted/individualized supports.</li><li>literacy and the Science of Reading.</li><li>consistent writing program ie. Adrienne Gear.</li><li>Numeracy - Mathology</li></ul></li><li>Dedicate time at each staff meeting for professional learning centered around feedback/assessment and using the Collaborative Response Model:<ul style="list-style-type: none"><li>eg. presentations by curriculum leads, sessions by Learning Services Team, ERLC sessions, Science of Reading sessions.</li></ul></li><li>Name “feedback” and what it means for students and parents.</li><li>Continue to focus on regulation and mindfulness using GSACRD VOICE, counsellors, and staff.</li><li>Implement diagnostic assessments at the beginning of year to receive informative data that drives Pyramid of Intervention:<ul style="list-style-type: none"><li>Elk Island Catholic Schools Numeracy Screener.</li><li>QPAS, PAST, QPS.</li><li>TOSREC, TOSWRF-2, TOWRE-2.</li><li>Writing samples.</li><li>Numeracy Screeners.</li></ul></li><li>Continue our focus on permeating Truth and Reconciliation in our teaching through activities and awareness.</li><li>Offer parent info sessions on literacy and numeracy strategies.</li><li>Continue to focus and extend teaching about technology and social media safety.</li></ul>

Measures	
<ul style="list-style-type: none"><li>● Division Assurance Survey Faith Questions:<ul style="list-style-type: none"><li>○ My religion classes help me understand how faith can guide the way I live my life.</li><li>○ Teachers share their own faith and the role of God in their life.</li><li>○ My child's religion classes help them to understand how faith can guide the way they live their life.</li><li>○ In my child's school, we live our faith through works of charity and service to those in need.</li><li>○ At school, I am encouraged to get involved in activities that help my community.</li></ul></li><li>● Feedback from School Council and Parent Community.</li><li>● Parish connections.</li><li>● Develop more opportunities for parents/families to come into the school to build a welcoming connection.</li><li>● Student feedback.</li></ul>	<ul style="list-style-type: none"><li>● Classroom assessment results show improvement in the areas of literacy and numeracy.</li><li>● Use of T- series to inform teaching practices.</li><li>● use of Divisional Numeracy Assessments</li><li>● Division Assurance results in the "Student Growth and Achievement" area.<ul style="list-style-type: none"><li>○ Student engagement and perception with math (I like learning math).</li><li>○ My child is encouraged to try their best.</li><li>○ Overall, students find work challenging.</li><li>○ Parents being aware of how their child is taught how to use technology and social media safely.</li></ul></li><li>● Feedback from School Council and Parent Community.</li><li>● Student feedback.</li></ul>