

	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
	Staff reported that their faith is strengthened through professional development. Teachers share their own faith and the role of God in their life. Parents reported that their children are encouraged at school to be involved in activities that help the community.	Staff agree that professional learning opportunities made available through the Division have been focused on the priorities of the Division. Students report that they receive ongoing feedback to improve. Parents reported that their children have opportunities (e.g., options, extracurricular, online learning) that supports engagement in school.	Student assessment services for students with learning difficulties. Students can get the help they need with using the school library and planning for a career. Parents agree that their children can easily access programs and services at school to get help with school work.	Staff engage in a culture that values health and wellness. Students report that other students treat them well. Students are taught how to use technologies and social media safely. Parents agree that teachers care about their children.	Students report that parents or guardians are involved in decisions about the school. People in the community say good things about the school. Students feel safe on the way to and from school.
	Opportunities for Growth	Opportunities for Growth	Opportunities for Growth	Opportunities for Growth	Opportunities for Growth
	Religion classes help students understand how faith can guide the way they live their lives. At school, students especially those in grades 4-6 are encouraged to get involved in activities that help the community. Students live their faith through works of charity and service to those in need. Students have opportunities to participate in reconciliation activities that teach me about First Nations, Métis, and Inuit culture and traditions to further reconciliation.	Students find school work interesting and challenging. Staff will continue to provide ways to make learning language arts engaging and that students are able to share when they like language arts activities. Parents feel the literacy and numeracy skills their child are learning at school are useful.	Continue to provide students with access to technologies to meet their educational needs. Continue to be available and support students with problems that are not related to school work.	Staff will continue to provide opportunities to acknowledge when students are following the behavioural expectations. Continue to ensure that the behavioural expectations are clearly and consistently followed through. Continue to ensure that most students treat each other with care and respect. Ensure that students feel they are treated fairly by adults.	Staff will provide more opportunities for students to know how to access information about their learning. Provide opportunities for students to share when they feel proud of the school. Continue to improve the perceived reputation of our school in the community by students and parents.
School-based Strategies for School Improvement Based on Stakeholder Input (staff, students, and parents)					
 STRATEGIES	<ul style="list-style-type: none"> Morning prayers and assemblies have a focus on faith formation. Teachers and staff share faith through daily prayers. Staff and students engage in intentional learning activities around Indigenous ways of knowing, being, and doing. Staff and students participate in social justice projects that are tied to the teachings of Jesus Christ. Create opportunities where students gain an understanding of what other people/cultures 	<ul style="list-style-type: none"> Teachers and staff offer feedback to students to increase understanding and opportunities for growth. Timely feedback allows students to have a deeper understanding of task expectations and areas to improve. Continue to find creative ways to make learning engaging for the students (i.e., Kahoots/use of technology). Communicate with parents about language arts and numeracy strategies. 	<ul style="list-style-type: none"> Continue with the GSACRD Voice program in the school and encourage ways to build mental health capacity building programs and share with parents how these resources are available to support students. Ensuring that school-owned devices are regularly purchased and updated to meet student needs. Including tips in the Titans' Times highlighting Counselling and Student Services availability and how to connect for support. Teachers create engaging lessons that create lifelong learners and problem solving skills. 	<ul style="list-style-type: none"> Consistency with behavioural expectations for all students. Positive reinforcements for students who consistently follow school wide expectations. Safe, Proud, Respectful, and Responsible (SPRR) visuals and awards. Improve student-staff relationships by creating multi-grade groupings that regularly meet to increase school sense of community and school spirit. 	<ul style="list-style-type: none"> Parent communication and assemblies - share positive messaging about Legal school. Staff share with students more regularly how to access information about their learning and goal setting after term 1 & 2 reporting periods. Hosting another parent night and possibly a community night to showcase Legal School. Create partnerships with local businesses as learning opportunities for students as well as to strengthen relationships with local members of the Legal community.

School-based Strategies for School Improvement Based on Stakeholder Input (staff, students, and parents)

	<p>(i.e., walk for water project)</p> <ul style="list-style-type: none"> Students are encouraged to create and lead service projects. Circulate a monthly newsletter explicitly dedicated to highlight faith and work done to support truth and reconciliation. Attending mass at St. Émile Parish enhances the school-parish relationship. 	<ul style="list-style-type: none"> Use data from assessments to make interventions/student groups more intentional and meaningful. Share ideas/strategies that parents can do at home to build foundational numeracy and literacy skills. Have literacy/numeracy activity events at school for families to attend. Creating opportunities for building a community of readers and ways to encourage reading for pleasure within the school week. 		<ul style="list-style-type: none"> Develop Student Advisory Committee that regularly meets with counselor and administration to discuss trends in behaviour and strategies for positive and safe school environment. 	<ul style="list-style-type: none"> Citizenship/Leadership students do neighborhood survey about the school's reputation within the community.
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Goals

FAITH GOAL:

Legal School students and staff will make meaningful connections between the Catholic faith and Indigenous ways of knowing, being and doing within their community and by seeing everyone as wonderfully created by God.

LEARNING GOAL:

Legal School staff will provide engaging learning opportunities by continuing to develop and enrich students' foundational skills in the areas of literacy and numeracy.

SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:

- We focus on intentionally integrating the Division faith theme of the year: *Growing in Love, with the Father*, throughout school wide activities, with an emphasis on how to grow in Trinity.
- Collaborate on division wide social justice activities and with Catholic Social Services.
- School wide activities linked to sharing our faith and involving the local community.
- Service projects that directly involve students and can be led throughout our local community.
- Continue with liturgies and classroom Religion activities using our Chapel space. This provides a deeper connection to the experience of practicing our Catholic faith.
- Continue the partnership activities with St. Émile Parish and the CWL.
- Continue selecting theme songs and ways to celebrate the theme with our students.
- Support teachers in implementing the Fully Alive resource integrated with the PEW outcomes.
- Work closely with our division chaplain (Doug Kramer) to encourage connections with our students.
- Continue to make connections between Catholic faith and the Indigenous Spiritual beliefs/practices and images and prayers and develop a common understanding for students.
- Work with the Indigenous community to develop our knowledge and understanding of First Nations, Métis and Inuit ways as we journey toward Truth and Reconciliation, answering the Calls to Action from the TRC.
- Continue to revisit and encourage the acknowledgment of the positive behaviour and expectations which align with our school motto SPRR (Safe, Proud, Respectful, and Responsible).

SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:

- Continue to strive for high standards for staffing teachers and support staff.
- Commitment to the Practice Progressions and school improvement.
- Collaboration with our school and division staff to guide our practice.
- Maintain biweekly CR meetings to help support students and respond to needs.
- Use data from assessments (T-series & MIPI) to make interventions/students group more intentional and to meaningfully drive instruction.
- Offer PD opportunities for staff that focus on foundational literacy and numeracy skills.
- Create a schoolwide framework (which aligns with the Division) that includes a common language/strategies used in literacy & numeracy learning.
- Use Mathology and technology resources to increase engagement in the areas of literacy and numeracy.
- Continue to provide lessons that are engaging and include diverse learning strategies to meet many learning needs.
- Continue to leverage technology throughout the curriculum.
- Provide feedback/tips on how the students can improve/do better in school.
- Provide literacy/numeracy informational evenings for parents.

Measures	
<ul style="list-style-type: none"> ● Community (Staff, student, and parents) feedback. ● <u>Division and Alberta Education Assurance Survey results based on the questions below:</u> <ul style="list-style-type: none"> ○ Teachers share their own faith and the role of God in their life. ○ Religion classes help students understand how faith can guide the way they live their lives. ○ In my school, we live our faith through works of charity and service to those in need. ○ Students and staff have opportunities to participate in prayers, liturgies, celebrations, and masses at the school and parish. ○ Students and staff have opportunities to participate in reconciliation activities that teach me about First Nations, Métis, and Inuit culture and traditions to further reconciliation. ○ Staff participate in reconciliatory actions to build my foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students. ○ At school, I am encouraged to get involved in activities that help my community. 	<ul style="list-style-type: none"> ● Community (Staff, student, and parents) feedback. ● <u>Division and Alberta Education Assurance Survey results based on the questions below:</u> <ul style="list-style-type: none"> ○ Students receive ongoing feedback to improve learning. ○ Teachers at our school use different ways to help students learn. ○ Students have opportunities (e.g., options, (e.g., options, extracurricular, online learning) that supports engagement in school. ○ At school, students can get the help they need with using the school library. ○ Students can get help at our school with problems that are not about school work. ○ Students are taught how to use technologies and social media safely. ○ Parents and students know how to access information about their child's learning. ○ At school, most students treat each other with care and respect. ○ Our school has a positive reputation in the community.