




	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 is based on a spirituality of communion and generative community engagement, transparency, and accountability responsive to local and societal contexts.
	Division Assurance Survey Measures - Spring 2024 Data				
 DATA ANALYSIS	Evidence of Success Staff reported religion classes help students understand how faith can guide the way they live their lives. Students agree that they are encouraged to get involved in activities that help their community and that they live their faith through works of charity and service to those in need. Parents reported that their child's religion classes help them to understand how faith can guide the way they live their lives.	Evidence of Success Students reported that the core subjects (math, language arts, social studies, science) and literacy and numeracy skills are learning at school are useful. Staff report that students find schoolwork challenging and clearly understand what they are expected to learn at school. Parents are satisfied with the variety of courses available to their children.	Evidence of Success Staff and parents reported that students have access to technologies to meet their educational needs. Students can get the help they need with using the school library. Students receive specialized supports and services at school to help with their learning.	Evidence of Success Staff reported that most students treat each other with care and respect. Students in grades 4-6 reported that they are treated fairly by adults in the school. Students and parents reported that most students follow the rules.	Evidence of Success Junior high students reported that the school has a positive reputation in the community. Students reported that they know how to access information about their learning. Parents reported that their children are safe on the way to and from school.
	Opportunities for Growth Staff share their own faith and the role of God in their life, especially for those students in Grades 7-9. Religion classes help students understand how faith can guide the way they can live their life. Parents agree and report that students live their faith through works of charity and service to those in need.	Opportunities for Growth Students receive ongoing feedback to improve learning. Students report that the education they are receiving is good or very good. Parents report that teachers at the school use a variety of methods to help children learn.	Opportunities for Growth Parents are satisfied with the specialized supports and services students are receiving enabling them to be successful learners and staff report adequate supports for students with special needs. Junior High students get help with deciding what courses to take and future career planning. Students in grades 4-6 report favourably that teachers and staff are available to help them with problems that are not related to school work.	Opportunities for Growth Students are taught how to use technologies and social media safely. Continue to ensure that most students treat each other with care and respect. Continue to ensure that the behavioural expectations are clearly and consistently followed through.	Opportunities for Growth Students share that they are proud of the school and that they would recommend their school to others. Continue to ensure that students feel safe and that they belong at school. Continue to ensure that parents know how to access information about their child's learning. Encourage and consider the input of parents or guardians into school decisions.
	School-based Strategies for School Improvement Based on Stakeholder Input (staff, students, and parents)				
 STRATEGIES	<ul style="list-style-type: none">Daily morning prayers focus on faith formation, and staff have opportunities to share their faith through these prayers.Implement student reflection tasks in Religion and Citizenship classes to connect them with our service projects.	<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).	<ul style="list-style-type: none">Help with Library increased, using the Library during Titans Block, increased access to the Library more often than the one class a week.To meet students' educational needs, teachers had more access to technologies, including Google Classroom access for most subjects in Division 2.	<ul style="list-style-type: none">Increase of sharing of what is happening at Legal School on social media and celebrating student recognition has made a difference in positive reputation.Consistency with behavioural expectations for all students.	<ul style="list-style-type: none">Parent communication and assemblies - share positive messaging about Legal school.Continue to promote school events and news through social media, weekly summaries, community signage, participation in community events, and by fostering student enthusiasm for learning, supported by word of mouth and parent involvement.

School-based Strategies for School Improvement Based on Stakeholder Input (staff, students, and parents)					
	<ul style="list-style-type: none">• Staff and students participate in social justice projects tied to Jesus Christ's teachings. (through Catholic Social Services' projects and individual service projects in the community).• Ensure that teachers continue to share their faith testimonies about their spiritual journey.• Having authentic conversations in class about faith.• Collaborate on division-wide social justice activities with Catholic Social Services.• Service projects that directly involve students and can be led throughout our local community.• Supporting students to find authentic ways to complete service projects that are meaningful to them (i.e. service projects in the community and legacy projects).• Attending mass at St. Émile Parish enhances the school-parish relationship.• The partnership activities with St. Émile Parish and the Catholic Women's League. (Inviting Father Ambrose to visit the classrooms and over for GILLS awards bi-monthly visits).• Continued participation with the Church and Father Ambrose.• Encourage acknowledging the positive behaviour and expectations that align with our school motto SPRR (Safe, Proud, Respectful, and Responsible).• Provide more opportunities for interactions and or visits with the Indigenous community.	<ul style="list-style-type: none">• Utilize Chromebooks and online learning games (e.g. prodigy) to boost student engagement through technology.• Communicate with parents about language arts and numeracy strategies.• 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.• Staff to create prompts to go with the Booster Blocks to be intentional in planning for core-specific learning opportunities.• Create more opportunities for field trips to places such as City Arts Centre, Muttart Conservatory, Edmonton Valley Zoo, Telus World of Science for hands-on learning activities.• Create opportunities to organize and sell items at the snack shack weekly to teach business skills and generate profit for future endeavors.• Offer tailored learning experiences and establish clubs like chess club to engage students at their level.	<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 and good availability for those who need technology.• Ensure proper maintenance and students' respect and responsible use of Chromebooks (i.e. charging devices).• Including tips in the Titans' Times highlighting Counselling and Student Services availability and how to connect for support.• Improve counseling by assisting with education planning and organizing school-wide career exploration activities to connect students' interests and skills with future careers.• Share more information and specific feedback to students about their learning to achieve greater educational success.• Improved management of combined classes would enhance teaching efficiency, ideally with fewer combined classes at the core level especially those who write Provincial Achievement Tests.• Introduce regular catch-up sessions twice a week to support students who need extra help or have fallen behind, replacing the reliance on homework for catching up.• Making connections to career and lifelong learning interests during Titans Blocks activities.• Teachers create engaging lessons that create lifelong learners and problem-solving skills.	<ul style="list-style-type: none">• Be responsive to students' needs, but inconsistency in rule enforcement may cause students misunderstanding. Clarifying fairness helps students understand others' needs for success.• Continue to build personal relationships with kids and getting to know them and building authentic relationships so they know they are cared for.• 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 the school's sense of community and school spirit.• Teachers make personal connections to create opportunities to support students in subject areas.• Develop a Student Advisory Committee that regularly meets with the school counselor and administration to discuss trends in behaviour and strategies for a positive and safe school environment.• Having a social media session for the parents and students about social media safety.	<ul style="list-style-type: none">• 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.• Continue to encourage parents to attend school council meetings and events led by school council and Friends Of Legal School Society.

Goals	
<p>FAITH GOAL: <i>Legal School students and staff will make meaningful connections between the Catholic faith and Indigenous ways of knowing, being, and doing within their community by seeing everyone as wonderfully created by God.</i></p>	<p>LEARNING GOAL: <i>Legal School staff will enrich students' fundamental literacy and numeracy skills for academic success across subjects through engaging learning opportunities.</i></p>
<p>SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:</p> <ul style="list-style-type: none">• We focus on intentionally integrating the Division faith theme of the year: <i>Growing in Love, with the Father</i>, 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 Catholic Women's League. (Inviting Father Ambrose to visit the classrooms and over for Growing in Love at Legal School (GILLS) awards bi-monthly visits).• Encouraging the students to demonstrate actions that encourage "Growing in Love" with others through the GILLS (Growing in Love at Legal School) monthly awards nominated by teachers.• Continue selecting weekly and yearly theme songs and ways to celebrate the Growing In Love Faith theme with our students.• Support teachers in implementing the Fully Alive resource integrated with the Physical Education and Wellness outcomes.• Work closely with our division chaplain (Doug Kramer) to encourage connections with our students.• Develop strategies with staff to encourage the use of scripture to permeate Catholic Faith embedded in every subject/class.• 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 Truth and Reconciliation Commission.• 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).	<p>SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:</p> <ul style="list-style-type: none">• Continue to use evidence-based teaching strategies, resources and interventions.• 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 Collaborative Respose meetings to help support students and respond to needs.• Use data from assessments (LeNS, T-series & Elk Island Catholic Schools Numeracy Assesments/Mathinko) to make interventions/students group more intentional and to meaningfully drive instruction.• Offer continued support for professional development opportunities for staff that focus on fundamental literacy and numeracy skills.• Continue to develop a schoolwide framework (which aligns with the Division) that includes a common language/strategies used in literacy and numeracy learning.• Use Mathology and technology resources to increase engagement in the areas of literacy and numeracy.• Continue to provide lessons that enrich fundamental literacy and numeracy skills and include diverse learning strategies to meet many learning needs.• Develop a student advisory group to come up with school learning suggestions and meet with them regularly.• Continue to leverage technology throughout learning activities.• Provide feedback/tips on how the students can improve/do better in school.• Provide informational evenings for parents on fundamental literacy/numeracy skills.• Enhance counseling services by focusing on education planning for students and families.
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.○ At school, I am encouraged to get involved in activities that help my community.○ 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 them about First Nations, Métis, and Inuit culture and traditions to further reconciliation.○ Staff participate in reconciliatory actions to build their foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students.	<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 a variety of methods to help students learn.○ 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 are satisfied with the specialized supports and services their child is receiving enables them to be successful learners.○ Parents and students know how to access information about their child's learning.○ When I need it, teachers and staff at my school are available to help me with problems that are not related to school work.○ At school, I can get the help I need with deciding what courses to take.○ Overall, is the education students are receiving at school is very good or good?○ Our school has a positive reputation in the community.○ Parents know how to access information about what their child's learning.