




	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 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
	<p>Parents: My child's religion classes help them to understand how faith can guide the way they live their life. (100%)</p> <p>Staff: Students and staff have opportunities to participate in religious prayers, liturgies, celebrations, and masses at the school and parish. (95.7%)</p> <p>Students: Teachers share their own faith and the role of God in their life. (97.9% Grades 4-6)</p>	<p>Parents: How satisfied are you with the variety of courses available to your child at school? (95.2%)</p> <p>Staff: Students receive ongoing feedback to improve. (95.7%)</p> <p>Students: Teachers at my school use different ways to help me learn. (99% Grades 4-6)</p>	<p>Parents: My child has access to technologies to meet their educational needs. (84.7%)</p> <p>Staff: School staff are available to help students with problems that are not related to school work. (95.6%)</p> <p>Students: When I need it, teachers and staff at my school are available to help me with my school work. (97.9% Grades 4-6)</p>	<p>Parents: Our school has clear behavioral expectations. (89.4%)</p> <p>Staff: Teachers at my school care about their students. (100%)</p> <p>Students: I feel welcome at my school. (96.8% Grades 4-6)</p>	<p>Parents: Our school has a positive reputation in the community. (100%)</p> <p>Staff: My school has a positive reputation in the community. (95.6%)</p> <p>Students: Overall, I am confident that this is a good school. (95.7% Grades 4-6)</p>
	Opportunities for Growth	Opportunities for Growth	Opportunities for Growth	Opportunities for Growth	Opportunities for Growth
	<p>Parents: My child has opportunities to participate in religious prayers, liturgies, celebrations, and masses at the school and parish. (95.3%)</p> <p>Staff: I participate in reconciliatory actions to build my foundational knowledge about First Nations, Métis and Inuit for the benefit of all students. (91.3%)</p> <p>Students: My religion classes help me understand how faith can guide the way I live my life. (84.4% Grades 4-9)</p> <p>Students: Teachers share their own faith and the role of God in their life. (80.7%, Grades 4-9)</p>	<p>Parents: My child has opportunities (e.g., options, extracurricular, online learning) that supports engagement in school. (76.7%)</p> <p>Staff: Thinking back over the past three years, to what extent do you agree that professional learning opportunities made available through the Division have been focused on the priorities of the Division. (69.6%)</p> <p>Students: I have opportunities (e.g., options, extracurricular, online learning) that supports engagement in school. (84.6% Grades 4-9)</p> <p>Students: It is clear what I am expected to learn at school. (70.8%, Grades 7-9)</p>	<p>Parents: My child can easily access programs and services at school to get help with school work. (76.9%)</p> <p>Staff: Student assessment services for students with learning difficulties. (69.5%)</p> <p>Students: I have access to technologies to meet my educational needs. (93.1%, Grades 4-9)</p> <p>Students: When I need it, teachers and staff at my school are available to help me with problems that are not related to school work. (78.7%, Grades 4-9)</p>	<p>Parents: Most students at my child's school follow the rules. (79%)</p> <p>Staff: My school has clear behavioral expectations. (91.3%)</p> <p>Students: At school, most students follow the rules. (64.75%, Grades 4-9)</p> <p>Students: I am taught how to use technologies and social media safely. (88.4%, Grades 4-9)</p>	<p>Parents: How satisfied are you that your input into decisions about your child's school is considered? (78.3%)</p> <p>Staff: How satisfied are you that the input of parents or guardians into decisions about your school is considered? (82.6%)</p> <p>Students: People in my community say good things about my school. (70%, Grades 4-9)</p> <p>Students: Overall, I am confident that this is a good school. (77.6%, Grades 4-9)</p>

School-based Strategies for School Improvement Based on Stakeholder Input (staff, students, and parents)					
 STRATEGIES	<p>Staff Input:</p> <p>Continue to focus on the SAA Learning Framework: Inclusive Learning and building positive relationships.</p> <p>Connecting with parents more: Staff can work on reaching out more to parents through email and phone call to include parents in their child's learning.</p> <p>Encouraging authentic connection with our parents.</p> <p>Creating school wide inquiry questions as part of our learning framework that provides cross cohort learning in our core classes.</p> <p>Continue to build community with parents, school council, and SAA Friends through supporting initiatives such as the SAA Spring Dance, Halloween Dance, Year End BBQ, and fundraising initiatives.</p> <p>Adding scripture to charity projects to be more intentional about faith permeation.</p> <p>Leadership class with a focus on service to the SAA community.</p>	<p>Staff Input:</p> <p>Striving to Improve current results - To continue to support staff in their professional development and commitment to the practice progressions at SAA. (Feedback/Learning Intentions)</p> <p>Programming options at SAA - Continue to add to programming and options for students as enrollment increases.</p> <p>Celebrate - Take the time to celebrate and name success and achievement.</p> <p>Communication - Continue to communicate with staff in providing support needed as valued staff at SAA.</p> <p>Learning through Multiple Pathways - Continue to seek professional development learning opportunities which support staff and student learning.</p> <p>Continue conversations with students and parents to see what we can do to make the learning experience even better for their children.</p>	<p>Student Input:</p> <p>Striving to Improve - Seeking further input and engagement from students on how we can better serve them with their school work in and out of the classroom.</p> <p>Communication - Continue to engage in meaningful class discussions regarding ongoing results.</p> <p>SERVE, ACHIEVE, ASPIRE - Continued commitment to examine our faith and learning focus at SAA with students. Providing students with input along the way.</p> <p>Program Options: Continue to explore high interest options for students.</p> <p>Teacher Availability: Work with teachers to see what availability would be to help students at lunchtime and after school.</p> <p>Teacher Videos: Creation of teacher videos on teacher websites and Google Classrooms to help explain important concepts (ex. Math).</p> <p>Focus on Differentiation - Continue to focus on meeting ALL learning needs through differentiation and providing student learning support for students with diverse learning needs.</p> <p>Literacy and Numeracy - Continue to communicate with parents pertaining to any extra literacy and numeracy support that may be included within the timetable and/or classroom. (Reading Intervention Program)</p> <p>Learning through Multiple Pathways - Continue to communicate to the school council all of the different ways students learn at SAA through classroom communication, Friday Knight News, and special messages to families.</p> <p>SACHS - Have staff from SACHS come talk to the students about potential courses as they enter high school.</p> <p>School Counselor - Have the school counselor set aside time for Jr. High students to talk about career pathways.</p>	<p>School Council:</p> <p>Communication - Continue to share and celebrate learning at SAA with stakeholders.</p> <p>Continue to provide monthly reports pertaining to learning and school business at the school council meetings.</p> <p>Digital Citizenship - Keep providing information about technologies/social media so students can be safe online.</p> <p>Programming Choices - Health/Media classes: Focus on digital citizenship with students. Proper uses of social media platforms as well as how to stay safe online.</p> <p>Code of Conduct: Review and revamp code of conduct to ensure students/parents are aware of consequences and dangers of using technologies inappropriately.</p> <p>New Student Luncheon: Ensure all new students are welcome to SAA by setting us a luncheon where new students can get to know each other and form relationships.</p> <p>Communication: Send home communication to families about the importance of knowing what students are doing online (passwords, sharing information, sharing photos, making posts and checking phones and computers regularly.</p> <p>SAA Positive Behavior Program - Examine the ongoing feedback that is provided by students pertaining to behavior expectations and the positive behavior program. Adjust and add to the program based upon student, staff, and parental feedback.</p> <p>Jr. High Knight's program - Keep refining programs to honor students for the great work they do at SAA and what it means to be an SAA Knight!</p>	<p>Other Community Stakeholders:</p> <p>Continue to engage community partners in working with and consulting with them as we grow and change.</p> <p>Seek further information and input.</p> <p>Commit to ongoing dialogue to support community and engagement.</p> <p>Invite community stakeholders to community events when possible.</p> <p>Access any support or programming that may be available through these community partnerships.</p> <p>Invite them to continue to provide ongoing feedback.</p> <p>Sharing news and events with stakeholders through sharing newsletters and calendar of events.</p> <p>Develop Jr. High focus group to acquire feedback.</p>

Goals	
FAITH GOAL: At Sister Alphonse Academy we will be “Growing In Love” by learning how to be curious and wonder driven, while trusting in God’s plan for each of us.	LEARNING GOAL: At Sister Alphonse Academy, we will practice and explore ways to provide deep learning in literacy and numeracy to promote growth for each student.
<p>SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:</p> <p>After reviewing stakeholder feedback, list the promising school actions for 2024-2027:</p> <ul style="list-style-type: none">Continue to highlight our celebrations and growth! (For example: Faith in Action section in Friday Knight Newsletter.)Implement Faith-Filled Friday liturgies as part of our Knight’s assemblies! Use keywords with our students when speaking about and participating in school liturgies and masses.Encourage open communication and feedback from all stakeholders about our faith goal.Continue to celebrate liturgies and classroom Religion activities using our Chapel space. This provides a deeper connection to the experience of practicing our Catholic faith.Celebrate through continuing to make our students at SAA feel welcome each day (for example: New Student Luncheon).Invite Father Jack, and Doug Kramer for visits to classrooms.Continue to focus on and explain the Catholic Social teachings to our students through linking all service projects to our Catholic faith.Continue to develop a school wide positive behavior program which infuses our Catholic faith and provides students with ongoing validation and feedback. Differentiate between elementary and Jr. High.Encourage deeper reflection through daily prayer offerings to classes that are tailored for the liturgical year and district initiatives.SAA will support the division's charitable initiative and contribute locally or globally each year.	<p>SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:</p> <p>After reviewing stakeholder feedback, list the promising school actions for 2024-2027:</p> <ul style="list-style-type: none">Administer T. Series, LeNS, and STAR reading assessment and MathThinko assessments done per term in Jr. High; Mathology in Div 1 and 2 to guide instruction throughout the year. Use the QPS to assess any Div 2 students who are struggling and implement strategy skill literacy groups.Continue use of math manipulatives to reach all learners.Implement cross graded skill specific literacy groups for students in grades 1 - 3; Reading Intervention groups using ARN resources; daily phonemic awareness lessons in ECS and Div 1 classes using the Heggerty and The Phonics Companion resource developed by Dr. Georgio (grades 1- 3); Word of the Day in all grades to promote growth in vocabulary; the use of Advanced Word Study resources along with Morphology resources.Seek opportunities for cross curricular learning in individual classes.School wide use sketch books to promote creative thinking (grades 1 - 6).Imagine Learning for all EAL students.Early Learning and Division use Animated Literacy to teach phonics.Dedicate time in the schedule for Div 2 and Div 3 students to receive small group support twice a week.Learn about Story Champs to develop story comprehension and support struggling writers.Use of Flyleaf, Dandelion, and Spire decodable readers to enhance learning for students.
Measures	
<p>Division Assurance Survey:</p> <p>My religion classes help me understand how faith can guide the way I live my life. (90.7%, Grade 4-6)</p> <p>My religion classes help me understand how faith can guide the way I live my life. (78.1%, Grade 7-9)</p> <p>At school, I am encouraged to get involved in activities that help my community. (78.1%, Grade 7-9)</p>	<p>Division Assurance Survey:</p> <p>My child receives ongoing feedback to improve. (81.4%, Parents)</p> <p>I like learning Math. (70.1%, Grade 4-6)</p> <p>I receive ongoing feedback to improve. (75.6%, Grade 7-9)</p>