




	Domain: Faith <i>Arise: Get up, Get Going, Go with God!</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.
<b>Division Assurance Survey Measures - Spring 2022 Data</b>					
 DATA ANALYSIS	<b>Evidence of Success</b>	<b>Evidence of Success</b>	<b>Evidence of Success</b>	<b>Evidence of Success</b>	<b>Evidence of Success</b>
	Q5 - I learn about and practice faith in school Q3 - My religion classes help me to know and live like Jesus Christ (student)	Q13 - My child has opportunities that supports engagement in school Q16 - It is clear what is expected to learn at school Q28 - The variety of subjects available to us at school is very good.	Q30 - I have access to technologies to meet my educational needs Q36 - At school, I can get the help I need with using the school library Q34 - My child can access academic counseling in a timely manner	Q41 - Other students treat me well Q46 - At school, I feel like I belong	Q51 - I feel safe at school Q52 - I feel safe on the way to and from school
	<b>Opportunities for Growth</b>	<b>Opportunities for Growth</b>	<b>Opportunities for Growth</b>	<b>Opportunities for Growth</b>	<b>Opportunities for Growth</b>
	Q3 - Religion classes help me to know and live like Jesus Christ (parent) Q4 - I learn how and why to respond to the needs of others Q6 - My child learns about connections between Catholic faith and Indigenous beliefs and practices	Q10 - Staff at my school help students learn to the best of their abilities. Q12 - I receive ongoing feedback to improve Q14 - My school work is interesting	Q33 - My child can get help at school with problems that are not related to school work Q35 - At school, I can get the help I need with planning a career	Q39 - My school teaches me about wellbeing and healthy living Q40 - At school, students respect each other Q41 - Students at my child's school help each other when they can Q47 - At school, students follow the rules	Q49 - Our school has a positive reputation in the community Q52 - I know how to access information about my child's learning Q53 - I know how to access information about my education Q56 - Overall, I am confident that this is a good school
<b>School-based Strategies for School Improvement Based on Stakeholder Input (staff, students and parents)</b>					
 STRATEGIES	<ul style="list-style-type: none"> <li>Provide collaboration for staff to develop engaging activities and lessons for Religion Classes.</li> <li>Organize and provide opportunities for students to provide service in the community - hands-on service projects that are explicitly linked to the Catholic Social Teachings.</li> <li>Provide students with reminders through lessons and daily prayers about why to respond to the needs of others.</li> </ul>	<ul style="list-style-type: none"> <li>Create a plan to embed further opportunities for staff collaboration to grow practice 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>developing engaging and interesting activities for students</li> </ul> </li> <li>Dedicate time at each staff meeting for professional learning centered around feedback and assessment and around the collaborative response model:                             <ul style="list-style-type: none"> <li>eg. presentations by curriculum leads, sessions by Learning Services Team, ERLC sessions, collaborative response model etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Provide financial support to ensure that all students have access to a chromebook</li> <li>Ensure staff receive funds and professional development on how to incorporate technology in meaningful ways to enhance learning and reduce learning barriers</li> <li>Use school budget to increase counseling support at the school level</li> <li>Offer sessions, bring in guest speakers and have a career day to help students plan a career</li> </ul>	<ul style="list-style-type: none"> <li>Engage staff in professional learning around positive behaviour supports and SOAR</li> <li>Offer lessons and presentations around wellness and healthy living to teach students how to increase their personal wellbeing</li> <li>Provide more intense supports for students who require it</li> </ul>	

## Goals

**FAITH GOAL:** Staff and students at Fowler will develop an increased understanding of what it means to be a witness and serve like Jesus. They will increase their understanding of the Catholic Social Teachings that encourage us to live a life of service. There will be an increase in student and staff participation in acts of service, acts of charity and actions that promote and build a positive school community.

**LEARNING GOAL:** At Fowler, there will be an increase in student achievement, especially in Numeracy and Literacy, specifically for the Acceptable Standard in Math and the Standard of Excellence for both Math and English. There will also be an increase in student engagement and the school's reputation will improve.

### SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:

- Explicitly connect service projects and social justice projects to the Catholic Social Teachings. A service project component has been added to all Religious Education classes.
- Continue to ensure that staff permeate faith across all subject areas and throughout every aspect of the day.
- 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.
- Connect daily prayers, liturgies, and celebrations to the students' everyday lives to ensure it is relevant and authentic for students.
- Continue to ensure opportunities for staff to collaborate in order to create engaging and meaningful activities and lessons for students.
- Increase the number of students and staff members involved in planning, organizing and participating in school-wide prayers, liturgies and celebrations.
- Create a committee of staff to develop retreat opportunities for all students.
- Meet regularly with our parish priests to ensure a positive relationship between school and parish and include news from the parish in parent newsletters and our School Council meetings.
- Share service projects, faith news with the community through social media.
- Staff engage in "Catholic Social Teachings" book study.
- Provide opportunities for students to learn about connections between Indigenous spirituality and our Catholic Faith.

### SCHOOL-BASED STRATEGIES FOR CONTINUAL IMPROVEMENT:

- Create a plan to embed further opportunities for staff collaboration to grow practice around:
  - providing feedback and strong assessment
  - knowing student needs and developing universal/targeted/individualized supports.
  - developing engaging and interesting activities for students
- Dedicate time at each staff meeting for professional learning centered around feedback and assessment and around the collaborative response model:
  - eg. presentations by curriculum leads, sessions by Learning Services Team, ERLC sessions, collaborative response model etc.
- Host regular Collaborative Response meetings to discuss student needs and have an explicit plan to share with staff.
- Implement diagnostic assessments at beginning of year to receive informative data that drives the continuum of support :
  - MIPI; and
  - STAR literacy.
- Work with Literacy and ELL Consultant to offer staff professional learning focused on writing across content areas.
- Continue to focus on increasing staff understanding of Indigenous ways of knowing in order to fulfill our Calls to Action for Truth and Reconciliation and to honour our indigenous brothers and sisters.
- Include highlights of student success and learning goals and strategies in our parent weekly updates and through social media.

## Measures

- Faith is evident and permeated in all aspects of our school.
- Parents and students feel welcome in the school and feel that the school is a faith-filled environment that will help their child grow in all aspects.
- Strong relationship exists between school-family-parish.
- Students can articulate the Catholic Social Teachings.
- Students can link their service to Catholic Social Teachings.
- Students participate in school-wide faith opportunities (liturgies, mass, service)
- Students can identify how Indigenous Spirituality is connected with Catholic Faith.

- Staff know students' needs and required supports.
- Technology is embedded in practice to reduce learning barriers, increase student engagement, and allow learning anywhere and any place.
- Results increase in Division assurance survey for 2 areas of focus - feedback and variety of methods.
- Student achievement increases, as measured by the PATs.
- Student engagement increases as teachers provide a wider variety of teaching methods to address student needs and interests.
- As student achievement increases, the school reputation improves and enrollment increases.
- Parents choose Fowler for their children.
- Enrollment increases.
- Student achievement increases and scores on Provincial Achievement Tests identify Fowler as a strong school that will support all learners.
- Parents are aware of the supports that are available and in place for students and reach out to the school when there are supports required.