

FATHER LACOMBE CATHOLIC SCHOOL



# EDUCATION PLAN

2023-2027



# MEET YOUR LOCAL TRUSTEE



## Donna Tugwood

Lacombe Trustee

Donna Tugwood is a wife, mother of five, step mother of four and grandmother of 17. Donna attended Nova Scotia Teachers College, and Red Deer College where she received an Early Childhood Diploma with a Major in Speech. After moving to Lacombe, Donna worked with Alberta Health Services for 18 years as a Speech Language Pathology Assistant in Catholic, Public and Private schools, including at Father Lacombe Catholic School from 2012 to 2017. Donna has attended St. Stephens Parish since 1994, serving on Parish Council for six years, three years as Chair and is an active member with the Catholic Women's League. She continues to serve at the Parish at Mass as a Eucharistic minister. Donna loves to travel, is an artist and an executive member for the Lacombe Art Guild. She is happy to be serving her first term on the STAR Catholic Board, and is passionate about keeping faith as the heart and soul of education. Donna wants to ensure students have the knowledge, skills and faith that will enable them to do well in life.

# SCHOOL PROFILE



Principal: Maria Wagner

Vice Principal: Stephanie Amstutz

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Facebook Page: Father Lacombe Catholic School

Students Population: 240

Number of Families: 175

Number of Teachers: 13

Number of Support Staff: 13

# PRINCIPAL'S MESSAGE

## MRS. MARIA WAGNER



**Our vision statement at Father Lacombe Catholic School is;  
“ALL Learning, ALL Loving, ALL Serving”**

At Father Lacombe Catholic School, we strive to create a community of successful lifelong learners rooted in faith and gospel values. This is achieved with collaboration with all stakeholders...staff, parents, students and parish. At Father Lacombe, ALL really does mean ALL.

We believe that every child is created in the image of God and our mission as a school community is to help the students become the masterpieces they were created to be.

Each day begins with a total school gathering where we connect with each other and with God in a meaningful way. This strong bond carries throughout our day. Our sense of community is reflected in all we do, including the student dress code that has been established. Father Lacombe Catholic School is the little school with the big heart!

We are so excited to have moved into our beautiful new school building in December, 2022. We feel so blessed to have this exceptional space to fill with the Joy of Christ's love.

# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Staff are provided with faith formation opportunities.

**Outcome:** Staff are able to live, articulate and witness the faith and are able to permeate all school curriculum and activities with Gospel values and a love of Jesus Christ.

## MEASURES

### Surveys:

#### Students (Elementary & Secondary)

- The adults in my school treat me with respect.
- We pray as a class or as a school every day.

#### Staff (Teacher & Support Staff)

- Staff at the school uphold the dignity of every student as a child of God.
- I pray regularly with staff and/or students.
- I speak about and demonstrate my faith to my students.
- I have opportunities to strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)

#### Parents

- My child's school upholds the dignity of every student as a child of God.
- I am pleased with the opportunities my child has to pray and to grow in his or her faith.

### Anecdotal list of PD offerings that are specific to faith

## STRATEGIES

- STAR mentorship Program
- ExCel Program via Newman College
- STAR Annual Reflection Day
- Faith Director Faith PD bank of resources
- Staff Faith Retreat
- Admin Faith Retreat
- Formed Online Faith PD
- Admin PD sessions at admin meetings and admin shares this at least 3 faith sessions per year at the school site.

# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Students understand what it means to live in a relationship with Jesus Christ.

**Outcome:** Students will hear, learn, and model their lives guided by faith and the Church.

## MEASURES

### Survey Questions

#### Students (Elementary & Secondary)

- I learn about faith and God at school.
- Teachers and students speak about faith, and I learn how to live the way God wants me to.
- I have the opportunity to participate in religious celebrations and activities.

#### Staff (Teachers)

- Teachers help students understand how faith can guide the way they live their lives.
- The school provides students an opportunity to pray and grow in their faith.
- I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.

#### Parents

My child has the opportunity to participate in religious celebrations and activities.

## STRATEGIES

- Our school initiated a school-based Rite of Christian Initiation of Children (RCIC) program in 2014, which we continue to offer ALL students, called "No Catholic Left Behind". **This now happens at the church in partnership with St Gregory's.**
- We mentor and encourage faith formation for all. We also support the faith formation of our staff with staff prayer opportunities, faith presentations and our staff retreat.
- The annual student faith retreat is also a highlight of the school year!
- We continue to have access to a resource which we share with our parish. Formed.org is used in many classrooms from K-9. **It will now be shared with parents to support their own faith development and their child's.**
- Our daily morning assemblies are a highlight as we come together as a faith community to learn about our faith, share faith stories and pray. Both teachers and students lead our morning assemblies as well as other liturgical celebrations throughout the year.

- As a school we provide an annual religious in-house retreat to all students.
- Encourage our teachers to attend a weekly mass each semester with their own students
- Invite the Parish Priest into their class-rooms on a regular basis.
- Parish Priest to offer Reconciliation in Advent and Lent in the school.
- We always welcome our parents into our school for our daily morning assemblies which are a faith-based celebration to begin the day.
- Regular meetings with Youth Ministers/Religious Education Committee and support for yearly goal setting.
- Implementation of Growing in Faith, Growing in Christ Religion program. Grade 9 program new.
- Implementation of new Catholic Growth and Development resource in PE & Wellness Grade 4-6.
- 0.1 FTE for the Religious Education Committee/Youth Minister.
- Reintroduction of Saint Groups.. Mixed classes from K-9 participating in RE activities 4 times per year.



# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Staff and students witness the gospel.

**Outcome:** Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.

## MEASURES

### Survey Questions

#### Students (Elementary & Secondary)

- My school organizes activities to help people who are in need, such as, support a food bank or collect clothes.

#### Staff (Teachers & Support Staff)

- The school helps those less fortunate through charity, good works, and social justice.

#### Parents

The school helps those less fortunate through charity, good works, and social justice

### Anecdotal List of School Justice Projects

## STRATEGIES

- FLCS continues to support individuals and groups in need through our social justice projects and our students' model not just giving but focus as to WHY we support those in need. An example of this is after each project we hold a blessing over the gifts and/or items that are collected to remind us that we are called to help others as Disciples of Christ.
- We have a Youth Minister this coming year! This will provide us with more faith opportunities for our Grade 7-9 students.
- We also started a Grade 4-6 Leadership team who also plan social justice projects for our whole school.
- Continue to require the use of "Charity and Social Justice Project Planning Guide" at the planning stages for all projects.
- Religious Education Committee will track Charity and Social Justice work throughout the year.
- Sharing of "good works" throughout the division using social media.
- Director of Faith strategies with Religious Education Coordinators and Schools to assist staff in their work as witnesses of faith.



# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Enhance home, school, and parish relationships.

**Outcome:** Continue to build relationships and opportunities to collaborate between the parish, school, and home, which strengthens the faith community and the life of the Division.

## MEASURES

### Survey Questions

Students (Elementary & Secondary)

- I have the opportunity to participate in religious celebrations and activities.

Staff (Teachers & Support Staff)

- I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.

Parents

- My child has the opportunity to participate in religious celebrations and activities.
- Faith is incorporated into school communications.
- I am invited to school faith events.

### List of Masses & Celebrations



# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

## STRATEGIES

- Extend invitation to parents to attend school and parish faith events.
- Give parents access to RE resource “Formed” to learn about the Faith
- Invite Father Simmy to school events.
- Introduction of the Jesse Tree at Advent.
- The school, home and parish collaborate for Sacramental Prep and the various church/school celebrations. School celebrates the students receiving Sacraments with prayers and gifts.
- School Masses: Back to School Mass (September), Advent Mass (December), Epiphany Mass (January), Ash Wednesday (February), Easter/ Baptism Mass (April), Grade 9 Graduation and End of school Mass (June)
- Parish Priest is invited to the school to give the Sacrament of Reconciliation (Advent and Lent)
- Students volunteer to help with Spring Clean up at the church property.
- School Altar Sever Program
- Parents connected to Church to lead Children’s Liturgy
- Classes attend mass any Friday they choose as a single class or with a buddy class.
- School promotes advertises Church Youth Group
- CWL provided gift cards for families in need.
- KOC provides turkeys at Christmas for families in need.
- School rep on Parish Council.
- Parish rep on School Council.



# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments. Student growth and achievement refers to many different aspects including educational programs, academic achievement, student well-being and citizenship to name a few. To help ensure the success of all students, student growth and achievement are measured in the following areas:

## PROVINCIAL ACHIEVEMENT TESTS

Provincial Achievement Tests (PATs) allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams

## STRATEGIES

- We have purchased new Math (**Mathology**) and LA (**Levelled Literacy, Heggerty Phonemic Awareness Program, F&P Phonics**, Empowering Writers, Words Their Way and **UFLY**) resources to improve the quality of teaching, learning and assessment in these areas.
- Provide small group or one on one interventions using the above resources during RTI blocks each day. **Both in LA and Math**
- We the staff at FLCS believe that our focus and implementation of Response to Intervention (RTI) and Professional Learning Communities (PLC's) and teacher collaboration has made a considerable positive difference in the above survey results. We have added RTI blocks each week to provided embedded time for students to get whatever they need to improve learning.
- **We will continue to provide universal screening of Math in Grade 1-4 with Alberta Education Math Screen and Grade 5-9 using Canadian Achievement Tests (CAT 4) assessment.**
- We continue to use the Acadience screen, in Grades 1-8 to measure growth in early literacy skills.
- Eye Assessment for Kindergarten.
- As well we will continue to have student profiles for all students to ensure that all our children succeed.
- We have a lead teacher trained in SIOP (ELL strategies) to support this population. ESL supports and resources have been increased and we now have staff trained in ESL strategies. We also have accessed other community supports such as C.A.R.E and Settlement Workers in Schools (SWIS) to provide services to our new families.
- The Father Lacombe Student Intervention Team (SIT) meet weekly to ensure the success of each and every student.
- **Increase LSF (Learning Support Facilitator) FTE**

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## PROVINCIAL GOAL: EARLY YEARS LITERACY & NUMERACY ASSESSMENTS

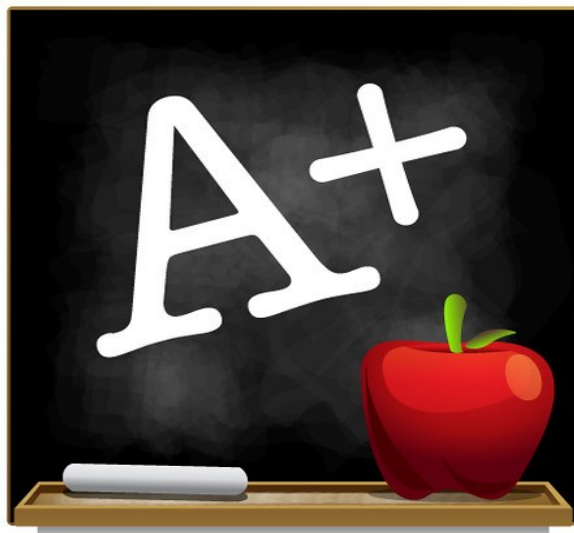
Literacy and numeracy play a vital role in living, learning and working in today's society. Alberta students need strong literacy and numeracy skills to navigate and make meaning in an increasingly complex and technology-driven world.

**Outcome:** Students who use literacy and numeracy in all subjects develop breadth and depth in their literacy and numeracy skills and gain a deeper understanding of the subjects themselves.

## MEASURES

### Summary of the school's literacy and numeracy results for students in grades one to three .

- A list of the Alberta Education approved screening assessments used at each grade level
- The total number of students assessed at the beginning of the school year at each grade level
- The total number of students identified as being at risk at the beginning of the school year at each grade level
- The total number of students identified as being at risk at the end of the school year at each grade level
- The average number of months behind grade level after the administration of the initial assessments for at risk students



# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## PROVINCIAL GOAL: EARLY YEARS LITERACY & NUMERACY ASSESSMENTS

### STRATEGIES

A summary of support strategies used for students identified as being at risk at each grade level

- We have purchased new Math (**Mathology**) and LA (**Levelled Literacy, Heggerty Phonemic Awareness Program, F&P Phonics, Empowering Writers, Words Their Way and UFLY**) resources to improve the quality of teaching, learning and assessment in these areas.
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# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## PROVINCIAL GOAL: CITIZENSHIP

Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

## STRATEGIES

- **Grade 4-6 Leadership Team**
- Grade 7-9 Student Council.
- **Playgrounds Pals– Student led safe playground initiative.**
- At Father Lacombe we participate in many social service projects, such as : Food bank collections for the Lacombe Food Bank. The Giving Tree where we collect gifts from our school community and then deliver the gifts to Santa’s Anonymous at Christmas time. We have partnered with Catholic Social Services and adopted the Ministry of Project Morning Star. We will be focusing our works of charity and social justice to the women at risk in the Red Deer area.
- “Caught Being Saints” is a whole school awards system which champions positive actions amongst students.
- We introduced “Fruit for Friends” program to offer healthy snacks for anyone who needed it.
- As well, over the past two years, we place a focus on students setting realistic goals both in their studies in our K-9 school, but also goals that will assist them in high school and beyond into the world of work. The Jr. High students have a distinct scheduled unit of study/associated with the Jr. High Health outcomes of Life Learning Choices in exploring life roles and career opportunities and challenges.
- Career Day for students from K-9
- Student Vote Program
- “Bring Your Child To Work” day in our local community with Grade 9
- Grade 7 students will attend a Skills Canada workshop in the spring and Grade 8 students will attend “Skills Exploration Days” to explore different trade opportunities.
- **Student reps to School Council meetings each month.**

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments.

**Outcome:** Learning improves when students find course content interesting and useful in their everyday lives.

## MEASURES

- The percentage of teachers, parents and students who agree that students are engaged in their learning at school.
- Graph of School Results

## STRATEGIES

- Continued work and development in The Third Path– A relationship based approach to student well-being and achievement. **Walk the Path to implement framework to be started in Sept 2023**
- Students access field trips to experience learning in different environments.
- **New engaging resources such as Mathology and Levelled Literacy for Grade 6-9, new Grade 9 RE curriculum, 4-6 PE & Wellness/Faith resource.**
- **Introduction of new K-6 (some subjects) Curriculum with more engaging learner outcomes.**
- **Increased access to technology: Chromebooks, 3D printers, micro bits and robotics kits.**
- **Increased range of CTF courses such as gardening and sports. Survey students to see what their interests are.**
- **Students are surveyed on what CTF courses they would like to enroll in.**
- **Continuation of CTF into Grade 5 & 6 with 3 teachers.**
- **New School building with student gathering spaces for use for collaborative learning and pull out rooms.**



# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

**Board Priority/Local Goal:** A focus on mental health and well-being.

**Outcome:** When we support student mental health, we support student success. When students are in a state of emotional, behavioural, and social well-being, they are able to enjoy life and deal with its challenges.

## MEASURES

### Surveys:

#### Students (Elementary)

- At my school there is at least one adult who listens and cares about me
- My school is a place where I feel I belong
- I know how to get help if I am struggling with my mental health
- I have a trusted adult in my school who I can ask for help
- I learn how to manage my emotions in stressful situations
- I have opportunities to be involved in and connected to my school
- I feel safe at school
- I have a friend at school

#### Students (Secondary)

- I have a positive and healthy relationship with at least one adult in my school
- My school is a place where I feel I belong
- I know how to get help if I am struggling with my mental health
- I have a trusted adult in my school who I can ask for help
- I learn how to manage my emotions in stressful situations
- I have opportunities to be involved in and connected to my school
- I feel safe at school
- I have a friend at school

#### Staff (Teachers & Support Staff)

- I am able to develop trusting relationships with the students in my care
- I am able to support the social and emotional well-being of the student(s) I work with
- I am able to effectively support student regulation
- Our school has internal supports and structures to assist students with their social and emotional well-being
- The Third Path provides a framework that assists me in supporting students



# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## STRATEGIES

- Mental Health Literacy and The Third Path training of 3 people per school) School trained staff will in-service entire school staff
- Focus on proactive strategies for all students, **with a focus on lowering stress before exams.**
- Support students with emerging and diagnosed mental health issues
- FSLW/Counsellor Meetings - focus on mental health/anxiety strategies for at-risk students
- School Intervention Teams to support at-risk students
- **Parent session (s) held to inform about mental health supports.**
- Provide resources and training to meet emotional/sensory needs.
- **FSLW (Family Social Liaison Worker) in the school four days a week.**
- **Continuation of partnership with AHS and introduction of Behavioral Health Consultant 1 day per week.**
- Flexible seating exists in all classrooms to help students access learning fully.
- Lunch with all new students from different schools.
- **Change to Dress Code**
- **More Grade 4-6 Extra Curricular Opportunities. Volleyball, Chess Club, Basketball, Robotics**
- We access community supports such as Big Brothers, Big Sisters for in-school mentorship.
- **We also are accessing Alberta Health Services to train staff in supporting students with anxiety and other mental health issues.**
- **Playground Pals– Safe Playground peer mentorship program.**
- Partnership with CARE (Central Alberta Refugee Effort) to assist new families to Canada.
- SIVA trained staff
- VTRA and **ASSIST Training for admin teams.**
- Purchased sensory equipment to support student mental health such as weighted blankets, deep pressure body roller, a hammock swing, wobble stalls, chewerlly.

# DOMAIN 3: TEACHING & LEADING

## PROVINCIAL GOAL: EDUCATION QUALITY

Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

## MEASURES

### Graph of Overall School Results

A visual demonstration of the overall satisfaction of the school community with quality of education.

### Graph of Detailed School Results

A visual demonstration of the detailed satisfaction of teachers, parents, and students with quality of education.

## STRATEGIES

- Teachers meet regularly in PLCs to support student learning in the classroom.
- Student Intervention Team meets regularly to ensure that students needing extra supports gets them.
- School Leadership Team meets monthly to analyze student data and to make changes needed to support student success at Father Lacombe.
- Robust RTI system in place to ensure that high levels of learning are expected and supported for ALL students. RTI embedded time so students access what they need to be successful.
- Continuous professional development accessible for teachers.
- Regular classroom walk throughs with Google doc as feedback for ongoing conversation with teachers.
- Assessment portfolios for all K-6 students.
- School wide CAT testing for all students to monitor progress and plan interventions.
- Grade 1-8 Acadience assessment and progress monitoring.
- Monthly School Council meetings, with admin, teacher, student, parish reps and our Trustee present.
- Strong connections with Parish and Parish Priest
- Increase LSF FTE

# DOMAIN 3: TEACHING & LEADING

**Board Priority/Local Goal:** Continue to build and develop staff capacity.

**Outcome:** Staff enhances their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.

Star Catholic School Division recognizes that excellence in education for students largely determined by qualified and committed staff. You can find our Administrative Procedure on [Teacher Growth, Supervision and Evaluation \(AP 411\)](#) on our website: [www.starcatholic.ab.ca](http://www.starcatholic.ab.ca)

## MEASURES

### Surveys:

#### Staff (Teachers)

- I have opportunities for meaningful Professional Development.
- I have opportunities to access division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development).

#### Staff (Support Staff)

- I have opportunities for meaningful Professional Development related to my role.
- I have opportunities to access division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development).

### List of Professional Development Sessions During the School Year

## STRATEGIES

- The teachers were surveyed regarding what PD they would like to have access to
- A school PD plan was created
- EA Conference
- PD opportunities were connected to STAR board's priorities and goals.
- PLC was taken out of the school day and added as assignable time (45mins after school, once a week)
- PLC time was embedded in PD days to allow maximum quality collaboration time
- Mentorship of new teachers by STAR and **In school mentorship program**
- Learning Day– Collaboration with STAR teachers
- **EA Professional Learning Committees (PLCs)**
- **EA FTE for PD available and opportunities to join teachers on PD days**
- **EA PGP (Professional Growth Meeting) meetings**

# DOMAIN 3: TEACHING & LEADING

**Board Priority/Local Goal:** Foster a culture of collaboration and leadership development.

**Outcome:** Staff are provided with structured opportunities to collaborate and be involved in leadership.

## MEASURES

### Surveys:

Staff (Teachers)

- I have the opportunity to participate in school leadership at my school. (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.)
- I have the opportunity to collaborate in a professional learning community (PLC).
- Teachers in our school value professional learning communities (PLC).

## STRATEGIES

- Teachers meet regularly in PLCs to support student learning in the classroom.
- Student Intervention Team meets regularly to ensure that students needing extra supports get them.
- School Leadership Team meets monthly to analyze student data and to make school system changes needed to support student success at Father Lacombe.
- The staff on the SLT changes year to year and staff are invited to join each year.
- Regular classroom walk throughs by Principal and collaborative discussion around teaching and learning.
- **Social Media lead for school.**
- Designated Principal role changes yearly.
- Leadership Development at admin meetings.
- Regular Committee meetings for the following roles: FSLW, Learning Supports Facilitators meetings. FNMI lead teacher REC.
- **FTE 0.1 for FNMI Lead**
- FTE 0.1 for REC/Youth Minister Lead
- Powerschool lead teacher
- Report card and assessment lead teacher.
- Crisis Response Team in each school
- **EA PLCs (Professional Learning Communities)**

# DOMAIN 3: TEACHING & LEADING

**Board Priority/Local Goal:** Staff are supported in their wellness

**Outcome:** When staff experience positive social, emotional, and physical wellbeing, they are better able to fulfill their role in supporting students.

## MEASURES

### Surveys

#### Staff (Teachers & Support Staff)

- I am aware of available resources to support my wellness.
- I utilize the resources and information that are provided to support my wellness
- I understand the different dimensions of wellness into my own life (ie. Physical, social, and emotional)
- We learn about and incorporate wellness in my workplace

## STRATEGIES

- Provide regular PLC times for teachers to collaborate and support each other.
- Provide prep time on PD days to allow for teacher work load.
- Staff Retreat– with a fellowship component.
- Open and welcoming admin so that staff can talk to them about concerns.
- Admin will survey staff on how best they can support them.
- PGP Meetings twice a year (Including EAs) to check in of staff wellness.
- Suggest to add Staff Wellness goal to PGP.
- Wellness Wisdom from STAR.
- PD time devoted to staff wellness.
- Third Path Framework and mental Health Literacy.



# DOMAIN 4: LEARNING SUPPORTS

## PROVINCIAL GOAL: WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENT

**Welcoming, Caring, Respectful and Safe Learning Environment:** This is measured provincially by the percentage of teachers, parents, and students agreement that learning environments are welcoming, caring, respectful and safe.

**Outcome:** Using resources to create optimal learning environment where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

## STRATEGIES

- At Father Lacombe we participate in many social service projects.
- Continued work and development in The Third Path– a relationship based approach to student well-being and achievement.
- We introduced a new way of celebrating positive student behavior. “Caught Being Saints” is a whole school awards system which champions positive actions amongst students.
- We introduced a behaviour system at Father Lacombe which uses just 3 school rules: BE KIND, BE SAFE, BE YOUR BEST!
- We have an excellent relationship with our Police Resource Officer who visits the school upon request and talks to the students about the importance of caring and respecting others.
- We celebrate each and every staff and student’s birthday each month with acknowledgement, a prayer and a treat!
- Our FSLW is available to students to support their needs.
- School Masses and celebrations.
- Fruit For Friends program- each classroom is provided with a fresh fruit bowl each week for ALL to enjoy!
- Admin will meet with all new students to the school in September for lunch to get to know them.
- Admin has learnt conversational Tagalog and Spanish to help make our new families feel welcome. We value the diversity in our Student body.
- Saints Groups– multi grade groups do school activities together throughout the year.
- Playground Pals
- Grade 7-9 and 4-6 Leadership Clubs
- Whole School Celebrations of student successes every morning.

# DOMAIN 4: LEARNING SUPPORTS

## PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

**Access to Supports & Services:** This is measured provincially by the percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

**Outcome:** Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

## STRATEGIES

- Teachers meet regularly in PLCs to support student learning in the classroom.
- Student Intervention Team meets regularly to ensure that students needing extra supports gets them.
- School Leadership Team meets monthly to analyze student data and to make changes needed to support student success at Father Lacombe.
- Robust RTI system in place to ensure that high levels of learning are expected and supported for ALL students.
- Continuous professional development accessible for teachers.
- School wide CAT testing for all students to monitor progress and plan interventions
- Grade 1-8 DIBELS assessment and progress monitoring.
- EYE testing for ECS Students
- **Interpreter available for Parent Interviews**
- RTI embedded time so students access what they need to be successful
- Access to Early Literacy Supports
- Access to ESL supports and Benchmarking of ELL Students.
- Access to FSLW supports (Increase FTE)
- Access to Central Office Supports: OT, Speech, Director of Learning and Psychologist
- Admin and Staff continued to be trained in RTI and best practices.
- **Levelled Literacy introduced as a reading intervention for Grade 1-9**
- **Mathology used as an intervention for Grades 1-6**
- ELL program implemented for English Learners
- **More access to SWIS worker to support ELL Students and Families new to Canada**
- **Increase LSF FTE**

# DOMAIN 4: LEARNING SUPPORTS

**Board Priority/Local Goal:** First Nation, Métis and Inuit students are successful.

**Outcome:** More First Nation, Métis and Inuit students meet or exceed performance measures.

## MEASURES

### Surveys

#### Students (self-identified only):

- Building trust with the Indigenous community: students, caregivers, staff
  - ◇ My school is a place where I feel I belong
  - ◇ I feel safe at school
  - ◇ I have a friend at school
  - ◇ (Elementary) At my school there is at least one adult who listens and cares about me
  - ◇ (Secondary) I have a positive and healthy relationship with at least one adult in my school

#### Students (Elementary)

- I learn about First Nations, Métis, and Inuit history, culture, and traditions

#### Students (Secondary)

- Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions

#### Staff (Teachers)

- First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school.
- Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values.
- I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit.
- I am building capacity in my understanding of First Nations, Métis, and Inuit Culture.

#### Staff (Support Staff)

- Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values.

### Accountability Pillar & PAT/DIP results specific to First Nations, Metis and Inuit students



# DOMAIN 4: LEARNING SUPPORTS

## STRATEGIES

- Teachers have infused First Nation, Metis and Inuit content into long term planning.
- First Nation, Metis and Inuit PD mandated at the school level.
- Guest speakers and entertainers invited into our school: Elders, Story tellers, Dancers, Drummers and singers, Artists
- Annual Father Lacombe Day to highlight the culture of the Indigenous people living in this area.
- Annual Orange Shirt Day
- First Nation, Metis and Inuit Math Resource (Under One Sun)
- School Tipi purchased and blessed/smudged. Staff learnt about Tipi teachings.
- Addition of First Nation, Metis and Inuit books to school library and to the level reading collections in classrooms.
- Staff participation in Sweat lodge, Talking circles, Blanket exercises
- Smudging Ceremony held at the school.
- First Nation, Metis and Inuit **Lead Teacher at school at 0.1FTE**
- **Metis and Treaty flags displayed in the new school.**
- **STAR Indigenous Coach: To teach and support staff on First Nation, Metis and Inuit culture and understanding.**



# DOMAIN 4: LEARNING SUPPORTS

**Board Priority/Local Goal:** Recognize and support the diverse learning needs of ALL students through the Response to Intervention Model.

**Outcome 1:** Quality core instruction is foundational to success for all and is grounded in solid assessment practice.

**Outcome 2:** Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students.

**Outcome 3:** Quality assessment practice will assist in the provision of intensive support for both academically gifted

## MEASURES

### Surveys:

#### Students (Elementary)

- In my classroom, I am encouraged to learn in different ways (e.g. technology, group work, on my own).
- At school, adults help me when I ask
- I get feedback from my teacher on assignments
- I know what is expected on assignments (outlines, rubrics)
- I have opportunities to practice and improve my learning before a test

#### Students (Secondary)

- I understand how I learn best and am able to communicate this with my teacher
- Adults help me when I ask.
- I get feedback from my teacher on assignments
- I know what is expected on assignments (i.e. outlines, criteria, rubrics)
- Teachers provide exam outlines, so I know what to study
- I have opportunities to practice and develop my understanding before a test

#### Staff (Teachers)

- Please rate your understanding of the Alberta Assessment Consortium visual, "Assessing Student Learning in the Classroom".
- I use data to establish intervention targets for students who have not mastered core concepts
- I use data to establish intervention targets for students who have mastered core concepts and would benefit from enrichment
- I am comfortable with utilizing available intervention strategies, tools and supports
- I provide criteria for assignments to students (i.e. outlines, rubrics)

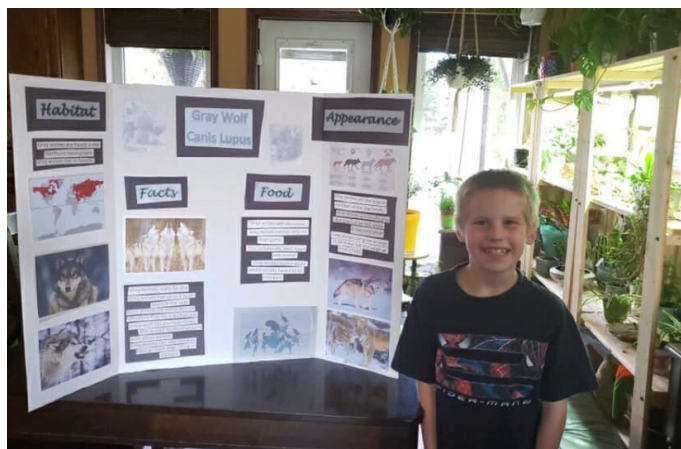
#### Parents

- My child receives the support he/she needs to be successful in school

# DOMAIN 4: LEARNING SUPPORTS

## STRATEGIES

- Teachers meet regularly in PLCs to support student learning in the classroom.
- Student Intervention Team meets regularly to ensure that students needing extra supports gets them.
- School Leadership Team meets monthly to analyze student data and to make changes needed to support student success at Father Lacombe.
- Robust RTI system in place to ensure that high levels of learning are expected and supported for ALL students.
- Continuous professional development accessible for teachers.
- School wide CAT testing for all students to monitor progress and plan interventions
- Grade 1-8 Acadience assessment and progress monitoring.
- EYE testing for ECS Students
- RTI embedded time so students access what they need to be successful
- Access to Early Literacy Supports
- Access to ESL supports and Benchmarking of ELL Students.
- Access to FSLW (Family School Liaison Worker) and **BHC (Behavioral Health Consultant)** supports
- Access to Central Office Supports: OT, Speech, Director of Learning and Psychologist
- Admin and Staff continued to be trained in RTI and best practices.
- **Levelled Literacy introduced fully as a reading intervention for Grade 1-9**
- **UFLY and Heggerty introduced as phonemic Awareness programs**
- **Mathology used as an intervention for Grades 1-9**
- ELL program implemented for English Learners
- Access to SWIS (Settlement Worker in Schools) worker to support ELL Students and New Families to Canada
- Implementation of The Third Path Strategies to increase student success.



# DOMAIN 5: GOVERNANCE

## PROVINCIAL GOAL: PARENTAL INVOLVEMENT

Parental involvement and engagement leads to student success, and are high priorities for STAR Catholic.

Feedback from parents, as well as administrators, staff, students, and clergy, is gathered through means such as surveys, consultation events and face-to-face meetings.

Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

## STRATEGIES



- Prior to the surveys being administered, a letter was sent home.
- **With permission from Alberta Learning, we surveyed parents from Grade 4-9.**
- We hosted a parent survey events to increase participation with the accountability survey. We had copies available in Tagalog and **Spanish** to increase participation.
- We involve parents in choosing Junior High options.
- We invite parents to morning assemblies.
- **Coffee with Council once per month**
- **Doughnuts with Grownups.**
- A personal invite from the Principal to ALL parents to join School Council is sent out in September.
- Increase opportunity for social events to bring parents into the school.
- **School Council Calendar of events to share at the beginning of the school year.**
- We have increased the ways we communicate with our parents. School communication is now sent out via Emails, Text, Phone messages, Facebook, School Cash on Line, Website , Class Dojo, Teacher phone calls or emails
- Powerschool and **live reporting Grade K-9**
- **School Council encourage parents to volunteer for JUST ONE event.**

# DOMAIN 5: GOVERNANCE

## SUPPLEMENTAL DOCUMENTS

School Budget 2023-2024

### Budget Summary

**St. Thomas Aquinas Roman Catholic Schools**  
**2023-2024 Play Budget (May)**

#### Father Lacombe

#### Revenue and Allocations to Budget Center

	2023-2024 Play Budget (May)		2022-2023 Spring Budget	
Base Allocations	\$1,451,547	76.7%	\$1,287,519	76.3%
Specialized Learning Support (SLS) Allocations	\$191,871	10.1%	\$169,377	10.0%
Pre-K PUF	\$0	0.0%	\$0	0.0%
Faith Development Allocations	\$17,866	0.9%	\$16,890	1.0%
ELL Allocations	\$40,920	2.2%	\$37,200	2.2%
FNMI Allocations	\$30,016	1.6%	\$13,200	0.8%
Other Program Allocations	\$12,516	0.7%	\$10,569	0.6%
One-Time Allocations	\$0	0.0%	\$66,448	3.9%
Facility Services Allocations	\$129,610	6.9%	\$0	0.0%
Local Revenues & Fees	\$16,988	0.9%	\$20,975	1.2%
Transfers between Schools, Departments & SGF	\$0	0.0%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$0	0.0%	\$65,000	3.9%
<b>Total Revenue and Allocations to Budget Center:</b>	<b>\$1,891,334</b>	<b>100%</b>	<b>\$1,687,178</b>	<b>100%</b>

#### Expenditures

	2023-2024 Play Budget (May)		2022-2023 Spring Budget	
Ungrouped Object Codes	\$0	0.0%	\$0	0.0%
Certificated Staff	\$1,381,009	73.0%	\$1,317,964	78.1%
Uncertificated Staff	\$405,337	21.4%	\$282,477	16.7%
Services Contracts and Supplies	\$104,989	5.6%	\$86,737	5.1%
Amortization (Depreciation)	\$0	0.0%	\$0	0.0%
Held in Reserve	\$0	0.0%	\$0	0.0%
<b>Total Expenditures:</b>	<b>\$1,891,335</b>	<b>100%</b>	<b>\$1,687,178</b>	<b>100%</b>

#### Summary

	2023-2024 Play Budget (May)	2022-2023 Spring Budget
Total Revenue and Allocations to Budget	\$1,891,334	\$1,687,178
Total Expenditures	\$1,891,335	\$1,687,178
<b>Variance</b>	<b>\$0</b>	<b>(\$1)</b>