

FATHER LACOMBE CATHOLIC SCHOOL



# EDUCATION PLAN

2024-2028

May 2024



# 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.

# 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.

# SCHOOL PROFILE



**Principal:** Maria Wagner  
**Vice Principal:** Stephanie Amstutz

**Address:**

**Father Lacombe Catholic School**  
**5114 54 Ave**  
**Lacombe. T4L 1G3**  
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**Webpage: <http://fl.starcatholic.ab.ca>**  
**Facebook Page: Father Lacombe Catholic School**  
**Students Population: 251**  
**Number of Families: 175**  
**Number of Teachers: 13**  
**Number of Support Staff: 13**

# 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.)
- I am building capacity in my understanding of how to permeate faith into all school activities.

#### 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.
- Blueprints and Spice Opportunities.
- Staff lead morning assemblies and plan the faith message.
- Staff Prayer opportunities.
- Formed Online Faith PD.
- NCTRA Teacher Convention sessions.
- Admin PD sessions at admin meetings and admin shares this at least 3 faith sessions per year at the school site.
- **STAR Staff book club.**
- **Add EAs onto the Assembly Schedule.**

# 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 our 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 or functions at the school or parish.

#### 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 at the school or parish.

## 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".
- **Sacramental Preparation completed at the school.**
- 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.
- **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.**
- **More Religious Information to be shared on Social media to support Non-Catholic parents.**

- 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 and **Deacon Leo** into their classrooms 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.
- Saint Groups.. Mixed classes from K-9 participating in RE activities 4 times per year.
- **School-Church Youth Choir and Proclaimers.**



# 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 to 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.
- **Added a Community Connections CTF Course to help those in need.**
- 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 School Masses/Celebrations and Connections to Outside Organizations

### Summary of Involvement Between Home, School, Parish, and Parish Priests



# 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 Liju 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 Server Program (Run by school staff).
- 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.
- CWL provided gift cards for families in need and a donations when needed.
- CWL provides a Religious book for our school library each year.
- School rep on Parish Council.
- Student Readers at Mass.
- Student Youth Choir.
- School promotes and advertises Parish events and vice versa.
- Staff invited to Parish Retreat.
- Staff invited to join FLOCK NOTE which is a parish communication tool.

# 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. Students in a state of emotional, behavioural, and social well-being, are able to learn, build resilience, and thrive.

## MEASURES

### Surveys:

#### Students

- (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
- My school is a place where I feel I belong
- I know who to talk too to get help if I am struggling with my emotions or 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 (teams, clubs, volunteering, etc.)
- I feel safe at school
- I have a friend at school
- I am encouraged to do my best so I can reach my full potential

#### 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 (self-awareness, building positive relationships, responsible decision-making, etc.)
- 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

#### Parents

- I have the opportunity to participate in my child's school and/or education (parent teacher interviews, celebrations, extra curricular activities, field trips, school council, parent information night, etc.)
- I feel welcome when I contact or visit my child's school
- My child has a friend at school
- My child feels safe at school
- My child has one or more adult(s) that care about them at school
- My child feels a sense of belonging at school
- My child knows who to talk to if he/she needs help or is struggling with emotions or mental health
- My child has access to supports that enhance social-emotional learning (self-awareness, building positive relationships, responsible decision-making, etc.)
- My child has the opportunity to reach his or her full potential
- My child has one or more adult(s) that care about them at school

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## STRATEGIES

- Mental Health Literacy and The Third Path training of 3 people per school) School trained staff will in-serve 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 and social media.**
- **Conversion of office into sensory space.**
- FSLW (Family Social Liaison Worker) in the school , **increased to five 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.
- “You Belong Here” Lunch with all new students from different schools.
- Change to Dress Code to accomodate students’ feedback and comfort.
- **More Grade 4-6 Extra Curricular Opportunities. Chess Club, Uno, Basketball.**
- 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 (80%).
- VTRA , ASSIST and **TES** Training for admin teams.
- Purchased sensory equipment to support student mental health such as weighted blankets, deep pressure. body roller, wobble stalls, chewerlly, **punch bag.**
- **Introduction of Rainbows Program for Grieving students.**
- **FSLW led Group sessions: Worry Woos, Volcano in my tummy, Be Friendship Focused, Self Control Surfers.**
- Big Brother Big Sister Program offered in school.
- **Restorative Practices implemented at Father Lacombe.**

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## PROVINCIAL ACHIEVEMENT TESTS

**Provincial Goal:** PAT Acceptable/Excellence

**Background:** 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. Provincial Achievement Tests (PATs) : PAT exams 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.

## MEASURES

### Provincial Achievement Exams

- The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort):
  - Overall and specific course results for all students;
  - Overall and specific course results for self-identified First Nations, Métis and Inuit students; and
  - Overall and specific course results for students who require and receive English language supports (codes 301/303).



# 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 ongoing conversation with teachers about best practices.
- Assessment portfolios for all K-6 students.
- Increase Learning Supports Facilitator FTE.
- We have purchased new Math recourses (Mathology) and LA (Levelled Literacy, Heggerty Phonemic Awareness Program, F&P Phonics, Empowering Writers and UFLI ) 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 in LA and Math.
- **Purchase of Read Naturally– Reading Intervention Grade 3-9.**
- **New Spelling Program– in the research phase.**
- **UFLI Training for every EA and K-4 teachers.**
- We will continue to provide universal screening of Math in Grade 1-4 with the Elk Island 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.
- **We will begin assessing spelling using Edmonton Spelling Test.**
- **New Assessment Administrative Procedure to align best assessment practices.**
- 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.
- Increase LSF (Learning Support Facilitator) FTE.
- **Training on new curriculum(K-6).**
- Access to Central Office Supports: OT, Speech, Director of Learning and Psychologist.

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## PROVINCIAL GOAL: EARLY YEARS LITERACY & NUMERACY ASSESSMENTS

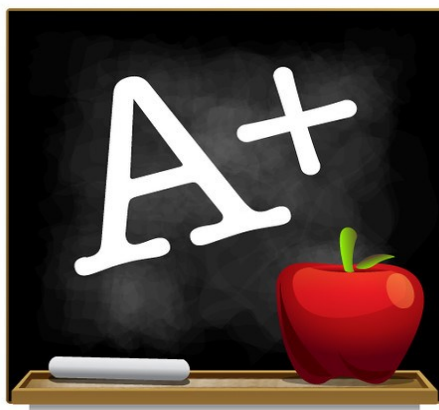
Literacy and numeracy play a vital role in living, learning and working in today's society. Alberta students need strong literacy and numeracy skills to navigate and make meaning in an increasingly complex and technology-driven world.

**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. (AB Education, Literacy and Numeracy, FAQ).

## 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
- The average number of months gained at grade level after the administration of the final assessments for at risk students
- A summary of support strategies used for students identified as being at risk at each grade level



# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## STRATEGIES

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- Student Intervention Team meets regularly to ensure that students needing extra supports gets them.
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- RTI embedded time so students access what they need to be successful.
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- Assessment portfolios for all K-6 students.
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- Provide small group or one on one interventions using the above resources during RTI blocks each day in LA and Math.
- **Purchase of Read Naturally– Reading Intervention Grade 3-9.**
- **New Spelling Program– in the research phase.**
- **UFLI Training for every EA and K-4 teachers.**
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- We continue to use the Acadience screen, in Grades 1-8 to measure growth in early literacy skills.
- **We will begin assessing spelling using Edmonton Spelling Test.**
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- Eye Assessment for Kindergarten.
- As well we will continue to have student profiles for all students to ensure that all our children succeed.
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- Increase LSF (Learning Support Facilitator) FTE.
- **Training on new curriculum (K-6).**
- Access to Central Office Supports: OT, Speech, Director of Learning and Psychologist.



# 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.

## MEASURES

- Teacher, parent and student agreement that students model the characteristics of active citizenship.
- Results and evaluations for the overall measure and each respondent group:
  - Teachers
  - Parents
  - Students



## STRATEGIES

- “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. Students assist in this program.
- **Partnership with The Royal Oak for senior visits and games.**
- **Student mentors: Students are partnered with younger students to play math games, read or assist in the classrooms.**
- **Student success and citizenship good news stories are shared at morning assembly.**
- **Assemblies to celebrate people who make positive contributions to society. Eg Bus Drivers, Volunteers, Moms, Dads, Teachers etc.**
- Big Students walk Little students to the church and help them stay regulated in Mass.
- Dress code where all students feel equal and belong.

- Career Day for students from K-9
- Student Vote Program
- **Grade 4 recycling Program. Increase items that are recycled.**
- “Bring Your Child To Work” day in our local community with Grade 9
- Grade 7 & 8 students will attend a Skills Canada workshop in the spring to explore different trade opportunities.
- **Student reps to School Council meetings each month.**
- **Open House with Student guides**
- **Grade 4-6 Leadership Team**
- **Grade 7-9 Student Leadership Team.**
- **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 cards from our school community for those in need.
- **We have partnered with our local Women’s Support Centre “The Broom Tree”**
- **Introduction of Restorative Practices as part of Father Lacombe's discipline program**
- 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.
- **NEW 7-9 CTF Course called “Community Connections.”**
- **Students volunteer at the church when needed. E.g. Spring Clean up, Turkey Suppers, Mother’s Day Tea.**
- **Buddy Reading groups**



# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

This is a provincial measure of student engagement in their learning at school.

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

### MEASURES

- Teacher, parent and student agreement that students are engaged in their learning at school.
- Results and evaluations for the overall measure and each respondent group:
  - Teachers
  - Parents
  - Students
- Graph of Overall Authority 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 recourses such as Mathology , Levelled Literacy , **UFLI and Read Naturally** for Grade K-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.**
- Continuation of CTF into Grade 5 & 6 with 3 teachers with **new courses such as sewing , dance, gardening and STEM.**
- New School building with student gathering spaces for use for collaborative learning and pull out rooms.
- **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.**
- **Introduction of Minecraft Education**

# 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 \(AP 4.11\)](#) 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 (60mins after school, once every 2 weeks).
- 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.
- **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.**
- **Staff wellness give away draws every month.**
- **EA PLCs 4 x per year.**
- **Staff sport events at the school.**
- **Staff outside patio for wellness breaks.**
- **Parent Council provide staff lunches on PD Days.**
- **Staff picked wellness activities offered on PD days.**
- **Staff Wellness bulletin board.**
- **Division sends wellness information regularly to staff.**



# DOMAIN 3: TEACHING & LEADING

## PROVINCIAL GOAL: EDUCATION QUALITY

**Outcome:** Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

## MEASURES

- Teacher, parent and student satisfaction with the overall quality of basic education
- Results and evaluations for each respondent group:
  - Teachers
  - Parents
  - Students

## 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 assessment procedures and screening for all students.**
- Monthly School Council meetings, with admin, teacher, student, parish reps and our Trustee present.
- Strong connections with Parish and Parish Priest.
- Increase LSF FTE and access to mental Health supports.

# 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 Indigenous only):

- 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 worldviews, 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, 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 worldviews, cultural beliefs, and values.

#### 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).
- **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.
- **Orange shirt Competition– school logo.**
- **Sharing Circles and Restorative Practices.**
- **New CTF Grade 5-6 Course: Beading.**
- **New Tipi to be purchased.**
- **Treaty 6 and Metis flag displayed in school.**
- **FNMI Students meeting in a sharing circle with Teacher.**
- **Acknowledging Indigenous days of Celebration.**



# 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 and struggling students.

## MEASURES

### Surveys:

#### Students (Elementary)

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

#### Students (Secondary)

- I understand how I learn best and am able to communicate this with my teacher
- Adults in our school help me when I ask
- I get feedback from my teacher on practice work or 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 an exam or assessment

#### 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, etc.)
- I give students opportunities to practice and develop their understanding before a test or assessment

#### Parents

- Information about my child's learning is shared with me in a timely manner (PowerSchool, Google Classroom, email, etc.)
- My child knows what is expected of him/her on assignments or exams (rubrics, outlines, etc.)

# 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.
- RTI embedded time so students access what they need to be successful.
- Continuous professional development accessible for teachers.
- Regular classroom walk throughs with ongoing conversation with teachers about best practices.
- Assessment portfolios for all K-6 students.
- Increase Learning Supports Facilitator FTE.
- We have purchased new Math recourses (Mathology) and LA (Levelled Literacy, Heggerty Phonemic Awareness Program, F&P Phonics, Empowering Writers and UFLI ) 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 in LA and Math.
- **Purchase of Read Naturally– Reading Intervention Grade 3-9.**
- **New Spelling Program– in the research phase.**
- **UFLI Training for every EA and K-4 teachers.**
- We will continue to provide universal screening of Math in Grade 1-4 with the Elk Island 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.
- **We will begin assessing spelling using Edmonton Spelling Test.**
- **New Assessment Administrative Procedure to align best assessment practices.**
- 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.
- Increase LSF (Learning Support Facilitator) FTE.
- **Training on new curriculum (K-6).**
- Access to Central Office Supports: OT, Speech, Director of Learning and Psychologist.

# DOMAIN 4: LEARNING SUPPORTS

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

**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.

## MEASURES

- Teacher, parent, and student agree that learning environments are welcoming, caring, respectful, and safe.
- Results and evaluations for the overall measure and each respondent group:
  - Teachers
  - Parents
  - Students

## 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 celebrate positive student behavior. “Caught Being Saints” is a whole school awards system. which champions positive actions amongst students.**
- **At Father Lacombe we use 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 meets 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.
- **SWIS (Settlement Worker in Schools) visits school monthly.**
- **SWIS worker provides presentation about Canadian Newcomers to Staff, Students and Parents.**
- **Locking the school doors at all times (except the front door) and providing toilet passes to come in to the school at recess to use the bathroom.**
- **We Are The World– Map displayed at the school with the countries that are students are from. \**
- **Talent Show**



# DOMAIN 4: LEARNING SUPPORTS

## PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

**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.

### MEASURES

- Teacher, parent, and student agreement that students have access to the appropriate supports and services at school.
- Results and evaluations for the overall measure and each respondent group:
  - Teachers
  - Parents
  - Students

### 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 ongoing conversation with teachers about best practices.
- Assessment portfolios for all K-6 students.
- Increase Learning Supports Facilitator FTE.
- We have purchased new Math recourses (Mathology) and LA (Levelled Literacy, Heggerty Phonemic Awareness Program, F&P Phonics, Empowering Writers and UFLI ) 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 in LA and Math
- **Purchase of Read Naturally– Reading Intervention Grade 3-9**

- **New Spelling Program– in the research phase.**
- **UFLI Training for every EA and K-4 teachers.**
- 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.
- **We will begin assessing spelling using Edmonton Spelling Test.**
- **New Assessment Administrative Procedure to align best assessment practices.**
- **Training for teachers on new curriculum.**
- Eye Assessment for Kindergarten.
- 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.
- Increase LSF (Learning Support Facilitator) FTE.
- Access to FSLW supports (Increased 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.
- More access to SWIS worker to support ELL Students and Families new to Canada.



# DOMAIN 5: GOVERNANCE

## PROVINCIAL GOAL: PARENTAL INVOLVEMENT

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

Research clearly demonstrates that parents who understand the school philosophy, know the school staff and participate in school activities are more likely to be satisfied with the education that their children are receiving.

Parents need meaningful opportunities to participate in all facets of their child's schooling. They often want to be part of the decision-making process, and have access to information and ideas on a continuous, as-needed basis. (Building the Learning Team, AB Education, 2006)

## MEASURES

- Teacher and parent satisfaction with parental involvement in decisions about their child's education
- Results and evaluations for the overall measure and each respondent group:
  - Teachers
  - Parents





# STRATEGIES

- Prior to the surveys being administered, a email was sent home.
- 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 and all special events at the school.
- Coffee with Council once per month.
- Mother and Father's Day Celebrations at school.
- Increase opportunity for social events to bring parents into the school.
- Volunteers celebration at the school.
- School Council newsletter of events to share to all parents monthly.
- We have increased the ways we communicate with our parents. School communication is now sent out via Emails, 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.
- **Increased hot lunch days which brings more parents into the school.**
- **Welcome back and end of school year BBQs cohosted between school and School Council**



# DOMAIN 5: GOVERNANCE

## PROVINCIAL GOAL: STAKEHOLDER ENGAGEMENT

School authorities are expected to actively engage stakeholders to inform the development of local priorities and plans.

### What stakeholders were consulted and how were they engaged?

- All Staff (Teachers, EAs and support staff) at staff meeting.
- FNMI Lead Teacher: discussion of data and strategies for the upcoming year.
- Teachers at School Leadership Team meeting.
- Teachers at School Intervention Meeting.
- Consultation with Learning Supports Facilitator
- Consultation with Religious Education Lead at the school.
- Grade 4-9 Students via STAR surveys (comments)
- Grade 5 in class consultation with 29 students.
- Parents at School Council Meetings twice (November and April)
- Meeting with Parish Council Chair Meeting: May 14, 2024

### How did their input informed school strategies?

After consulting the above groups of people we asked for ideas and strategies for how we can improve in any of the domains. The new strategies from the 2023-2024 data and consultation process are highlighted in this document in **RED**

### How school council was involved/consulted?

The data from the 2023-2024 surveys and PATS was shared with the School Council in November 2023 and feedback was collected for areas of improvement. Parents were consulted again in April 2024. These new ideas were added as new strategies from parents.

# DOMAIN 5: GOVERNANCE

## SUPPLEMENTAL DOCUMENTS

School Budget 2024-2025

### Budget Summary

*St. Thomas Aquinas Roman Catholic Schools*  
2024 - 2025 BUDGET SPRING LIVE

#### Father Lacombe

#### Revenue and Allocations to Budget Center

	2024 - 2025 BUDGET SPRING LIVE			
Reserves - Operating & Capital	\$39,483	2.0%	\$0	0.0%
School Fees - Regular Instruction	\$27,862	1.4%	\$0	0.0%
Base Allocations	\$1,498,918	75.3%	\$0	0.0%
Specialized Learning Support (SLS) Allocations	\$191,898	9.6%	\$0	0.0%
Pre-K PUF	\$0	0.0%	\$0	0.0%
Faith Development Allocations	\$18,215	0.9%	\$0	0.0%
English as Additional Language (EAL) Allocations	\$31,350	1.6%	\$0	0.0%
First Nations, Metis & Inuit (FNMI) Allocations	\$30,080	1.5%	\$0	0.0%
Other Program Allocations	\$18,058	0.9%	\$0	0.0%
One-Time Allocations	\$0	0.0%	\$0	0.0%
Facility Services Allocations	\$134,990	6.8%	\$0	0.0%
<b>Total Revenue and Allocations to Budget Center:</b>	<b>\$1,990,853</b>	<b>100%</b>	<b>\$0</b>	<b>100%</b>

#### Expenditures

	2024 - 2025 BUDGET SPRING LIVE			
Ungrouped Object Codes	\$0	0.0%	\$0	0.0%
Certificated Staff	\$1,451,097	72.9%	\$0	0.0%
Uncertificated Staff	\$449,716	22.6%	\$0	0.0%
Services Contracts and Supplies	\$90,040	4.5%	\$0	0.0%
Held in Reserve	\$0	0.0%	\$0	0.0%
<b>Total Expenditures:</b>	<b>\$1,990,853</b>	<b>100%</b>	<b>\$0</b>	<b>100%</b>

#### Summary

	2024 - 2025 BUDGET SPRING LIVE			
Total Revenue and Allocations to Budget		\$1,990,853		\$0
Total Expenditures		\$1,990,853		\$0
<b>Variance</b>		<b>\$0</b>		<b>\$0</b>