



# Annual Education Results Report/Education Plan



## Father Lacombe Catholic School 2024/2025

Please see link to data: [Father Lacombe Data: 2024](#)

Domain 1:	Grow & Affirm Catholic Identity			
Board Priority	Staff are provided with faith formation opportunities.	Students understand what it means to live in a relationship with Jesus Christ.	Staff and Students witness the gospel	Enhance home, school and parish relations
Outcomes:	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.	Students will hear, learn, and model their lives guided by faith and the Church.	Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.	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 & Data:	See link above	See link above	See link above	See link above
Insights, Implications & Conclusions to Data	<ul style="list-style-type: none"> <li>Parent and Teachers satisfaction is 100%</li> <li>Student satisfaction is 95%</li> <li>Student result for adults treating students with respect has declined from 96% to 93% but this is still an excellent result.</li> </ul>	<ul style="list-style-type: none"> <li>Parent,Teacher and Student satisfaction is 100%</li> <li>We are very proud of these results.</li> </ul>	<ul style="list-style-type: none"> <li>Average result for staff, students and parents for witnessing the gospel is 98%</li> <li>We are very proud of these results.</li> </ul>	<ul style="list-style-type: none"> <li>Average result for strong home, school and parish partnerships is 99%</li> <li>We are very proud of these results.</li> </ul>
Responding to the Data: Implementation Plan & Strategies:	<ul style="list-style-type: none"> <li>STAR mentorship Program.</li> <li>ExCel Program via Newman College.</li> <li>STAR Annual Reflection Day.</li> <li>Faith Director Faith PD bank of resources.</li> <li>Staff Faith Retreat /Admin Faith Retreat.</li> <li>Blueprints and Spice Opportunities.</li> <li>Staff lead morning assemblies and plan the faith message.</li> <li>Staff Prayer opportunities.</li> <li>Formed Online Faith PD.</li> <li>NCTRA Teacher Convention sessions.</li> <li>Admin PD sessions at admin meetings and admin shares this at least 3 faith sessions per year at the school site.</li> <li>STAR Staff book club.</li> </ul>	<ul style="list-style-type: none"> <li>RCIC &amp; Sacramental Preparation completed at the school called "No Catholic Left Behind."</li> <li>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.</li> <li>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 children's.</li> <li>More Religious Information to be shared on Social media to support Non-Catholic parents.</li> <li>Our daily morning assemblies led by both teachers and students as well as other liturgical celebrations throughout the year. Parents are invited to join!</li> <li>Annual religious in-house retreat to all students.</li> <li>Encourage our teachers to attend a weekly mass each semester with their own students.</li> <li>Invite the Parish Priest and Deacon Leo into classrooms on a regular basis and for Reconciliation in Advent and Lent in the school.</li> <li>Regular meetings with Youth Ministers/Religious Education Committee and support for yearly goal setting.</li> <li>Implementation of Growing in Faith, Growing in Christ Religion program. Grade 9 program and new Catholic Growth and Development resource in PE &amp; Wellness Grade 4-6.</li> <li>0.1 FTE for the Religious Education Committee/Youth Minister.</li> <li>Saint Groups. Mixed classes from K-9 participating in RE activities 4 times per year.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>We have a Youth Minister to provide us with more faith opportunities for our Grade 7-9 students.</li> <li>We also started a Grade 4-6 Leadership team who also plan social justice projects for our whole school.</li> <li>Continue to require the use of "Charity and Social Justice Project Planning Guide" at the planning stages for all projects.</li> <li>Added a Community Connections CTF Course to help those in need.</li> <li>The Religious Education Committee will track Charity and Social Justice work throughout the year.</li> <li>Sharing of "good works" throughout the division using social media.</li> <li>Director of Faith strategies with Religious Education Coordinators and Schools to assist staff in their work as witnesses of faith.</li> </ul>	<ul style="list-style-type: none"> <li>Extend invitation to parents and clergy to attend school and parish faith events.</li> <li>Give parents access to the RE resource "Formed" to learn about the Faith.</li> <li>Introduction of the Jesse Tree at Advent.</li> <li>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.</li> <li>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).</li> <li>The Parish Priest is invited to the school to give the Sacrament of Reconciliation (Advent and Lent).</li> <li>Students volunteer to help with Spring Clean up at the church property.</li> <li>Classes attend mass any Friday they choose as a single class or with a buddy class.</li> <li>CWL provided gift cards for families in need and donations when needed and a Religious book for our school library each year.School representative on Parish Council.</li> <li>School-Church Youth Choir, Proclaimers and Altar Servers.</li> <li>School promotes and advertises parish events and vice versa.</li> <li>Staff invited to Parish Retreat.</li> <li>Staff were invited to join FLOCK NOTE which is a parish communication tool.</li> </ul>

Domain 2:	Student Growth and Achievement			
Board OR Provincial Priority	<b>BOARD PRIORITY</b> A focus on mental health and well-being	<b>PROVINCIAL PRIORITY</b> Provincial Achievement Tests	<b>PROVINCIAL PRIORITY</b> Citizenship	<b>PROVINCIAL PRIORITY</b> Student Learning Engagement
Outcomes:	When we support mental health, we support student success. Students in a state of emotional, behavioral, and social well-being are able to learn, build resilience, and thrive.	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.	Active citizenship is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship..	Learning improves when students find course content interesting and useful in their everyday lives.
Measures & Data:	See link above	See link above	See link above	See link above
Insights, Implications & Conclusions to Data	<ul style="list-style-type: none"> <li>Teachers reported a 15% and EAs a 17% improvement in their ability to support the social and emotional well-being of the students they work with.</li> <li>This is very promising data and indicated that staff professional development in this area is effective.</li> <li>93% Satisfaction rate from elementary students</li> <li>5% increase in Grade 4-6 BUT 4% decrease in Grade 7-9 belonging data- which is a school wide goal and suggests that the school strategies are impactful in the younger grades. The Junior High data will need to be an area of focus.</li> <li>Only 70% of 7-9 students reported that they can manage their emotions in stressful situations. This is an area of focus.</li> </ul>	<ul style="list-style-type: none"> <li>Overall the Grade 6 PAT results for acceptable standard was high at 77% (8% higher than Province)</li> <li>Overall the Grade 6 PAT results for standard of excellence was 17% (3% LOWER than Province). This will be an area of focus.</li> <li>The subject of concern was Science 6. (standard of excellence was 19% lower than the prev. 3 year ave)</li> <li>Overall the Grade 9 PAT results for acceptable standard was at 70% (7.5% higher than Province)</li> <li>Overall the Grade 9 PAT results for standard of excellence was high at 22% (5% higher than Province).</li> <li>The subject of concern was Math 9. (Acceptable Standard was 13% lower than the previous 3 year ave). This will be an area of focus.</li> </ul>	<ul style="list-style-type: none"> <li>Our achievement in this area remains extremely high and we are very proud of this data.</li> <li>The overall satisfaction rate is 96% which was 4% higher than last year and 17% higher than the Province.</li> </ul>	<ul style="list-style-type: none"> <li>The overall results was 86.5%</li> <li>Although our overall results are 3% higher than the Province, we saw a 8% decline in parent results. When we reviewed the specific data we saw that there was a 24% decrease in parents reporting that their child learns what they need to know. This will be an area of focus.</li> </ul>

<p><b>Responding to the Data:</b></p> <p><b>Implementation Plan &amp; Strategies:</b></p>	<ul style="list-style-type: none"> <li>• Mental Health Literacy and The Third Path training of 3 people per school) School trained staff will in- service the entire school staff.</li> <li>• Focus on proactive strategies for all students, with a focus on lowering stress before exams.</li> <li>• Support students with emerging and diagnosed mental health issues.</li> <li>• FSLW/Counsellor Meetings - focus on mental health/anxiety strategies for at-risk students.</li> <li>• School Intervention Teams to support at-risk students.</li> <li>• Parent session (s) to inform about mental health supports and social media.</li> <li>• Conversion of office into sensory space.</li> <li>• FSLW (Family Social Liaison Worker) in the school , increased to five days a week.</li> <li>• Continuation of partnership with AHS and introduction of Behavioral Health Consultant 1 day per week.</li> <li>• Flexible seating exists in all classrooms to help students access learning fully.</li> <li>• “You Belong Here” Lunch with all new students from different schools.</li> <li>• Change to Dress Code to accommodate students’ feedback and comfort.</li> <li>• More Grade 4-6 Extra Curricular Opportunities. Chess Club, Uno, Basketball.</li> <li>• We access community support such as Big Brothers, Big Sisters for in-school mentorship.</li> <li>• Accessing Alberta Health Services to train staff in supporting students with anxiety and other mental health issues.</li> <li>• Playground Pals– Safe Playground peer mentorship program.</li> <li>• Partnership with CARE (Central Alberta Refugee Effort) to assist new families to Canada.</li> <li>• SIVA trained staff (80%).</li> <li>• VTRA , ASSIST and TES Training for admin teams.</li> <li>• Purchased sensory equipment to support student mental health.</li> <li>• Introduction of Rainbows Program for Grieving students.</li> <li>• FSLW led Group sessions: Worry Woos, Volcano in my tummy, Be Friendship Focused, Self Control Surfers.</li> <li>• Big Brother Big Sister Program offered in school.</li> <li>• Restorative Practices implemented at Father Lacombe.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers meet regularly in PLCs to support student learning in the classroom.</li> <li>• The Student Intervention Team meets regularly to ensure that students are supported.</li> <li>• The School Leadership Team meets monthly to analyze student data and to make changes needed to support student success at Father Lacombe.</li> <li>• Robust RTI system in place to ensure that high levels of learning are expected and supported for ALL students.</li> <li>• RTI embedded time so students access what they need to be successful.</li> <li>• Continuous professional development accessible for teachers.</li> <li>• Regular classroom walk-throughs with ongoing conversation with teachers about best practices.</li> <li>• Assessment portfolios for all K-6 students.</li> <li>• Increase Learning Supports Facilitator FTE.</li> <li>• We have purchased new Math resources (Mathology) and LA (Levelled Literacy, Heggerty Phonemic Awareness Program, F&amp;P Phonics, Empowering Writers and UFLI ) resources to improve the quality of teaching, learning and assessment in these areas.</li> <li>• Provide small group or one on one interventions using the above resources during RTI blocks each day in LA and Math.</li> <li>• Purchase of Read Naturally– Reading Intervention Grade 3-9.</li> <li>• New Spelling Program– in the research phase.</li> <li>• UFLI Training for every EA and K-4 teachers.</li> <li>• 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.</li> <li>• We continue to use the Acadience screen, in Grades 1-8 to measure growth in early literacy skills.</li> <li>• We will begin assessing spelling using the Edmonton Spelling Test.</li> <li>• New Assessment Administrative Procedure to align best assessment practices.</li> <li>• Eye Assessment for Kindergarten.</li> <li>• As well we will continue to have student profiles for all students to ensure that all our children succeed.</li> <li>• We have a lead teacher trained in SIOP (ELL strategies) to support this population. ESL supports and resources</li> <li>• Increase LSF (Learning Support Facilitator) FTE.</li> <li>• Training on a new curriculum(K-6).</li> <li>• Access to Central Office Supports: OT, Speech, Director of Learning and Psychologist.</li> </ul>	<ul style="list-style-type: none"> <li>• “Caught Being Saints” is a whole school rewards system which champions positive actions amongst students.</li> <li>• We introduced the “Fruit for Friends” program to offer healthy snacks for anyone who needed it. Students assist in this program.</li> <li>• Partnership with The Royal Oak for senior visits and games.</li> <li>• Student mentors: Students are partnered with younger students to play math games, read or assist in the classrooms.</li> <li>• Student success and citizenship good news stories are shared at morning assembly.</li> <li>• Assemblies to celebrate people who make positive contributions to society. Eg</li> <li>• Bus Drivers, Volunteers, Moms, Dads, Teachers etc.</li> <li>• Big Students walk Little students to the church and help them stay regulated in Mass.</li> <li>• Dress code where all students feel equal and belong.</li> <li>• Career Day for students from K-9</li> <li>• Student Vote Program</li> <li>• Grade 4 recycling Program. Increase items that are recycled.</li> <li>• “Bring Your Child To Work” day in our local community with Grade 9</li> <li>• Grade 7 &amp; 8 students will attend a Skills Canada workshop in the spring to explore different trade opportunities.</li> <li>• Student reps to School Council meetings each month.</li> <li>• Open House with Student guides</li> <li>• Grade 4-6 Leadership Team</li> <li>• Grade 7-9 Student Leadership Team.</li> <li>• Playgrounds Pals– Student led safe playground initiative.</li> <li>• 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 gift cards from our school community for those in need.</li> <li>• We have partnered with our local Women’s Support Centre “The Broom Tree”</li> <li>• Introduction of Restorative Practices as part of Father Lacombe’s discipline program</li> <li>• 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.</li> <li>• NEW 7-9 CTF Course called “Community Connections.”</li> <li>• Students volunteer at the church when needed. E.g. Spring Clean up, Turkey Suppers, Mother’s Day Tea.</li> <li>• Buddy Reading groups</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Students access field trips to experience learning in different environments.</li> <li>• New engaging resources such as Mathology , Levelled Literacy , UFLI and Read Naturally for Grade K-9, new Grade 9 RE curriculum, 4-6 PE &amp; Wellness/Faith resource.</li> <li>• Introduction of new K-6 (some subjects) Curriculum with more engaging learner outcomes.</li> <li>• Increased access to technology:</li> <li>• Chromebooks, 3D printers, micro bits and robotics kits.</li> <li>• Continuation of CTF into Grade 5 &amp; 6 with 3 teachers with new courses such as sewing , dance, gardening and STEM.</li> <li>• New School building with student gathering spaces for collaborative learning and pull out rooms.</li> <li>• 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.</li> <li>• Introduction of Minecraft Education</li> </ul>
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Domain 3:	Teaching & Leading			
Board OR Provincial Priority	<b>BOARD PRIORITY:</b> Continue to build and develop Staff Capacity	<b>BOARD PRIORITY:</b> Foster a culture of collaboration and leadership development.	<b>BOARD PRIORITY:</b> Staff are supported in their wellness.	<b>PROVINCIAL PRIORITY:</b> Education Quality.
Outcomes:	<b>Outcome:</b> Staff enhances their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.	<b>Outcome:</b> Staff are provided with structured opportunities to collaborate and be involved in leadership.	<b>When staff experience positive social, emotional, and physical well-being, they are better able to fulfill their role in supporting students.</b>	<b>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.</b>
Measures & Data:	See link above	See link above	See link above	See link above
Insights, Implications & Conclusions to Data	<ul style="list-style-type: none"> <li>95% of teachers were satisfied with opportunities for meaningful PD. This is a 5% decrease from last year.</li> <li>Only 20 % of EAs feel they have opportunities for meaningful PD. This result was 47% lower than last year. This will be an area of focus.</li> <li>While 100% of teachers feel they have opportunities to access division and school support people for PD only 60% of EAs feel this way. This also will be an area of focus.</li> </ul>	<ul style="list-style-type: none"> <li>We achieved a 95% overall satisfaction rate in this area, which is 5% higher than last year.</li> <li>100% of teachers have the opportunity to collaborate in a PLC.</li> <li>We are proud of this data.</li> </ul>	<ul style="list-style-type: none"> <li>The overall satisfaction results for teachers in this area is 91% BUT just 70% for EAs. This needs to be an area of focus.</li> <li>The lowest area was staff using the resources available to support their wellness. This was 74% for teachers and just 40% for EAs. This will be an area of focus.</li> </ul>	<ul style="list-style-type: none"> <li>We are very proud with our overall satisfaction rate of 94% (Which is 3% higher than last year) in the area of quality of overall education. This is 6% higher than the Province data.</li> <li>Although the result is very high, we unpacked the data and found the following:</li> <li>Students reported 95% satisfaction rate. This is great data!</li> <li>Parents also reported a 86% satisfaction rate (4% lower than last year, but 2% higher than the Province rates.)</li> <li>Teachers reported a 100% satisfaction rate. (12% higher than last year).</li> </ul>



<p><b>Responding to the Data:</b></p> <p><b>Implementation Plan &amp; Strategies:</b></p>	<ul style="list-style-type: none"> <li>• The teachers were surveyed regarding what PD they would like to have access to.</li> <li>• A school PD plan was created.</li> <li>• EA Conference.</li> <li>• PD opportunities were connected to STAR board's priorities and goals.</li> <li>• PLC was taken out of the school day and added as assignable time.</li> <li>• PLC time was embedded in PD days to allow maximum quality collaboration time.</li> <li>• Mentorship of new teachers by STAR and In school mentorship program.</li> <li>• Learning Day– Collaboration with STAR teachers.</li> <li>• EA Professional Learning Committees (PLCs).</li> <li>• EA FTE for PD available and opportunities to join teachers on PD days.</li> <li>• EA PGP (Professional Growth Meeting) meetings.</li> <li>• Staff led PD and Wellness Activities (EAs and teachers)</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers meet regularly in PLCs to support student learning in the classroom.</li> <li>• The Student Intervention Team meets regularly to ensure that students needing extra support get them.</li> <li>• The School Leadership Team meets bi-monthly to analyze student data and to make school system changes needed to support student success at Father Lacombe.</li> <li>• The staff on the SLT changes year to year and staff are invited to join each year.</li> <li>• Regular classroom walk throughs by the Principal and collaborative discussion around teaching and learning.</li> <li>• Social Media lead for school.</li> <li>• Designated Principal role changes yearly.</li> <li>• Leadership Development at admin meetings.</li> <li>• Regular Committee meetings for the following roles: FSLW, Learning Supports Facilitators meetings. FNMI lead teacher REC.</li> <li>• FTE 0.1 for FNMI Lead.</li> <li>• FTE 0.1 for REC/Youth Minister Lead.</li> <li>• Assessment/Powerschool Lead Teacher</li> <li>• Crisis Response Team in each school.</li> <li>• Athletic Director (1 extra prep per week)</li> <li>• EA PLCs (Professional Learning Communities).</li> <li>• Staff led PD and Wellness activities (EAs and Teachers)</li> <li>• Staff sign up for certain roles and responsibilities e.g. Remembrance Day Celebration.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide regular PLC times for teachers to collaborate and support each other.</li> <li>• Provide prep time on PD days to allow for teacher workload.</li> <li>• Staff Retreat– with a fellowship component.</li> <li>• Open and welcoming admin so that staff can talk to them about concerns.</li> <li>• Admin will survey staff on how best they can support them.</li> <li>• Suggest adding staff wellness goals to PGP.</li> <li>• Wellness Wisdom from STAR.</li> <li>• PD time devoted to staff wellness.</li> <li>• Third Path Framework and Mental Health Literacy.</li> <li>• Staff wellness giveaway draws every month.</li> <li>• EA PLCs 4 x per year.</li> <li>• Staff sport events at the school.</li> <li>• Staff outside patio for wellness breaks.</li> <li>• The Parent Council provides staff lunches on PD Days.</li> <li>• Staff picked wellness activities offered on PD days.</li> <li>• Staff Wellness bulletin board.</li> <li>• Division sends wellness information regularly to staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers meet regularly in PLCs to support student learning in the classroom.</li> <li>• The Student Intervention Team meets regularly to ensure that students needing extra support get them.</li> <li>• The School Leadership Team meets monthly to analyze student data and to make changes needed to support student success at Father Lacombe.</li> <li>• Robust RTI system in place to ensure that high levels of learning are expected and supported for ALL students.</li> <li>• RTI embedded time so students access what they need to be successful.</li> <li>• Continuous professional development accessible for teachers.</li> <li>• Regular classroom walk-throughs with Google doc as feedback for ongoing conversation with teachers.</li> <li>• Assessment portfolios for all K-6 students.</li> <li>• School wide assessment procedures and screening for all students.</li> <li>• Monthly School Council meetings, with admin, teacher, student, parish reps and our Trustee present.</li> <li>• Strong connections with Parish and Parish Priest.</li> <li>• Increase LSF FTE and access to mental Health supports.</li> </ul>
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Domain 4:	Learning Supports			
Board OR Provincial Priority	<b>BOARD GOAL:</b> First Nation, Métis, and Inuit students are successful.	<b>BOARD GOAL:</b> Recognize and Support the Diverse Learning needs of ALL students through the Response to Intervention Model	<b>PROVINCIAL GOAL:</b> WELCOMING, CARING, RESPECTFUL & SAFE LEARNING ENVIRONMENTS	<b>PROVINCIAL GOAL:</b> ACCESS TO SUPPORT & SERVICES
Outcomes:	<b>Outcome: More First Nation, Métis, and Inuit students meet or exceed identified measures.</b>	<b>Outcome #1: Quality core instruction foundational to success for all and is grounded in solid assessment practice.</b>  <b>Outcome #2: Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students.</b>  <b>Outcome #3: Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students.</b>	<b>Welcoming, Caring, Respectful &amp; Safe Learning Environments: This is measured provincially by the percentage of teachers, parents, and students agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.</b>	<b>Access to Supports &amp; Services: A provincial measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner.</b>
Measures & Data:	See link above	See link above	See link above	See link above
Insights, Implications & Conclusions to Data	<ul style="list-style-type: none"> <li>The overall satisfaction rate in this area is 89%</li> <li>We have a 93% satisfaction rate with teachers but this is 4% lower than last year. This result reflects the absence of the STAR Catholic Indigenous coach.</li> <li>95% of all our students reported that they have an opportunity to learn about the FNMI culture. (4.5% lower than last year). This decline was in the 7-9 grades. This is an area of focus.</li> <li>When looking initially at the student data it is disappointing. Only 50% of Grade 7-9 FNMI students feel that they belong or feel safe at school. But with a survey population of just 2 students, this was the voice of 1 student.</li> <li>However 100% of Grade 4-9 FNMI students (Total 10) felt they had a healthy relationship with an adult at school. This is a great result, but again limited.</li> </ul>	<ul style="list-style-type: none"> <li>The overall results in this area was 97.5% and we are very proud of this data.</li> <li>Teacher satisfaction was 99%</li> <li>Grade 4-6 student results was 97%</li> <li>Grade 7-9 student results were 88%.</li> <li>Only 77% of Grade 7-9 understood how they learn and how to communicate it to the teacher. This was a 4% decrease from last year and will continue to be an area of focus.</li> <li>Parent result was 92%</li> </ul>	<ul style="list-style-type: none"> <li>Our overall rate for Safe and Caring Schools is 95% which is a 3% increase from last year. But is significantly higher (11%) than the Province data</li> <li>The teachers reported a 99% satisfaction rate. (8% higher than last year)</li> <li>The parents reported a 97% satisfaction rate. (3% higher than last year)</li> <li>The students reported a 90% satisfaction rate (2% lower) When we explored this data we saw a 12% drop in 2 areas in Grade 7-9: Belonging and How other students treated them. This will be an area of focus.</li> </ul>	<ul style="list-style-type: none"> <li>Overall results were 90% (1% increase from last year) which we are proud of. This is 10% higher than the Province.</li> <li>Teachers reported 98% satisfaction rate in access to supports and services (which is an increase of 10%) This was an area of focus last year so we are pleased to see the improvement.</li> <li>Students reported 91% satisfaction</li> <li>The parents reported a 81% satisfaction rate (4% decrease). This will be an area of focus.</li> </ul>

<p><b>Responding to the Data:</b></p> <p><b>Implementation Plan &amp; Strategies:</b></p>	<ul style="list-style-type: none"> <li>Teachers have infused First Nation, Metis and Inuit content into long term planning.</li> <li>First Nation, Metis and Inuit PD mandated at the school level.</li> <li>Guest speakers and entertainers are invited into our school: Elders, Story tellers, Dancers, Drummers and singers, Artists.</li> <li>Annual Father Lacombe Day to highlight the culture of the Indigenous people living in this area.</li> <li>Annual Orange Shirt Day.</li> <li>First Nation, Metis and Inuit Math Resource (Under One Sun).</li> <li>Addition of First Nation, Metis and Inuit books to school library and to the levelled reading collections in classrooms.</li> <li>Staff participation in Sweat lodge, Talking circles, Blanket exercises.</li> <li>Smudging Ceremony held at the school.</li> <li>First Nation, Metis and Inuit Lead Teacher at school at 0.1FTE.</li> <li>Metis and Treaty flags displayed in the new school.</li> <li>STAR Indigenous Coach: To teach and support staff on First Nation, Metis and Inuit culture and understanding.</li> <li>Orange shirt Competition– school logo.</li> <li>Sharing Circles and Restorative Practices.</li> <li>New CTF Grade 5-6 Course: Beading.</li> <li>New Tipi to be purchased.</li> <li>Treaty 6 and Metis flag displayed in school.</li> <li>FNMI Students meeting in a sharing circle with the Lead Teacher.</li> <li>Acknowledging Indigenous days of Celebration.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers meet regularly in PLCs to support student learning in the classroom.</li> <li>The Student Intervention Team meets regularly.</li> <li>The School Leadership Team meets monthly to analyze student data and to make changes needed to support student success at Father Lacombe.</li> <li>Robust RTI system in place to ensure that high levels of learning are expected and supported for ALL students.</li> <li>RTI embedded time so students access what they need to be successful.</li> <li>Continuous professional development accessible for teachers.</li> <li>Regular classroom walk-throughs with ongoing conversation with teachers about best practices.</li> <li>Assessment portfolios for all K-6 students.</li> <li>Increase Learning Supports Facilitator FTE.</li> <li>New Math resources (Mathology) and LA (Levelled Literacy, Heggerty Phonemic Awareness Program, F&amp;P Phonics, Empowering Writers and UFLI ) resources to improve the quality of teaching, learning and assessment in these areas.</li> <li>Provide small group or one on one interventions using the above resources during RTI blocks each day in LA and Math.</li> <li>Purchase of Read Naturally– Reading Intervention Grade 3-9.</li> <li>New Spelling Program– in the research phase.</li> <li>UFLI Training for every EA and K-4 teachers.</li> <li>Universal screening of Math in Grade 1-4 with the Elk Island Screen and Grade 5-9 using Canadian Achievement Tests (CAT 4) assessment.</li> <li>Acadience screen, in Grades 1-8 to measure growth in early literacy skills.</li> <li>Edmonton Spelling Test Grade 1-9</li> <li>New Assessment Administrative Procedure to align best assessment practices.</li> <li>Eye Assessment for Kindergarten.</li> <li>Student profiles for all students to ensure that all our children succeed.</li> <li>We have a lead teacher trained in SIOP (ELL strategies) to support this population. ESL support and resources have been increased and we now have staff trained in ESL strategies.</li> <li>(SWIS) to provide services to our new families.</li> <li>Increase LSF (Learning Support Facilitator) FTE.</li> <li>Training on a new curriculum (K-6).</li> <li>Access to Central Office Supports: OT, Speech, Director of Learning and Psychologist.</li> <li>Admin and Staff continued to be trained in RTI and best practices.</li> </ul>	<ul style="list-style-type: none"> <li>At Father Lacombe we participate in many social service projects.</li> <li>Continued work and development in The Third Path– a relationship based approach to student well-being and achievement.</li> <li>We celebrate positive student behavior. “Caught Being Saints” is a whole school rewards system. which champions positive actions amongst students.</li> <li>At Father Lacombe we use just 3 school rules: BE KIND, BE SAFE, BE YOUR BEST!</li> <li>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.</li> <li>We celebrate each and every staff and student’s birthday each month with acknowledgement, a prayer and a treat!</li> <li>Our FSLW is available to students to support their needs.</li> <li>School Masses and celebrations.</li> <li>Fruit For Friends program- each classroom is provided with a fresh fruit bowl each week for ALL to enjoy!</li> <li>Admin meets with all new students to the school in September for lunch to get to know them.</li> <li>Admin has learnt conversational Tagalog and Spanish to help make our new families feel welcome. We value the diversity in our Student body.</li> <li>Saints Groups– multi grade groups do school activities together throughout the year.</li> <li>Playground Pals.</li> <li>Grade 7-9 and 4-6 Leadership Clubs.</li> <li>Whole School Celebrates student successes every morning.</li> <li>SWIS (Settlement Worker in Schools) visits school monthly.</li> <li>SWIS worker provides presentations about Canadian Newcomers to Staff, Students and Parents.</li> <li>Locking the school doors at all times (except the front door)</li> <li>We Are The World– Map displayed at the school with the countries that the students are from.</li> <li>Talent Show</li> </ul>	<ul style="list-style-type: none"> <li>Teachers meet regularly in PLCs to support student learning in the classroom.</li> <li>The Student Intervention Team meets regularly.</li> <li>The School Leadership Team meets monthly to analyze student data and to make changes needed to support student success at Father Lacombe.</li> <li>Robust RTI system in place to ensure that high levels of learning are expected and supported for ALL students.</li> <li>RTI embedded time so students access what they need to be successful.</li> <li>Continuous professional development accessible for teachers.</li> <li>Regular classroom walk-throughs with ongoing conversation with teachers about best practices.</li> <li>Assessment portfolios for all K-6 students.</li> <li>Increase Learning Supports Facilitator FTE.</li> <li>New Math resources (Mathology) and LA (Levelled Literacy, Heggerty Phonemic Awareness Program, F&amp;P Phonics, Empowering Writers and UFLI ) resources to improve the quality of teaching, learning and assessment in these areas.</li> <li>Provide small group or one on one interventions using the above resources during RTI blocks each day in LA and Math</li> <li>Purchase of Read Naturally– Reading Intervention. Grade 3-9</li> <li>New Spelling Program– in the research phase.</li> <li>UFLI Training for every EA and K-4 teachers.</li> <li>Universal screening of Math in Grade 1-4 with Alberta Education Math Screen and Grade 5-9 using Canadian Achievement Tests (CAT 4) assessment.</li> <li>Acadience screen, in Grades 1-8 to measure growth in early literacy skills.</li> <li>Edmonton Spelling Test Grade 1-9</li> <li>New Assessment Administrative Procedure to align best assessment practices.</li> <li>Training for teachers on new curriculum.</li> <li>Eye Assessment for Kindergarten.</li> <li>Student profiles for all students to ensure that all our children succeed.</li> <li>We have a lead teacher trained in SIOP (ELL strategies) to support this population. ESL support and resources have been increased and we now have staff trained in ESL strategies.</li> <li>Settlement Workers in Schools (SWIS) to provide services to our new families.</li> <li>Increase LSF (Learning Support Facilitator) FTE.</li> <li>Access to FSLW supports (Increased FTE).</li> <li>Access to Central Office Supports: OT, Speech, Director of Learning and Psychologist.</li> <li>Admin and Staff continued to be trained in RTI and best practices.</li> </ul>
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<b>Domain 5:</b>	<b>GOVERNANCE</b>
<b>Board OR Provincial Priority</b>	Provincial Goal: <b>PARENTAL INVOLVEMENT</b>
<b>Outcomes:</b>	School authorities are expected to actively engage stakeholders to inform the development of local priorities and plans
<b>Measures &amp; Data:</b>	See above link
<b>Insights, Implications &amp; Conclusions to Data</b>	<ul style="list-style-type: none"> <li>● Parental involvement has been the area we have seen the greatest improvement in over the years!</li> <li>● It must be noted that only 5 parents completed the surveys in 2021 and 19 parents completed the Spring 2024 surveys which is a 380% increase over 3 years. We are thrilled with this data!</li> <li>● The overall satisfaction rate is at 90% which is 10% higher than the Province.</li> <li>● The teacher satisfaction rate is 95%</li> <li>● The parent satisfaction rate is 84% which is a 3.5% decrease from last year. There was a decrease in satisfaction with opportunities to get involved with decisions about the school. This will be an area of focus.</li> </ul>
<b>Responding to the Data:</b>  <b>Implementation Plan &amp; Strategies:</b>	<ul style="list-style-type: none"> <li>● Prior to the surveys being administered, an email was sent home.</li> <li>● To increase participation with the accountability survey. We had copies available in Tagalog and Spanish to increase participation.</li> <li>● We involve parents in choosing Junior High options.</li> <li>● We invite parents to morning assemblies and all special events at the school.</li> <li>● Coffee with Council once per month.</li> <li>● Mother and Father's Day Celebrations at school.</li> <li>● Increase opportunity for social events to bring parents into the school.</li> <li>● Volunteers celebration at the school.</li> <li>● School Council newsletter of events to share to all parents monthly.</li> <li>● We have increased the ways we communicate with our parents. School communication is now sent out via Emails, Facebook, School Cash online, Website , Class Dojo, Teacher phone calls or emails</li> <li>● PowerSchool and live reporting Grade K-9.</li> <li>● The School Council encourages parents to volunteer for JUST ONE event.</li> <li>● Increased hot lunch days which brings more parents into the school.</li> <li>● Welcome back and end of school year BBQs co hosted between school and School Council</li> </ul>