



St. Francis of Assisi  
ACADEMY

2025-2029  
**FOUR-YEAR  
EDUCATION  
PLAN** *Year Two*



SCHOOL: 2063 ST. FRANCIS OF ASSISI ACADEMY

---

## Contents

DIVISIONAL PRIORITIES .....	4
CATHOLIC FAITH.....	4
HEALTHY SCHOOLS.....	4
ACADEMIC EXCELLENCE .....	4
COMMITMENT TO ENGAGEMENT .....	4
LOCAL DOMAIN: CATHOLIC FAITH .....	5
PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT.....	8
PROVINCIAL DOMAIN: FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT.....	12
PROVINCIAL DOMAIN: TEACHING AND LEADING.....	14
PROVINCIAL DOMAIN: LEARNING SUPPORTS .....	17
PROVINCIAL DOMAIN: GOVERNANCE .....	20

2025-2029



## CATHOLIC FAITH

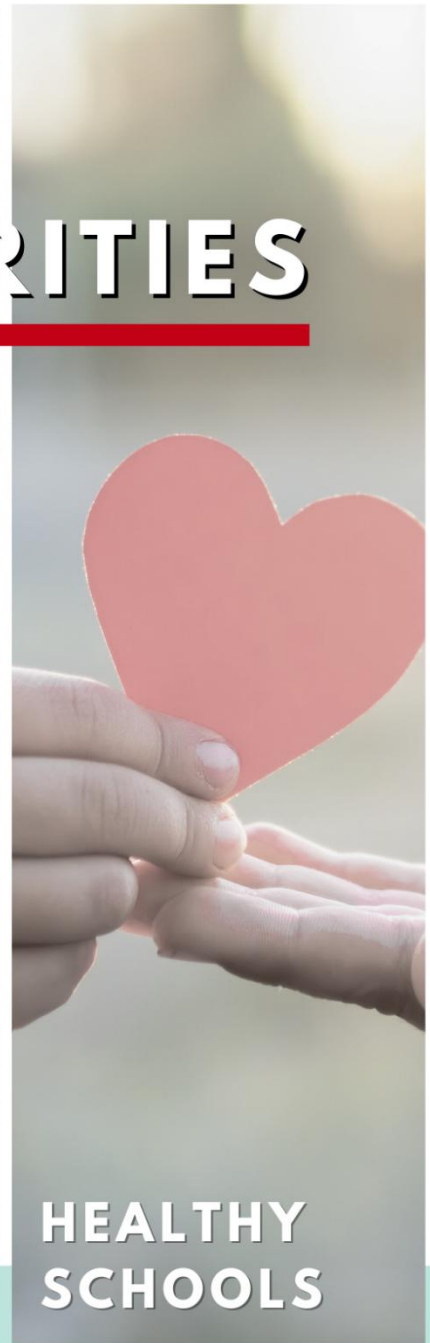
CTR permeates our Catholic faith in all that we do to recognize all of our students as created in the image of God. We welcome any student/family that desires a faith-based education.



## OUR PRIORITIES

## ACADEMIC EXCELLENCE

CTR schools have high academic results, outperforming the province on all assurance measures. We continually strive to further improve student learning experiences within our classrooms.



## HEALTHY SCHOOLS

CTR nurtures Healthy Schools that support our students' intellectual, mental, social, emotional, spiritual, and physical wellbeing. In CTR, everyone is treated with love and respect.

## **DIVISIONAL PRIORITIES**

### **CATHOLIC FAITH**

St. Francis of Assisi Academy (STFA) will follow the division's new three-year faith theme of Synodality: Communion, Participation, and Mission. Together, these themes reinforce a coherent approach to faith formation—journeying together, discerning together, and being sent forth—ensuring that our schools continue to form missionary disciples and serve as vibrant communities of faith, encounter, and witness. Rooted in the Church's call to journey together, this framework reflects a deepening of our Catholic identity and aligns closely with the diocesan renewal. This first year will focus on communion, emphasizing belonging, unity, and shared identity in Christ within our school communities.

### **HEALTHY SCHOOLS**

*Healthy Schools* remains a local priority as it centres our faith lived out to provide care and support for our STFA community. Healthy schools promote the spiritual, emotional, social, intellectual, and physical wellness of staff and students. Our Healthy Schools will continue to be an ongoing focus as we support students in becoming strong and resilient, meeting their fullest potential, reflective of the image and likeness of God.

### **ACADEMIC EXCELLENCE**

Alberta Education requires that school divisions actively pursue continuous improvement to support ongoing strategic planning based on evidence informed decision-making. STFA utilizes collective professional learning through Catholic Learning Communities (CLCs) as a method to achieve continuous improvement. Every Friday, time is set aside for CLCs where teachers collaborate to improve student learning by examining evidence from the implementation of high-yielding instructional strategies. CLCs answer the following questions: 1) What do we want our students to learn? 2) How do we ensure they learn it? 3) What evidence shows that student learning has improved as a result of the CLC focus? There is a focus on using research-proven pedagogy to set goals, implement strategies, and gather evidence of success. Teachers are then given time to collaboratively reflect on the impact of their practice on student learning, which creates cycles of continuous improvement in teacher practice and consideration of student supports. Through these efforts and other divisional areas of focus on professional development, teachers demonstrate their dedication to meeting the needs of all students on their journey through kindergarten to grade 9 and supporting their transition into the future.

### **COMMITMENT TO ENGAGEMENT**

CTR's Board and administration engages Division Administration, Ward Committees, the ATA Liaison Committee, and Council of School Councils to engage parents, priests, students, and staff in reviewing results, identifying key issues, and developing strategies for improvement. The development of this four-year education plan has involved significant input from all of these community members through engagement sessions, surveys, focus groups, and review of draft documentation over the course of many months. Superintendent and trustee engagement regarding emergent areas and feedback related to effective education practices and student supports occurs regularly throughout the school year.

<b>LOCAL DOMAIN: CATHOLIC FAITH</b>	
<b>OUTCOMES</b>	
<b>Long Term:</b>	Perspective holders believe that students and staff are well-formed in the Catholic faith as a result of being a part of STFA.
<b>Medium Term:</b>	Perspective holders believe that STFA continues to have a significant impact in the formation of staff and students in the Catholic faith.
<b>Short Term:</b>	Perspective holders believe that STFA has an impact in the formation of staff and students in the Catholic faith.

<b>MEASURES</b>	<b>2024-2025 RESULT</b>	<b>2026-2027 TARGET</b>
% of students in Grades 5 and 8 achieving an Acceptable Standard on assessment.	92%	93%
% of students in Grades 5 and 8 achieving an Excellence Standard on assessment.	49%	50%
% of parents, students and teachers who indicate that they are satisfied with the relationship that exists between the school and the local parish.	94%	95%
% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	95%	96%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.	95%	96%
% of students, parents, and teachers who are satisfied with the level of Catholic faith formation of students in our schools.	89%	90%
% of teachers who are satisfied with the level of Catholic faith formation of staff in our schools.	90%	100%
% of students, parents, and teachers who are satisfied with efforts to live out Catholic Social Teaching in our schools.	90%	95%

<b>NEW STRATEGIES</b>	<b>DESCRIPTION</b>
<b>Faith Formation Professional Development Resources</b>	STFA admin and Faith Lead will utilize divisional faith formation resources for delivery in Catholic Learning Communities sessions or through other formation opportunities.
<b>Many and One School Implementation</b>	STFA will continue to implement plans to support our Catholic Social Teaching.
<b>Faith Permeation</b>	STFA will utilize divisional professional learning and support provided for faith permeation into additional subject areas, as well as supports for resource discernment.
<b>Implementation of New Religious Education Resources</b>	STFA teachers will be onboarded with the new grade 9 <i>Growing In Faith Growing In Christ</i> religious education resources. STFA Teachers will also be onboarded with the new <i>Blessed and Beloved</i> family life resources starting with grade 1 in 2026. Additional grades to follow in subsequent years.
<b>Bishop's Assurance Review</b>	STFA will participate in the Bishop's Assurance Review as part of the program review process. This comprehensive division- and school-based examination of Catholic permeation and accountability will generate meaningful feedback at both the system and school levels, while also contributing to the provincial emphasis on collaborative mission between dioceses and Catholic school divisions in Catholic education.

<p><b>Strategic Planning for Good Works and Catholic Social Teaching</b></p>	<p>STFA will develop and implement a year-long Good Works plan that intentionally aligns whole-school and grade-level service opportunities with the monthly Catholic Social Teaching focus. This plan will ensure a coordinated and consistent approach across the school, minimizing overlap while creating meaningful opportunities for students to live their faith through action.</p> <p>Particular emphasis will be placed on engaging students in authentic acts of service, relationship-building, advocacy, and community engagement rather than solely focusing on monetary collections. Through intentional planning, students will be provided opportunities to encounter the needs of others, reflect on their Catholic responsibility to serve, and actively demonstrate the Gospel values and Catholic Social Teachings that are central to the mission of St. Francis of Assisi Academy.</p>
<p><b>Celebrating the Liturgical Seasons Through Family Masses</b></p>	<p>STFA will intentionally strengthen the connection between school, home, and parish by identifying and promoting <u>four key</u> Family Masses throughout the liturgical year: <b>Ordinary Time, Advent, Lent, and Easter.</b></p> <p>These celebrations provide opportunities for students, staff, and families to gather as a faith community at St. James Parish, deepening their understanding of the Church's liturgical seasons and reinforcing the connection between faith formation in the classroom and participation in parish life. Through these shared worship experiences, STFA seeks to foster a sense of belonging, encourage active participation in the sacramental life of the Church, and strengthen relationships between the school and parish communities.</p>
<p><b>Strengthening School-Parish Connections Through Clergy Classroom Visits</b></p>	<p>STFA will intentionally foster strong relationships between the school and parish communities by coordinating regular <b>grade-level visits</b> with clergy from St. James Parish. These visits are designed to support classroom-based faith formation, strengthen students' connections to their parish, and provide opportunities for students to build relationships with the priests who serve our community.</p>
<p><b>Student Faith Day</b></p>	<p>STFA will intentionally plan and implement division-based and/or whole-school Faith Formation Day to deepen students' understanding of the Catholic faith and provide opportunities for spiritual growth, prayer, reflection, and community building.</p>

<p><b>EXISTING ESSENTIAL STRATEGIES</b></p>	<p><b>DESCRIPTION</b></p>
<p><b>Family Faith Formation Resources</b></p>	<p>STFA's Monthly Newsletter will include a section dedicated to supporting family faith formation. This content will align with the liturgical season or significant religious celebrations throughout the year. A monthly faith calendar will highlight key feast days, and the <i>So Your Child Attends a Catholic School</i> feature will share updates on parish events and give families a glimpse into what students are learning about the Catholic faith at school.</p>
<p><b>Faith Days</b></p>	<p>STFA teachers and administrators will attend Faith Days, a two-day event hosted by the division focusing on faith formation.</p>
<p><b>Faith Leaders</b></p>	<p>STFA's Faith Leader, under the supervision of the division and in collaboration with our administrators, will plan and set direction for religious events, teacher faith formation, and related initiatives.</p>
<p><b>Activities Related to Authentic Catholic Education</b></p>	<p>STFA will participate in spiritual practices, diocesan relationships, advocacy, and celebration as part of our communal faith and responsibility to uphold Catholic education. These activities include:</p>

	<ul style="list-style-type: none"> <li>• Student faith retreats</li> <li>• Eucharistic adoration</li> <li>• Principal attendance at the Bishop’s Luncheon with priests, trustees, and senior administration</li> <li>• Principal participation in “Marked By God” CCSSA provincial conference.</li> <li>• Masses and liturgies corresponding to the liturgical calendar</li> <li>• Catholic Education Sunday and Catholic Education Week celebrations</li> </ul>
<b>Staff Formation during Catholic Learning Communities</b>	STFA devotes approximately 25% of their weekly Friday Catholic Learning Communities to Faith Formation for staff.
<b>Celebration of School Patronage</b>	STFA’s school-based leadership team will facilitate an in-school celebration, as well as support School Council’s community event to celebrate the school’s Feast Day in October.
<b>Religious Education Assessment</b>	STFA’s Grade 5 and Grade 8 will work with the Director of Catholic Education to review and implement standardized assessments, which CTR administers annually in targeted grades (5 and 8).
<b>Daily Staff Prayer</b>	STFA staff lead prayer twice per week on a rotational schedule where the whole staff is invited to start the day in prayer.
<b>Champion Connections – Building Students for Success</b>	Focused on the inherent dignity of the child, STFA has an in-school connections program aimed at ensuring every student in the school has an adult advocate from the school in their life.
<b>Pace e Bene Awards Catholic Social Teachings</b>	STFA recognizes staff and students who live of the tenets of Catholic Social Teachings at monthly assemblies.

## PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

OUTCOMES	
<b>Long Term:</b>	Students will leave school with high academic engagement and achievement, while also being prepared with literacy levels and math skills to enable post-secondary admission or success as they enter the workforce.
<b>Medium Term:</b>	Student performance will be in the “very high” category as measured by aggregate pass and excellence rates on Provincial Achievement Tests.
<b>Short Term:</b>	Student performance will be in the “very high” category as measured by aggregate acceptable and excellence rates on Provincial Achievement Tests.

MEASURES	2024-2025 RESULT	2026-2027 TARGET
<b>Provincial Achievement Test Acceptable Standard</b> Overall percentage of students in Grade 6 who achieved the <b>acceptable</b> standard on the test.	N/A	100%
<b>Provincial Achievement Test Acceptable Standard</b> Overall percentage of students in Grade 9 who achieved the <b>acceptable</b> standard on the test.	89.2%	100%
<b>Provincial Achievement Test Excellence Standard</b> Overall percentage of students in Grade 6 who achieved the standard of <b>excellence</b> on the test.	N/A	30%
<b>Provincial Achievement Test Excellence Standard</b> Overall percentage of students in Grade 9 who achieved the standard of <b>excellence</b> on the test.	27%	30%
<b>Active Citizenship:</b> Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	87.6%	90%
<b>Student Learning Engagement</b> Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	89.2%	90%
<b>Catholic Learning Communities</b> Percentage of teachers who believe CLCs are leading to improved student learning.	91%	95%

Strategies used to improve rates of PAT, Active Citizenship, and Academic Engagement	
NEW STRATEGIES	DESCRIPTION
<b>Assessment for Mastery</b>	As an extension of our Catholic faith, STFA will pursue exploration of assessment practices which allow students to achieve their academic potential. Under the guidance of the division, we will work to implement assessment practices that allow for ongoing feedback and opportunities for redemonstration of learning. This initiative will help teachers tailor their approaches to better meet the diverse needs of all students, enhancing student understanding and outcomes.
<b>Common Literacy Assessment Practices (K–6)</b>	STFA will continue to develop and implement common literacy assessment practices across Grade 1 to Grade 6 to ensure consistency in data collection, instructional decision-making, and intervention planning. Staff will collaboratively identify and utilize common assessment tools within K–3 and 4–6 divisions to establish shared understandings of student achievement and literacy development.
<b>Strengthening Literacy &amp; Numeracy Scope &amp; Sequence</b>	STFA will intentionally create opportunities for teachers across grade levels to engage in vertical collaboration, with a particular focus on literacy and numeracy. Through these conversations, staff will work to build a shared understanding of

<b>Through Vertical Grade-Level Collaboration</b>	learning progressions, assessment practices, instructional approaches, and student expectations from one grade to the next.
<b>Assessment for Learning Professional Development</b>	Teachers at STFA will engage in administrator-led professional learning focused on strengthening assessment literacy through the lens of the Science of Learning and Assessment for Mastery. Particular emphasis will be placed on formative assessment practices, including checking for understanding, retrieval practice, feedback, progress monitoring, and the intentional collection of evidence through observations, conversations, and products.
<b>Jr. High Instructional Leadership (Lead Positions)</b>	STFA will refine its Junior High leadership structure by establishing dedicated curriculum leadership roles for <b>Humanities</b> and <b>Math/Science</b> . This approach is intended to build greater subject-specific expertise, strengthen instructional leadership, and provide more targeted support for teachers as they implement curriculum and evidence-informed instructional practices.
<b>Expanded Literacy and Numeracy Screening</b>	STFA will support the expansion of literacy and numeracy screening and targeted interventions into Grades 4 and 5, aligning with upcoming provincial screening expectations beginning in 2026–27.
<b>Digital Expansion of Provincial Assessments</b>	STFA will prepare for the full implementation of digital provincial assessments. Teachers and students will be encouraged to use digital practice tests and field tests within the provincial digital assessment platform to build familiarity with the format, tools, and question types, helping ensure successful administration and increased student readiness for provincial assessments. Our teachers will continue to receive onboarding through professional development and online support from the division’s learning department.
<b>Response to Intervention (RTI) and Targeted Student Support</b>	<p>Having implemented a Response to Intervention (RTI) framework within Kindergarten to Grade 6, STFA will focus on expanding and refining this work across the entire K–9 continuum. Particular attention will be given to extending RTI practices into Junior High while continuing to evaluate and strengthen existing intervention structures at the elementary level.</p> <p>Through collaborative analysis of student data, targeted interventions, progress monitoring, and responsive instructional practices, staff will work to ensure students receive the right support at the right time. This ongoing refinement of our RTI framework will help maximize available resources, strengthen intervention programming, and provide increasingly effective supports for students requiring additional academic assistance to achieve success.</p>

<b>EXISTING ESSENTIAL STRATEGIES</b>	<b>DESCRIPTION</b>
<b>New Elementary Curriculum Implementation</b>	STFA teachers will utilize the divisional support received for curriculum implementation through professional development and Curriculum Support Documents.
<b>Elementary Literacy</b>	<p>STFA teachers are supported with CTR’s literacy framework which blends the Science of Reading, Layers of Literacy, and an effective enhanced reading intervention structure with the engagement and authenticity of the Readers’ and Writers’ Workshop. This ensures students master foundational skills—phonemic awareness, phonics, fluency, vocabulary, and comprehension—while also developing identity, choice, engagement, stamina, and purpose as readers and writers. The next plan will continue to support:</p> <ul style="list-style-type: none"> <li>• Structured early reading interventions (ERI) in K–2</li> <li>• Enhanced Reading and Precision Reading for Grades 3–12</li> </ul>

	<ul style="list-style-type: none"> <li>• Daily opportunities for authentic reading, writing, conferring, and feedback</li> <li>• Clear alignment between foundational skills and higher-level literacy behaviors through Layers of Literacy.</li> </ul> <p>This balance ensures students learn both how reading works and why reading matters, leading to stronger outcomes and more equitable progress across classrooms.</p>
<b>Elementary Numeracy</b>	<p>STFA teachers are supported by CTR’s balanced mathematics model which emphasizes:</p> <ul style="list-style-type: none"> <li>• Conceptual understanding (building meaning before memorization)</li> <li>• Foundational skills and fluency (accuracy, flexibility, deliberate practice)</li> <li>• Problem solving and reasoning (multi-step thinking, perseverance, communication).</li> </ul> <p>We will continue to strengthen:</p> <ul style="list-style-type: none"> <li>• Consistent numeracy workshop structures that blend direct instruction with guided exploration</li> <li>• Rich problem-solving experiences that demand reasoning and justification</li> <li>• Division-wide use of screening tools to target interventions and enrichment</li> <li>• Opportunities for students to re-demonstrate learning and reflect on their understanding.</li> </ul> <p>This approach ensures that students build deep number sense while also developing the confidence and independence needed to apply mathematics flexibly across contexts.</p>
<b>Elementary Teacher Professional Learning</b>	<p>STFA teachers are supported through targeted professional learning focused on curriculum implementation, PAT preparation in new curriculum areas, and assessment for mastery practices. The three key priorities identified were: strengthening balanced numeracy to address student learning gaps and improve PAT outcomes, tightening K–2 literacy foundations to reduce the number of students behind by Grade 3, and supporting fluency, vocabulary development, and implementation of the new K–6 curriculum. Teachers will utilize resources provided by the division including practical toolkits—ready-to-use agendas, slides, and instructional routines—to support learning.</p>
<b>Jr. High Divisional Teams</b>	<p>STFA teachers will be supported by CTR lead teachers who will work to collaboratively focus on high-yielding instructional and assessment strategies which positively impact student learning.</p>
<b>Catholic Learning Communities (CLCs)</b>	<p>Every Friday, time is set aside for CLCs where teachers collaborate to improve student learning by examining evidence from the implementation of high-yielding instructional strategies. CLCs answer the following questions: 1) What do we want our students to learn? 2) How do we ensure they learn it? 3) What evidence shows that student learning has improved as a result of the CLC focus? There is a focus on using research-proven pedagogy to attain these goals.</p>
<b>Readers’ and Writers’ Workshop</b>	<p>An additional cohort of teachers will receive professional development in <a href="#">Readers’ and Writers’ Workshop</a> and follow-up classroom visits to support implementation.</p>
<b>Science of Learning</b>	<p>STFA’s approach to teaching and learning is grounded in the Science of Learning—an existing and ongoing strategy that informs how we design instruction, support student retention, and build deep understanding. Through practices such as retrieval, spaced learning, and explicit instruction, we continue to align our pedagogy with what research tells us about how the brain learns best. This foundation guides our work across all grades and subject areas, ensuring that students are not only engaged, but are learning in ways that are effective and enduring.</p>
<b>School-Based Teams Div I (K-3) Div II (4-6)</b>	<p>STFA teachers will support school-based grade teams in targeted areas to improve student learning and engagement. Teams will focus on curriculum, instruction,</p>

<b>Div III Humanities &amp; Math/Sci</b>	and/or assessment to collaboratively improve student learning in kindergarten through to Grade 9, Music, and Phys Ed through 9 specific teaching actions.
<b>Classroom Libraries</b>	All elementary homerooms and junior high Language Arts' classrooms are equipped with <a href="#">Classroom Libraries</a> .

## PROVINCIAL DOMAIN: FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT

### OUTCOMES

<b>Long Term:</b>	STFA's First Nations, Métis, and Inuit students experience achievement increases of 15% or more.
<b>Medium Term:</b>	STFA's First Nations, Métis, and Inuit students experience achievement increases of 10% or more.
<b>Short Term:</b>	STFA's First Nations, Métis, and Inuit students experience achievement increases of 5-10%.

MEASURES	2024-2025 RESULT	2026-2027 TARGET
<b>Provincial Achievement Test Acceptable Standard</b> Overall percentage of First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the <b>acceptable</b> standard on the test.	N/A	85%
<b>Provincial Achievement Test Excellence Standard</b> Overall percentage of First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the standard of <b>excellence</b> on the test.	N/A	15%
<b>Active Citizenship</b> Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	N/A	100%
<b>Academic Engagement</b> Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	N/A	100%

**Programs, services, strategies, and local measures/data to demonstrate that First Nations, Métis, and Inuit students have access to a continuum of supports and services, including inclusive education.**

NEW STRATEGIES	DESCRIPTION
<b>Aligning Indigenous Sacred Teachings and Catholic Social Teachings</b>	The Faith Lead, Cultural Wellness Lead, and Indigenous Representative will work collaboratively to intentionally align Indigenous Sacred Teachings with the monthly Catholic Social Teachings focus. Through shared planning, staff learning, student experiences, and school-wide initiatives, opportunities will be created to explore the common values, teachings, and responsibilities found within both traditions.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
<b>Implementation of Rupertsland Institute Partnership Resources</b>	Rupertsland resources will be incorporated into classroom lessons, support for Indigenous students, and teacher foundational learning. Opportunities to have Rupertsland host an event at the school with Knowledge Keepers and Elders will also be considered.
<b>Implementation of K to 6 Social Studies Curriculum Support Documents (CSDs)</b>	Teachers will be supported by Curriculum Support Documents prepared by the division for the new social studies curriculum that include First Nations, Métis, and Inuit outcomes, foundational knowledge, and perspectives. These documents have been created in collaboration with Elders, Knowledge Keepers, and Indigenous Educators.
<b>Division Administrators' Professional Development</b>	Administrators will grow their knowledge and understanding of Foundational Knowledge through professional development at administrators' meetings.
<b>Indigenous Student Support</b>	There will be a review of the continuum of supports provided for all Indigenous students with an emphasis on individual students.

<b>Success of First Nation, Métis and Inuit Students</b>	There will be a segregated analysis of all data available for our Indigenous students on a yearly basis to ensure access to appropriate supports are in place.
<b>School Representative</b>	STFA has a First Nations, Métis, and Inuit teacher representative who is responsible for attending divisional Indigenous meetings. They will share resources and attend professional development opportunities, in addition to leading the school in building awareness and action related to First Nations, Métis, and Inuit perspectives.
<b>Foundational Knowledge Professional Development</b>	Professional development is available for our staff through webinars, First Nations, Métis, and Inuit Lead Teacher sessions, Alberta Professional Learning Consortium sessions, cultural awareness events, and CTR's Intranet.
<b>Land Acknowledgement</b>	<a href="#">The Land Acknowledgement</a> is announced weekly at our school, including at the start of assemblies, School Council meetings, weekly staff meetings, Education Council (Ed. Council) meetings, and Catholic Learning Communities (CLCs).
<b>STFA's Commitment to Indigenous Learning</b>	<p>At STFA, we are committed to deepening students' understanding of First Nations, Métis, and Inuit histories, cultures, and current realities. As part of our journey of truth and reconciliation, all homerooms take part in school-wide observances throughout the year, including:</p> <ul style="list-style-type: none"> <li>• <a href="#">National Day for Truth and Reconciliation</a></li> <li>• <a href="#">Métis Week</a></li> <li>• <a href="#">International Inuit Day</a></li> <li>• <a href="#">National Indigenous Peoples Day</a></li> </ul> <p>Each observance features age-appropriate activities, videos, prayers, guest speakers, and reflections. These experiences are part of our broader commitment to integrating foundational Indigenous knowledge as outlined in the Teaching and Leadership Quality Standards, helping students honour the past, engage with the present, and build a more compassionate future.</p>

<b>PROVINCIAL DOMAIN: TEACHING AND LEADING</b>	
<b>OUTCOMES</b>	
<b>Long Term:</b>	Education Quality surveys measuring satisfaction with the quality of teaching will indicate a perspective holder satisfaction rate of 95% or higher and the surveys measuring satisfaction with School Improvement will indicate a satisfaction rate of 90% or higher.
<b>Medium Term:</b>	Education Quality surveys measuring satisfaction with the quality of teaching will indicate a perspective holder satisfaction rate of 95% or higher and the surveys measuring satisfaction with School Improvement will indicate a satisfaction rate of 90% or higher.
<b>Short Term:</b>	Education Quality surveys measuring satisfaction with the quality of teaching will indicate a perspective holder satisfaction rate of 95% or higher and the surveys measuring satisfaction with School Improvement will indicate a satisfaction rate of 90% or higher.

<b>MEASURES</b>	<b>2024-2025 RESULT</b>	<b>2026-2027 TARGET</b>
<b>Education Quality:</b> Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	91.9%	95%
<b>School Improvement:</b> Percent of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	57.2%	85%

<b>Supervision and Evaluation (processes, strategies, and local measures/data) to demonstrate that the division supports teaching and leadership quality through professional learning, supervision, and evaluation processes.</b>	
<b>NEW STRATEGIES</b>	<b>DESCRIPTION</b>
<b>Establishing Common Instructional Practices in Literacy and Numeracy</b>	Building upon the work of vertical grade-level collaboration, STFA will identify and implement a set of common, evidence-informed instructional practices in literacy and numeracy across the K–9 continuum. Through collaborative planning and professional learning, staff will develop shared understandings of high-impact teaching strategies grounded in the Science of Learning, including retrieval practice, explicit instruction, modeling, guided practice, formative assessment, and student discourse.
<b>Classroom Demonstration and Professional Learning Cycles</b>	As part of STFA's Assessment for Learning professional development plan, staff will participate in structured opportunities to observe, share, and reflect on effective formative assessment practices occurring throughout the school. During Collaborative Learning Community (CLC) time, teachers will have opportunities to visit colleagues' classrooms, engage in learning walks, and participate in breakout sessions focused on areas such as checking for understanding, retrieval practice, feedback, formative assessment, student discourse, and evidence collection through observations, conversations, and products.
<b>Digital Technology &amp; Artificial Intelligence</b>	STFA will engage staff in ongoing professional learning and professional dialogue focused on the evolving role of digital technology in education. Through collaborative inquiry, research, and reflection, staff will explore both the opportunities and challenges presented by technology, including topics such as Artificial Intelligence, digital citizenship, student engagement, assessment, academic integrity, online safety, and the impact of technology on learning and well-being.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
<b>Recruitment Initiatives</b>	Significant, ongoing efforts from division office will continue to support the recruitment of teachers in our community. These efforts include pre-hiring opportunities, staff referrals, Human Resources team participation in hiring fairs, incentives for teachers involved in rural communities, proactive assignments and scheduling for new teachers, a New Teacher Orientation and mentorship program, and ongoing support and development for new teachers through the evaluation process.
<b>Retention Efforts</b>	Employee retention continues to be a priority in reducing teacher vacancies. Ongoing divisional efforts include accommodating teacher transfers where possible, providing administrative support for teaching assignments, and offering sustained professional development and support for staff.
<b>Teacher Leader Alignment</b>	Our administrators will work with senior administration to promote the alignment of team leader application criteria with the Teaching Quality Standard and the Leadership Quality Standard and will engage team leads in ongoing professional development focused on strengthening the leadership capacity of all team leads.
<b>Aspiring Leaders Program</b>	<p>Teachers who aspire to school-based administration or other leadership roles within the division can participate in <b>Aspiring Leaders</b>, a cohort-based program. The program includes full-day, in-person sessions facilitated by senior administration and site-based leaders. Participants engage in learning aligned to the following leadership themes:</p> <ul style="list-style-type: none"> <li>- Embodying Catholic Leadership</li> <li>- Fostering Effective Relationships</li> <li>- Modelling Commitment to Professional Learning</li> <li>- Embodying Visionary Leadership</li> <li>- Leading a Learning Community</li> <li>- Supporting the Application of Foundational Knowledge about First Nations, Métis, and Inuit</li> <li>- Providing Instructional Leadership</li> <li>- Developing Leadership Capacity</li> <li>- Managing School Operations and Resources</li> </ul>
<b>Staff Wellness Supports</b>	STFA's VP will attend professional development sessions conducted by CTR's Human Resources Department on staff health and well-being. Our VP will facilitate interactive sessions with our faculty and staff members. Our administration will demonstrate a commitment to staff health and wellness by incorporating <i>The 13 Factors for Psychological Health and Safety in the Workplace</i> as part of leadership decisions. Monthly newsletters prepared by the division, highlighting the internal and external supports available are also shared with staff.
<b>Leadership Support, Mentorship, and Networking</b>	STFA administrators will continue to participate in leadership matchmaking sessions incorporated into monthly administrators' meetings. Any new administrators will also attend regular mentorship sessions hosted by CTR senior administration with a focus on the Leadership Quality Standard.
<b>Teacher Supervision, Growth and Evaluation and Enhanced Supervision</b>	STFA's school-based leadership team will be supported by Senior Administration as they evaluate new teachers with the Teacher Supervision, Growth and Evaluation process. In addition, on a four-year cycle, each <a href="#">teacher</a> and <a href="#">administrator</a> with a continuous contract participates in <i>Enhanced Supervision</i> with their Principal or Superintendent. These processes will be calibrated with standardized timelines and suggested reflection questions that connect teaching and learning to the Four-Year Education Plan.

<b>New Teacher Orientation</b>	New teachers will attend New Teacher Orientation Sessions. Sessions will align with CTR’s focus on continuous improvement, including professional development on Catholic education, assessment, differentiation, and student regulation.
<b>Science of Learning</b>	STFA’s approach to teaching and learning is grounded in the Science of Learning— an existing and ongoing strategy that informs how we design instruction, support student retention, and build deep understanding. Through practices such as retrieval, spaced learning, and explicit instruction, we continue to align our pedagogy with what research tells us about how the brain learns best. This foundation guides our work across all grades and subject areas, ensuring that students are not only engaged, but are learning in ways that are effective and enduring.
<b>Education Council</b>	Education Council, consisting of specialty-based leads, meet with Administration monthly to communicate, consult, and plan in accordance with the <a href="#">Teaching Quality Standard</a> and the <a href="#">Leadership Quality Standard</a> .
<b>School-Based Team Meetings</b>	At STFA, School-Based Teams meet during a <b>common planning time</b> to support alignment across grades (K-3; 4-6; 7-9). These meetings provide a space for teachers to collaborate on scope and sequence, share strategies, and address learning needs that impact both higher and lower grade levels. By working together in this way, teams are better equipped to ensure continuity, coherence, and a high-quality learning experience for all students.

## PROVINCIAL DOMAIN: LEARNING SUPPORTS

### OUTCOMES

<b>Long Term:</b>	STFA will provide students with strong universal supports that allow for classroom and school-based intervention, with triaging to divisional supports as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services. Division data will refine areas of support and need.
<b>Medium Term:</b>	STFA will provide students with strong universal supports that allow for classroom and school-based intervention, with triaging to divisional supports as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services. Division data will be established to understand areas of support and need.
<b>Short Term:</b>	STFA will provide students with strong universal supports that allow for classroom and school-based intervention, with triaging to divisional supports as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services.

MEASURES	2024-2025 RESULT	2026-2027 TARGET
<b>Safe and Caring:</b> Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.	92.5%	94%
<b>Access to Supports and Services:</b> Percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at schools, including inclusive education.	88.1%	90%

- **Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis, and Inuit student success and ensuring all students, teachers, and school leaders learn about First Nations, Métis, and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.**
- **Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.**

NEW STRATEGIES	DESCRIPTION
<b>Data Collection and Referral Processes</b>	Division-level data collection and referral processes will be defined and implemented to ensure structures and supports are cohesive and equitable across all CTR schools.
<b>English as an Additional Language Professional Development</b>	A Multilingual Guide outlines the intake process, assessment practices, coding, and record-keeping procedures for multilingual learners. This document will be implemented through PD and used by teachers to provide clear best practices that ensure consistent identification and support.
<b>Learning Support Teacher Review</b>	The division will review and explore responsibilities, professional learning needs, and leadership expectations among Learning Support Teachers to ensure cohesive and appropriate resources are provided to teachers to address diverse student needs. Our school will also ensure our Learning Support Teacher practices align with the division's direction.
<b>Implementation of Continuum of Supports and Student Services</b>	Continued refinement and support will be provided to our school to: <ul style="list-style-type: none"> <li>• Implement CTR's Framework for Inclusive Education</li> <li>• Implement an administrative procedure outlining structures, processes, and access to resources</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide professional development for teachers and educational assistants, and targeted professional development for Learning Support and English as an Additional Language (EAL) teachers, as well as Family School Liaison and Connections workers. This will equip staff with the tools to better meet the needs of all learners</li> <li>• Implement a toolkit to support schools in their work with complex needs students, including universal, targeted, and individual supports</li> <li>• Support school-based processes that include student intervention meetings, communication between classroom, learning support, EAL, FSLW/Connections workers, pathways for information and communication prior to and after meetings, and a representation of each school’s continuum of support and services. Review division level processes and data and ensure data kept and shared between the schools and division are consistent (e.g. wait lists, caseloads)</li> </ul>
<b>Response to Intervention (RTI) and Targeted Student Support</b>	<p>Having implemented a Response to Intervention (RTI) framework within Kindergarten to Grade 6, STFA will focus on expanding and refining this work across the entire K–9 continuum. Particular attention will be given to extending RTI practices into Junior High while continuing to evaluate and strengthen existing intervention structures at the elementary level.</p> <p>Through collaborative analysis of student data, targeted interventions, progress monitoring, and responsive instructional practices, staff will work to ensure students receive the right support at the right time. This ongoing refinement of our RTI framework will help maximize available resources, strengthen intervention programming, and provide increasingly effective supports for students requiring additional academic assistance to achieve success.</p>
<b>Universal Mental Health Programming Through MindUP</b>	<p>STFA will continue to prioritize student well-being through the delivery of universal mental health programming facilitated by the Family School Liaison Worker (FSLW). Using the MindUP framework, every homeroom will participate in a minimum of two classroom-based mental health sessions annually, with additional sessions provided as needed based on classroom, grade-level, or emerging student needs.</p>

<b>EXISTING ESSENTIAL STRATEGIES</b>	<b>DESCRIPTION</b>
<b>#Relationships in a Digital Age</b>	<p>The <a href="#">#Relationships in a Digital Age</a> materials have been updated to reflect changes to technology and related resources. To assist teachers’ understanding of the changes, the division will share the resources to elevate their utility in educating students toward building positive relationships, developing a capacity for sustained attention, being conscious of the impacts of screens on mental health, and responsible decision making around screen time. Lessons reflect current trends and issues that are relevant to student responsible use of screens and positioned within the lens of our Catholic faith.</p> <p>Our principal will be provided with resources to support parent engagement on <a href="#">#Relationships in a Digital Age</a>, including the promotion of <a href="#">Unplugged Canada</a>, a parent-led group striving to raise parent awareness and encourage actions to build healthy digital habits.</p>
<b>SIVA Training</b>	<p>Staff who work with students who display challenging behaviours and complex needs will be trained in <i>Supporting Individuals through Valued Attachments</i> (SIVA). This training program replaces MANDT use in CTR, as it emphasizes a holistic, relationship-based approach that focuses on collaboration, goal direction, self-</p>

	management, and healthy empowerment to strengthen relationships and create safety for students.
<b>Behavioural Supports and Professional Learning</b>	Provide supports and services for students needing targeted support by providing increased professional development for teachers, administrators, and educational assistants. Additionally, CTR will employ a behaviouralist to assist with program and behavioural planning for students with complex needs.
<b>Accessing Community Resources</b>	Establish connections and communications to enable family access to community resources which provide targeted supports to students and families, for needs that exist outside the scope of education or school hours.
<b>Crisis Response Focus</b>	Our school is supported by crisis response protocols at the division and school levels, which ensure proactive and responsive measures are taken.
<b>Universal Mental Health Supports</b>	Universal mental health continues to be a focus and teachers will be supported to build upon the mental health strategies they have previously implemented.
<b>Sensory Rooms</b>	Students continue to access <a href="#">sensory rooms</a> on both a scheduled and as-needed basis. Professional learning and equipping of spaces will continue to ensure cohesive approaches.
<b>Screening and Early Intervention</b>	All Kindergarten students are invited to participate in a <a href="#">screening and early intervention process</a> , this initiative aims to identify students who may benefit from early support services, particularly in the areas of occupational therapy and speech-language development. Students identified through this screening will be considered for early intervention programs designed to enhance their academic readiness and overall developmental progress.
<b>Speech Language Pathology, Occupational Therapy, Physical Therapy, Behaviour Analysis, and Low Incidence</b>	We continue to have access to <a href="#">specialized support services</a> , including speech language pathology, occupational therapy, physical therapy, low incidence, and behavior supports from Student Services.
<b>Behavioral Supports and Professional Learning</b>	We will enable supports and services for students needing targeted support by offering increased professional development for teachers, administrators, and educational assistants.
<b>Family School Liaison Workers (FSLWs)</b>	STFA will continue to have access to services provided by an <a href="#">FSLW</a> .
<b>Sensory Rooms</b>	STFA students continue to access <a href="#">sensory rooms</a> on both a scheduled and as-needed basis. Professional learning and equipping of spaces will continue to support students.
<b>Champion Connections – Building Students for Success</b>	Focused on the inherent dignity of the child, STFA has an in-school connections program aimed at ensuring every student in the school has an adult advocate from the school in their life.
<b>Individualized Support Plan</b>	All STFA students who have received an Alberta Education Special Education Code have an <a href="#">Individualized Program Plan</a> on Template A, B or C, as determined by student need. STFA staff will work with Student Services to refine best practices during completion of the digital format.
<b>Nutrition Program</b>	At STFA we believe that well-nourished students are better able to focus, learn, and thrive. As part of our school-wide Nutrition Program, each classroom is equipped with a fresh fruit bowl that is replenished weekly. This ensures that all students have access to healthy snacks throughout the day, helping to support both their physical well-being and academic success.
<b>Implementing the Hub Model in Learning Support</b>	STFA will utilize the Hub Model within our Learning Support structure to ensure that students with diverse learning needs receive timely, coordinated, and effective interventions. The Hub Model brings together a multidisciplinary team—including classroom teachers, Learning Support staff, administrators, and external specialists—who meet regularly to review student data, identify needs, and create targeted support plans.
<b>*See First Nations, Métis, and Inuit Student Growth and Achievement Domain for more strategies.</b>	

<b>PROVINCIAL DOMAIN: GOVERNANCE</b>	
<b>OUTCOMES</b>	
<b>Long Term:</b>	Perspective holders view STFA as strong in the areas of faith, learning, creating safe and caring schools, and stewardship, and feel valued and heard through the engagement process.
<b>Medium Term:</b>	Engagement initiatives communicate STFA’s successes and seek input about areas to improve. The Board of Trustees and administration invest in strong partnerships with member groups and co-terminus boards, while also advocating with local government to benefit CTR.
<b>Short Term:</b>	New Four-Year Education Plan development is increasingly reflective of input from various perspective holders.

<b>MEASURES</b>	<b>2024-2025 RESULT</b>	<b>2026-2027 TARGET</b>
<b>Parental Involvement:</b> Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.	85.8%	90%

- **Processes, strategies, and local measures/data to demonstrate that the school authority has effectively managed its resources including collaboration with other school authorities, municipalities, and community agencies.**
- **Processes, strategies, and local measures/data to demonstrate that perspective holders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the School Councils Regulation, Section 12.**

<b>STRATEGIES</b>	<b>DESCRIPTION</b>
<b>Telling Our Stories</b>	STFA Administration and Communication Lead will continue to focus on Telling Our Stories locally at the school level, and more broadly with our school community.
<b>Ward Meetings</b>	STFA Administration will participate in Ward meetings which include engagement sessions with parents, staff, students, and parish priests.
<b>School Council Meetings</b>	The STFA Administration attends school council meetings and they provide a school report, share faith information, and engage on various topics of interest to the division and school community.
<b>Superchats</b>	STFA staff will attend an engagement with the Superintendents (called Superchats), joined by the local trustee. At these conversations, superintendents share existing priorities and plans and gather feedback on new needs arising in our schools. These conversations influence the division’s Four-Year Education Plan.
<b>Four-Year Education Plan Input</b>	STFA Administration, teachers, school staff, parents, and students are provided with opportunities for input regarding the goals and strategies within the upcoming Four-Year Education Plan, with input requested annually to refine goals and strategies.
<b>Joint Use Agreements</b>	STFA will create and revisit joint use agreements with our community.
<b>Council of School Councils Meetings</b>	STFA’s school council chair (or alternate) will attend Council of School Councils meetings, in which parents are provided information and the opportunity to engage on various topics essential to the Four-Year Education Plan and other emergent areas requiring parental feedback.
<b>Student Voice Through Focus Groups</b>	STFA will intentionally gather student voice through focus groups conducted three times annually, aligned with the school's three priority areas: <b>Catholic Faith Formation, Academic Excellence, and Healthy Schools</b> . Students representing a variety of grades, backgrounds, and experiences will be invited to participate in structured conversations designed to better understand their perceptions, experiences, and ideas for improvement.

<b>Strengthening Home–School Partnership Through Classroom Representatives</b>	At STFA, each class has a designated parent representative who serves as a vital link between families and our School Council. This practice ensures consistent communication, encourages greater parent involvement, and brings a wide range of perspectives to the table.
--	---

**This Plan has been posted on our school website and can be found on the homepage by clicking on the banner titled “Education Plan + Results”.**