

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



St. Francis of Assisi
ACADEMY



SCHOOL: 2063 ST. FRANCIS OF ASSISI ACADEMY

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2025-2029



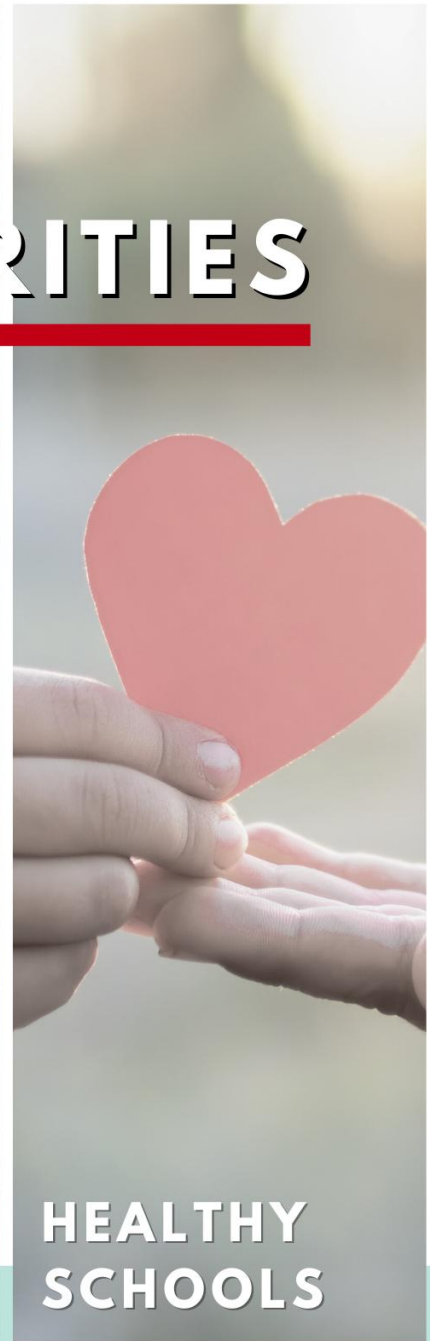
CATHOLIC FAITH

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.



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) enters into year three of our three-year faith theme, Faith Seeking Understanding, inspired by and taken from St. Anselm of Canterbury's Proslogion. This theme seeks to meet the needs expressed in the Diocesan Synthesis of the 2021-2023 Synod on Synodality: the need for Encounter and Formation, service to the Family, and authentic Witness. Encountering the Catholic faith in science, reason, and society will help form staff to witness to the Catholic faith in the subject areas they teach.

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.

LOCAL DOMAIN: CATHOLIC FAITH**OUTCOMES**

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

MEASURES	2023-2024 RESULT	2025-2026 TARGET
% of students in Grades 5 and 8 achieving an Acceptable Standard on assessment.	86%	90%
% of students in Grades 5 and 8 achieving an Excellence Standard on assessment.	20%	30%
% of parents, students and teachers who indicate that they are satisfied with the relationship that exists between the school and the local parish.	89%	95%
% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	92%	95%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.	94%	95%
% of parents, students, and teachers, who indicate they are satisfied with how they have grown as a Christian as a result of their involvement in Catholic Education. Note: Modification of question from 2024-2025 onward: % of students, parents, and teachers who are satisfied with the level of Catholic faith formation of students in our schools.	87%	90%
% of teachers who are satisfied with how they have grown as a Christian as a result of their involvement in Catholic Education. Note: Modification of question from 2024-2025 onward: % of teachers who are satisfied with the level of Catholic faith formation of staff in our schools.	92%	100%
% of students, parents, and teachers who are satisfied with the efforts of your child's school to do all things as Jesus would want them done. Note: Modification of question from 2024-2025 onward: % of students, parents, and teachers who are satisfied with efforts to live out Catholic Social Teaching in our schools.	84%	95%

NEW STRATEGIES	DESCRIPTION
Family Faith Formation Resources	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.
Many and One School Implementation	STFA will continue to implement plans to address racism and discrimination through our Catholic Social Teachings.

Whole-School & Grade Level Good Works Projects	STFA will co-create a plan of Good Works projects and activities for whole-school and individual grade level participation.
Family Mass at St. James Parish	Each month, STFA will highlight one Sunday where staff, students, and families are invited to come together in faith and fellowship at St. James Parish in Okotoks.
Faith Permeation	STFA will provide professional learning and support for faith permeation into additional subject areas.
Scheduling Clergy to Support Religion Curriculum	STFA will intentionally coordinate with St. James Parish to strengthen the relationship between our parish and school community. As part of this partnership, the Pastor regularly visits the school to support classroom-based faith formation, celebrate Reconciliation, and participate in the liturgical and spiritual life of the school. In addition, STFA schedules classroom visits with the priests to align with specific Religion lessons. These visits help bring the curriculum to life, provide students with meaningful opportunities to ask questions about their faith, and reinforce the connection between what is taught and how it is lived within the Church.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Liturgies & Masses	STFA hosts liturgies and Masses held at the start of the year, throughout the liturgical season, and at the end of the school year. Providing opportunities for prayer and Church sacraments is vital for the spiritual formation of staff and students.
Staff Formation during Catholic Learning Communities	STFA devotes approximately 25% of their weekly Friday Catholic Learning Communities to Faith Formation for staff.
Eucharistic Adoration	STFA completes two days of Eucharistic Adoration in November and May.
School Faith Retreat	STFA facilitates at minimum, one school-based faith retreat per year for all students and staff in Kindergarten through to Grade 9.
Celebration of School Patronage	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.
Religious Education Assessment	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).
Celebration of Catholic Education	Catholic Education Sunday and Catholic Education Week are celebrated by local Catholic parishes, schools, and families to recognize the good work of Catholic education in the Church's salvific mission.
Grateful Advocates for Catholic Education (GrACE)	STFA works collaboratively with its local GrACE CTR group. GrACE is a provincial movement whose mission is to inspire, invigorate, and embolden the spirit of Catholic education in order to unite, engage, educate, and communicate with one voice.
Faith Days	STFA staff annually attend Faith Days, a two-day event to offer faith formation for all teachers and administrators.
School-Based Faith Lead(s)	STFA has a designated Faith Leader(s) , who, under the supervision of the Director of Catholic Education, plan and set direction for faith events and initiatives across the division and in their school.
Daily Staff Prayer	STFA staff lead prayer twice per week on a rotational schedule where the whole staff is invited to start the day in prayer.

Champion Connections – Building Students for Success	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.
Pace e Bene Awards <i>Catholic Social Teachings & Virtues</i>	STFA recognizes staff and students who live of the tenets of Catholic Social Teachings and Catholic virtues at monthly assemblies.

PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

OUTCOMES

Long Term:	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.
Medium Term:	Student performance will be in the “very high” category as measured by aggregate pass and excellence rates on Provincial Achievement Tests.
Short Term:	Student performance will be in the “very high” category as measured by aggregate acceptable and excellence rates on Provincial Achievement Tests.

MEASURES	2023-2024 RESULT	2025-2026 TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on the test.	86%	100%
Provincial Achievement Test Excellence Standard Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on the test.	28%	30%
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	65.2%	90%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	81.5%	90%
Catholic Learning Communities 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
K-3 Social Studies Curriculum Implementation	STFA Administration will support teachers with K-3 Social Studies curriculum implementation through professional development and Curriculum Support Documents (CSDs).
Assessment for Mastery	As an extension of our Catholic faith, STFA will pursue exploration of assessment practices which allow students to achieve their academic potential. CTR will work with schools to implement assessment practices that allow for ongoing feedback and re-learning practices. This initiative will help educators tailor their approaches to better meet the diverse needs of all students, enhancing student understanding and outcomes. School-based plans will be executed and feedback shaping the division’s Assessment for Mastery Framework will be received.
Response to Intervention	STFA we will be focusing our professional learning on Response to Intervention (RTI) as a framework to help identify and address learning gaps more effectively. By building shared understanding and refining our practices around targeted support, timely intervention, and progress monitoring, we aim to ensure that every student receives the instruction and assistance they need to grow and succeed.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Science of Learning	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.
Elementary Literacy	STFA is committed to fostering cohesion and developing best practices for literacy interventions within classrooms. Our focus is on enhancing the capacity of classroom teachers to deliver these interventions directly in their classrooms. This approach prioritizes targeted support for students while remaining in their learning environment, thereby avoiding disruptions in their learning. By empowering teachers with the necessary skills and strategies, we aim to make literacy support more integrated and effective across the division. Provincial literacy screening and interventions will complement STFA's focus in this area.
Elementary Numeracy	STFA is dedicated to enhancing the understanding of foundational number sense among both teachers and students. To support this, we will integrate professional learning opportunities both inside and outside the classroom. This approach allows teachers to apply new strategies in real-time and reflect on their practice in a variety of settings, ensuring a comprehensive understanding and implementation of these essential skills that impact student learning. Provincial numeracy screening and interventions will complement STFA's focus in this area.
Catholic Learning Communities (CLCs)	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.
Readers' and Writers' Workshop	An additional cohort of teachers will receive professional development in Readers' and Writers' Workshop and follow-up classroom visits to support implementation.
Mathematics Support	Provide support at all levels of mathematics instruction, including: high-yield instructional practices, professional learning opportunities, assessment strategies, Mathology resources, and number sense routines.
Coding	Teachers across the division will continue to leverage resources to allow students to engage with computational thinking through coding and robotics.
Artificial Intelligence	STFA will continue to support best practices for teachers' and students' use of Artificial Intelligence, as outlined within our administrative procedures.
Divisional Teams Div I (K-3) Div II (4-6) Div III (7-9)	STFA teachers will support divisional teams in targeted areas to improve student learning and engagement. Teams will focus on curriculum, instruction, and/or assessment to collaboratively improve student learning in kindergarten through to Grade 9, Music, and Phys Ed through 9 specific teaching actions.
Classroom Libraries	All elementary homerooms and junior high Language Arts' classrooms are equipped with Classroom Libraries .

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

OUTCOMES

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

MEASURES	2023-2024 RESULT	2025-2026 TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the acceptable standard on the test.	N/A	85%
Provincial Achievement Test Excellence Standard Overall percentage of First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the standard of excellence on the test.	N/A	15%
Active Citizenship Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	N/A	100%
Academic Engagement 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
Implementation of Rupertsland Partnership Resources	STFA will incorporate Rupertsland resources into classroom lessons, support for Indigenous students, and teacher foundational learning. These resources have been procured through a partnership with Rupertsland to benefit the students and staff of STFA.
Many and One School Implementation	STFA will continue to implement intentional plans to address racism and discrimination through the lens of Catholic Social Teachings, while centering Indigenous perspectives. This includes creating opportunities for students and staff to learn from Indigenous voices, honouring the wisdom of Elders and Knowledge Keepers, and fostering a school culture rooted in reconciliation, respect, and justice.
Showcasing Local Indigenous Learning Opportunities	STFA will actively highlight and promote local Indigenous learning opportunities for both staff and families. This will be done through regular features in the School's Monthly Newsletter, as well as internal communications with staff. By creating visibility and access to these opportunities—including community events, workshops, cultural teachings, and sessions led by Elders and Knowledge Keepers—we aim to deepen our collective understanding, foster respectful relationships, and advance our shared commitment to reconciliation.
Embedding Indigenous Learning into Catholic Learning Communities	STFA will allocate a minimum of two CLCs this year to be led by our school's Indigenous Lead Teacher, focusing on deepening staff learning around Indigenous perspectives, history, and ways of knowing. In addition, we will offer one CLC for staff exploring the connection between Catholic faith and Indigenous worldviews. These learning opportunities are designed to support our ongoing journey of

	reconciliation, cultivate cultural humility, and strengthen our commitment to walking together in truth and respect.
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EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Implementation of K to 6 Social Studies Curriculum Support Documents (CSDs)	STFA will continue implementation of CSDs for 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.
Division Administrators Professional Development	Administrators will grow their knowledge and understanding of Foundational Knowledge through professional development at administrator meetings.
Indigenous Student Support	There will be a review of the continuum of supports provided for all Indigenous students enrolled in STFA with an emphasis on individual students.
Success of First Nation, Métis and Inuit Students	There will be a segregated analysis of all data available for STFA Indigenous students on a yearly basis to ensure access to appropriate supports are in place.
School Representatives	STFA is represented by an Indigenous School Representative responsible for sharing resources and professional development opportunities, in addition to leading the school in building awareness and action related to First Nations, Métis, and Inuit perspectives.
Foundational Knowledge Professional Development	Foundational Knowledge Professional Development is available for all STFA staff to access through webinars, First Nations, Métis, and Inuit Lead Teacher session, Alberta Regional Professional Development Consortium sessions, cultural awareness events, and resources available through CTR's Intranet.
Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students	All Indigenous youth in care have their cases reviewed a minimum of two times per year.
Land Acknowledgement	The Land Acknowledgement 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).
STFA's Commitment to Indigenous Learning	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: • National Day for Truth and Reconciliation • Métis Week • International Inuit Day • National Indigenous Peoples Day 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.
Authentic Indigenous Learning and Resources	First Nation, Métis and Inuit teacher resources are curated by STFA's Indigenous School Representative to assist teachers in implementing foundational knowledge into their lessons.
Indigenous Perspectives	In addition to inviting First Nations, Métis, and Inuit elders, speakers, and/or knowledge keepers or community leaders to visit STFA to share their knowledge, culture, and history with our school community throughout the year, students will have the chance to participate in field trips and learning with Elders and community leaders off-site. Strategy will be given greater emphasis to learning around National Day for Truth & Reconciliation, Métis Week, Inuit Days, and National Indigenous History Month.

PROVINCIAL DOMAIN: TEACHING AND LEADING**OUTCOMES**

Long Term:	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.
Medium Term:	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.
Short Term:	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.

MEASURES	2023-2024 RESULT	2025-2026 TARGET
Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	82.3%	95%
School Improvement: 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%

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.	
NEW STRATEGIES	DESCRIPTION
Recruitment Initiatives	At STFA, we are intentional about hiring strong candidates who align with our mission and values. Recruitment efforts include pre-hiring conversations with education students, welcoming practicum teachers into our classrooms, and fostering a positive reputation that encourages staff referrals. When hiring, we prioritize thoughtful placement and scheduling to set new teachers up for success. A key part of our onboarding includes pairing new staff with mentor teachers who are not only experienced, but also well-matched in style and grade-level alignment, ensuring meaningful support and connection. New staff are further supported through collaborative team structures and ongoing guidance during the evaluation process to ensure a strong start and continued growth.
Retention Efforts	We recognize that retaining great teachers is essential to building a stable, thriving school community. At STFA, we support retention of teachers by making thoughtful accommodations during staffing transitions, ensuring balanced and appropriate teaching assignments, and offering meaningful opportunities for professional growth. Administrative support and a culture of collaboration help create a positive environment where staff feel supported, valued, and part of a shared mission.
Athletic Team Leaders	STFA's Athletic Director plays a vital role in fostering student participation, school spirit, and leadership through sport. In alignment with CTR's Athletic Handbook, our school-based admin team works closely with the Athletic Director to coordinate athletic programming, organize events, and provide leadership opportunities for students. These efforts ensure our athletics program is inclusive, well-supported, and rooted in our school's values of community and character.
Strengthening Collaboration Through Divisional Team Meetings	At STFA, Divisional Teams meet during a common planning time to align scope and sequence across grades, share strategies, and support continuity in student learning.

	Once a month, Educational Assistants will also meet with Student Services Lead(s) during this time to engage in professional learning and build consistency in support practices. These meetings enhance collaboration across roles and contribute to a stronger, more unified school community.
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EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Science of Learning	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.
CLC Focused Supervision	STFA's school-based leadership team will focus classroom supervision and observations on goals stemming from CLC learning to monitor implementation and offer feedback on areas of improvement.
Teacher Leader Alignment	Senior Administration will align the Team Leader application criteria with the Teacher and Leadership Quality Standards and engage school-based administrators and team leads in professional development with a focus on developing the leadership capacity of all team leads.
Aspiring Leaders Program	At STFA, we believe that leadership lives in every educator. We are committed to identifying and nurturing those within our school who feel called to serve in broader leadership roles—whether within our building or across the division. As part of this commitment, we actively encourage staff to consider participation in CTR Catholic's Aspiring Leaders Program.
STFA Staff Wellness Supports	At STFA, staff wellness remains a priority. Our leadership team is committed to creating a supportive, respectful, and responsive work environment where staff feel valued and cared for. This includes engaging in professional learning around staff health and well-being and facilitating regular check-ins and team-building opportunities throughout the year. We intentionally incorporate the <i>13 Factors for Psychological Health and Safety in the Workplace</i> into our decision-making processes, ensuring that wellness is considered in everything from scheduling to communication. Our aim is to foster a culture where staff can thrive both personally and professionally.
Leadership Support, Mentorship, and Networking	CTR Senior Administration will facilitate regular mentorship sessions with cohorts of new Principals and new Vice Principals with a focus on the Leadership Quality Standard. Leadership Matchmaking will continue to be incorporated in monthly administrator meetings.
Teacher Supervision, Growth and Evaluation and Enhanced Supervision	Principals 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 teacher and administrator 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.
Teacher Supervision, Growth and Evaluation and Enhanced Supervision	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 teacher and administrator 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.

Education Council	Education Council, consisting of specialty-based leads, meet with Administration monthly to communicate, consult, and plan in accordance with the Teaching Quality Standard and the Leadership Quality Standard .
Divisional Team Meetings	At STFA, Divisional Teams meet during a common planning time to support alignment across grades. 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

Long Term:	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.
Medium Term:	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.
Short Term:	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	2023-2024 RESULT	2025-2026 TARGET
Safe and Caring: Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.	75.2%	90%
Access to Supports and Services: Percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at schools, including inclusive education.	72.6%	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
Implementing the Hub Model in Learning Support	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. This collaborative approach allows for early identification of learning challenges, shared problem-solving, and the alignment of classroom instruction with specialized strategies. By working together in a responsive and student-centered way, the Hub Model ensures that supports are both proactive and flexible, helping every student reach their full potential.
Response to Intervention	STFA will be focusing our professional learning on Response to Intervention (RTI) as a framework to help identify and address learning gaps more effectively. By building shared understanding and refining our practices around targeted support, timely intervention, and progress monitoring, we aim to ensure that every student receives the instruction and assistance they need to grow and succeed.

Strengthening Collaboration Through Divisional Team Meetings	At STFA, Divisional Teams meet during a common planning time to align scope and sequence across grades, share strategies, and support continuity in student learning. Once a month, Educational Assistants will also meet with Student Services Lead(s) during this time to engage in professional learning and build consistency in support practices. These meetings enhance collaboration across roles and contribute to a stronger, more unified school community.
Data Collection and Referral Processes	STFA uses both divisional level and school level data to inform our referral processes to ensure structures and supports are cohesive and equitable for all our students.
Behavioural Supports and Professional Learning	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.
Relaunch #Relationships in a Digital Age	The <i>#Relationships in a Digital Age</i> materials have been updated to reflect changes to technology and related resources. To assist teachers' understanding of the changes, the division will relaunch 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. Updated lessons reflect current trends and issues that are relevant to student responsible use of screens, and positioned within the lens of our Catholic faith.
Universal Supports Toolkit Update	The division-wide delivery of a universal supports toolkit will provide increased understanding of universal learning, mental health, and regulation supports for teachers to provide in the classroom as part of their daily support of all students.
Crisis Response Focus	Refine and implement crisis response protocols to ensure proactive and responsive measures are in alignment with CTR.
SIVA Training	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 at STFA, as it emphasizes a holistic, relationship-based approach that focuses on collaboration, goal direction, self-management, and healthy empowerment to strengthen relationships and create safety for students.
Accessing Community Resources	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.
Many and One School Implementation	STFA will continue to implement plans to address racism and discrimination through our Catholic Social Teachings.
Nutrition Program	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.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Family School Liaison Workers (FSLWs)	STFA will continue to have access to services provided by an FSLW .
Universal Mental Health Supports	Universal mental health continues to be a focus for STFA and teachers will build upon the mental health strategies they have previously implemented.
Sensory Rooms	STFA students continue to access sensory rooms on both a scheduled and as-needed basis. Professional learning and equipping of spaces will continue to support students.
Screening and Early Intervention	All Kindergarten students are invited to participate in screening and early intervention , if identified during the screening process, specifically in the areas of occupational and speech language therapy.
Speech Language Pathology, Occupational Therapy, Physical Therapy, and Low Incidence	STFA will continue to have access to specialized support services , speech language pathology, occupational therapy, physical therapy, low incidence, and behavior supports. Student Services will support school professional learning through lunch and learn professional development and a catalogue of learning opportunities.
Champion Connections – Building Students for Success	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.
Individualized Support Plan	All STFA students who have received an Alberta Education Special Education Code have an Individualized Program Plan on Template A, B or C, as determined by student need. St. Francis of Assisi staff will work with Student Services to refine best practices during completion of the new digital format.
Request for Support Process	STFA has access to CTR's divisional Psychologist through the Request for Support process for Psychological Assessments for students.
Reading Intervention Programs	Early Reading Intervention (ERI), and Enhanced Reading (ER) enhance excellent classroom instruction and provide additional and targeted reading instruction for students that are not reading at grade level (Grades 1 to 9).
*See First Nations, Métis, and Inuit Student Growth and Achievement Domain for more strategies.	

PROVINCIAL DOMAIN: GOVERNANCE**OUTCOMES**

Long Term:	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.
Medium Term:	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.
Short Term:	New Four-Year Education Plan development is increasingly reflective of input from various perspective holders.

MEASURES

	2023-2024 RESULT	2025-2026 TARGET
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	70.9%	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.

STRATEGIES	DESCRIPTION
Telling Our Stories	STFA admin and Communication lead will continue to focus on Telling Our Stories, locally at the school level, and more broadly with our school community.
Ward Meetings	STFA Administration will participate in Ward meetings which include engagement sessions with parents, staff, students, and parish priests.
School Council Meetings	The STFA Principal 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.
Superchats	STFA staff participate in one engagement (called Superchats) each year, hosted by the Superintendents. 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.
Four-Year Education Plan Input	Administrators, teachers, school staff, parents, and students are provided with opportunities for input regarding the goals and strategies within the upcoming Four-Year Education Plan.
Council of School Councils Meetings	STFA School Council Chair will gather two times per year at <i>Council of School Councils</i> Meetings, where 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.
Student Council	STFA's school-based leadership team will meet with Student Council to seek student perspectives on school successes and areas for improvement. Themes will relate to the domains of the Annual Education report so school-based administration can effectively target improvement efforts. This initiative is also intended to further demonstrate our commitment to honouring student voice as perspective holders in their education.

Strengthening Home–School Partnership Through Classroom Representatives	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.
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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”.