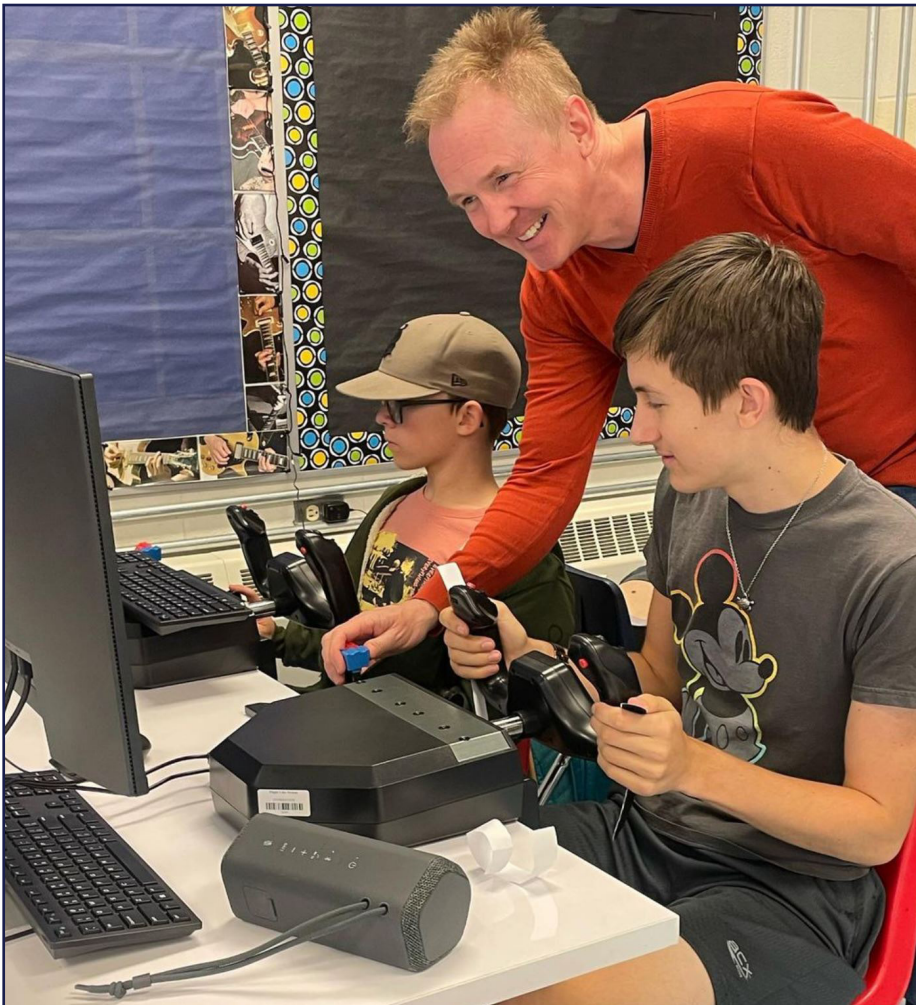


Education Plan 2023-2027

www.starcatholic.ab.ca

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ÉCOLE NOTRE DAME
CATHOLIC ELEMENTARY SCHOOL

66 SOUTH PARK DRIVE

EASTER MASS
AT ST MICHAEL'S
9:30 APRIL 12TH



LOCAL & SOCIETAL CONTEXT

JURISDICTION PROFILE

St. Thomas Aquinas Roman (STAR) Catholic Separate School Division extends across a broad geographical area in central Alberta. The Division has a total of 12 schools in various grade configurations from Pre-K to Grade 12 in the communities of Beaumont, Drayton Valley, Lacombe, Leduc, Ponoka, and Wetaskiwin. The boundaries of STAR Catholic overlap with five different public school divisions. This overlap requires a significant degree of collaboration with our public partners in areas such as creation of school year calendars and coordination of student busing arrangements. The Division's central office is in the city of Leduc.

We are served by seven trustees and 486 certificated and support staff. We experienced significant enrolment growth from 2011 to 2020, climbing from 2,977 to 4,414 students. Since the 2021-2022 school year, our Division has seen a steady increase in enrollment, climbing from 4,068 students to 4,866 for 2023-2024, which is an increase of 19.6%.

Within the Division, 11% of our students self-identify as First Nation, Métis, or Inuit. That number increases to 26% and 14% at Sacred Heart School and St. Augustine School, respectively. Approximately 12% of our students are English Language Learners. French Immersion programming has expanded significantly within the Division in recent years, with French Immersion available in Beaumont and Leduc.

Given our evangelistic character and spirit, we are also delighted to welcome and serve a substantial number of students who are from non-Catholic backgrounds. Each school community is a unique entity unto itself, while a common divisional focus on faith, learning and Response to Intervention (RTI) pedagogical approach unites us across our diversity.

STAR Catholic school profiles are available for viewing on our website: www.staratholic.ab.ca

STAR CATHOLIC HISTORY

St. Thomas Aquinas Roman Catholic School Division was formed in 1995 with the amalgamation of Leduc RCSSD No.132, Wetaskiwin RCSD No. 15 and Ponoka RCSSD No. 95 to serve the communities of Leduc, Ponoka and Wetaskiwin. Good Shepherd No. 13, serving the community of Drayton Valley, would join with St. Thomas Aquinas in 1997. In 2005, Catholic education was established in Lacombe, followed by the establishment of Catholic education in Beaumont in 2010. STAR Catholic today serves approximately 4,687 students in 12 schools in Lacombe, Ponoka, Wetaskiwin, Drayton Valley, Leduc, and Beaumont.

FOUNDATIONAL STATEMENTS

Mission Statement

Rejoicing in the way of Christ, we nurture a love of learning in faith-filled Catholic schools!

Vision Statement

Souls seeking Christ on a journey of faith, learning, and love.



get ready
to have
fun!





ACCOUNTABILITY STATEMENT

The Education Plan for the four years commencing September 1, 2023 for St. Thomas Aquinas Roman Catholic Separate School Division was prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Government Accountability Act. This document was developed in the context of the provincial government's business and fiscal plans.

The goals in this Education Plan are set for the next four years, but the strategies used to achieve these goals are flexible and may change over time. The Board is committed to implementing the strategies contained within the Education Plan to improve student learning, well-being, and results.

The Board approved the Education Plan for 2023-2027, with updated strategies, on May 15, 2024.

Donna Tugwood
Board Chair



Board Chair's Message Donna Tugwood

As Chair of the STAR Catholic Schools Board of Trustees, I am pleased to present this Education Plan not only as a testament to the successes of our Division in areas of academics, student well-being, parental involvement, and quality of education, but also as a symbol of growth and development.

We strive to provide our students and families with excellent, publicly-funded Catholic education in the safe, caring, and inclusive spaces they know and love. Amazing things happen daily within the walls of our schools, and we continue to share those good news stories widely with the communities we serve. The walls of our schools are filled with laughter, blessings, and the warmth of Christ.

As we continue improving and evolving to provide our students and families with the high standard of education they deserve, we eagerly anticipate the bright future ahead and know there are many great things yet in store for STAR Catholic School Division.

In His Name,

Donna Tugwood
Board Chair



Superintendent's Message Charlie Bouchard

In the pages of this document, you will see how the Division strives for excellence in areas such as growing and affirming Catholic identity, academics, parental involvement, mental health and well-being, and quality of education.

Our success in these areas and others are the direct result of the work of a passionate team of dedicated staff and students who are eager to learn and grow, and families who are continuously supportive of our school communities.

We are proud that our students enjoy not only high-quality academics and extra-curricular activities, but also a rich faith-filled education, meaningful school-parish relationships, and a dedication to serving their communities and those in need.

We truly believe this well-rounded education of the whole person helps our students grow into compassionate and successful global citizens who will go on to achieve great things in their adult lives.

As Superintendent of STAR Catholic Schools, I am deeply proud of the hard work undertaken our Division and pleased to present this Education Plan.

In Catholic Education,

Charlie Bouchard
Superintendent

Meet Our Trustees



Donna Tugwood

Board Chair and Lacombe Trustee

Donna Tugwood is a wife to Earl Jackson, mother of five, step mother of four, and grandmother of 18. Donna attended Nova Scotia Teachers' College and Red Deer College where she received an Early Childhood Diploma with a Major in Speech. After moving to Lacombe, she worked with Alberta Health Services for 18 years as a Speech Language Pathology Assistant in Catholic, Public, and Private schools. After retiring, she worked at Father Lacombe Catholic School from 2012 to 2017. Donna has attended St. Stephen's Parish since 1994, serving on Parish Council for six years – three years as Chair – and is President of St. Stephen's Catholic Women's League. Donna loves to paint and to travel. She is honoured and proud to be serving her second term on the STAR Catholic Board of Trustees. She believes in keeping faith as the heart and soul of education and wants to ensure students have the knowledge, skills, and faith that will enable them to do well in life.



Henry Effen

Vice Chair and Wetaskiwin Trustee

Henry Effen is originally from Ghana, West Africa, and moved to Canada for new life opportunities. Henry is a social worker and is serving his third term as a trustee. He attended Catholic schools for most of his life prior to moving to Canada. Henry is particularly interested in pragmatic governance and practices that will preserve and support Catholic education for generations to come. One of his many priorities as a trustee is to advocate for children and families in educating the whole person under Canon Law. Henry is married and resides in Wetaskiwin with his family. His three children attended or still attend Sacred Heart School. Henry and his family are members of Sacred Heart Parish, and Henry volunteers in many church and community initiatives.



Marilyn Burke

Ponoka Trustee

Marilyn Burke is a member of St. Augustine Parish, an active volunteer with the church fundraising activities, and a member of the Catholic Women's League. She has children and grandchildren that know and have experienced the value and gift of Catholic education.



Jolyne De Marco

Leduc Trustee

Jolyne has lived in Leduc for over thirty years. Together with her husband, Paul, they enjoy raising their two children in Leduc and being actively involved in the community. Jolyne has volunteered within the schools, St. Michael's parish, and various community organizations throughout the years. She owned a business within Leduc for several years. When it closed due to the economy, Jolyne attended NAIT and achieved a Bachelor of Business Administration – Marketing degree in August 2020. She now works in the financial industry, helping others reach their financial goals. Jolyne loves reading and travelling. She is humbled and grateful to serve as a STAR Catholic trustee and looks forward to building a stronger faith community within our schools.

Meet Our Trustees



Michael Linner

Drayton Valley Trustee

Michael Linner has been a resident of Drayton Valley for almost twenty years. He is an active member of his local parish St. Anthony's Catholic Church. He served for two years as a missionary with NET Canada: one year in Swift Current, SK, and one year at Christ the Redeemer School Board in the Calgary area. Michael also spent a few years discerning the Priesthood at St. Joseph's Seminary in Edmonton. During this time, he served as an assistant in St. Brendan's School, was active with the Society of Saint Vincent de Paul, and assisted the Chaplains in the Edmonton Remand Centre. Michael is passionate about serving those in his community and recognizes the importance of a strong Catholic Education.



Dawn Miller

Leduc Trustee

Dawn is honoured to be serving her first term as a Trustee with the STAR Catholic School Board. She has had the honour of representing parents in Leduc over the last 14 years through school councils as executive at École Notre Dame School, Father Leduc Catholic School, and Christ the King School. She is married and a mother of three: one child has graduated from Christ the King, and two are still attending STAR Catholic Schools. Through her work in education, both locally and provincially, she has gained extensive experience in Alberta's publicly funded system. Being a certified parliamentarian, Dawn has a passion for strong governance, values the importance of relationship building with the greater community, and has always endeavoured to ensure the stakeholder voice is valued at every level. Dawn has a family history of preserving and promoting Catholic education in Alberta as her great grandfather sat as a Catholic trustee. Through this, she has been and will continue to be committed to a strong, publicly funded, Catholic school system in Alberta.



Liz Taylor-Sirois

Beaumont Trustee

Liz Taylor-Sirois and her husband Denis have resided in Leduc County for 25 years. She has been employed by Covenant Health at the Grey Nuns Hospital for the past 30 years on a part-time basis. Liz has four daughters and 10 grandchildren, several of which attend Académie Saint-André Academy and École Mother d'Youville School. She enjoys gardening, walking, travelling, pontoon boating, and hosting celebrations for family and friends. Liz attends St. Vital Parish, is a member of the Catholic Women's League, and is the Parish Activities Coordinator. Serving in her second term, Liz believes quality Catholic education is so very important and hope for our children. She believes that our Catholic schools are another avenue for promoting the Gospel of Jesus.



STAKEHOLDER ENGAGEMENT

STAR Catholic School Division is committed to engaging with a variety of community partners and stakeholders, including students, staff, parents and families, school councils, parishes, government officials, sister school boards, and community members.

The feedback we receive from stakeholder engagement is incorporated into this Four-Year Education Plan. This engagement included school councils as outlined in Section 12 of the School Council Regulation.

Over the past months, STAR Catholic School Division underwent an extensive stakeholder engagement process in order to refine and improve upon the Board of Trustees' key goals and priorities for 2023-2027. The updated goals and priorities will guide Trustees in their decision-making process over the next four years.

Our Engagement Process:

- Parent Surveys
- Parishioner Survey
- Staff Surveys
- School Council Survey
- Student Consultations
- Division-Wide Community Consultation Day

Forms of Engagement:

- Regular conversations between local Trustees and families, Division staff, parishioners, and other community members.
- Relationships and discussions between staff, students, and families
- Teacher/Board Advisory Committee (TBAC) meetings
- Public board meetings and input forums
- Division surveys
- School Council meetings
- Indigenous Education Summit
- Superintendent's Council Meetings
- Review of insights and implications from the Alberta Education Results Report with stakeholders



DOMAIN 1:

GROW & AFFIRM CATHOLIC IDENTITY

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

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

Background: Staff in Catholic schools transmit and carry the Church's educational tradition and their formation in the area of faith is essential to the success of this mission. "For the Catholic educator, religious formation does not come to an end with the completion of basic education; it must be a part of and a complement to one's professional formation, and so be proportionate to adult faith, human culture, and the specific lay vocation."

*Lay Catholics in Schools: Witnesses to Faith
The Sacred Congregation For Catholic Schools*

MEASURES

1. Anecdotal List of PD Offerings Specific to Faith

2. STAR Catholic TEACHER/STAFF survey responses:

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

3. STAR Catholic ELEMENTARY survey responses:

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

4. STAR Catholic SECONDARY survey responses:

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

5. STAR Catholic PARENT survey responses:

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



IMPLEMENTATION PLAN & STRATEGIES

Year 2: Encounter God's Truth

1. Continue to deepen staff understanding of central Church teachings in order to support Catholic culture and practices in schools.

- Sharing of information (professional development sessions with administrators and religious education committee, videos, newsletters) with all staff on scripture and revelation, Church traditions and teachings, belief and reason, science and faith, etc.
- Create and promote opportunities for staff to learn more and participate more fully in the celebration of Holy Mass.
- Support staff in deepening their understanding and access to resources regarding Christian anthropology, the human person, and growth and development.
- Support administrators and teachers in permeating faith into discipline practices, classroom management and behavior supports.

2. Deepen staff understanding of Holy Scripture and how to incorporate it into daily prayer practices.

- Sharing of information (professional development sessions with administrators and religious education committee, videos, newsletters) with all staff on various prayer forms centered on Holy Scripture (Lectio Divina, Ignatian Meditation, praying the Psalms, etc.).
- Development of staff and student retreats centered on division faith theme and grade level RE topics/themes.

3. Enhance staff capacity in regards to curricular and non-curricular permeation of faith, especially in the areas of science and mathematics.

- Sharing and promoting with all staff of STAR Catholic documents regarding permeation of faith (STAR Catholic Best Practices for Non-Curricular Permeation; high school subject-area specific permeation documents).
- Provide collaboration opportunities for secondary science and mathematics teachers to create resources to support permeation of faith into specific subject classrooms.

PROFESSIONAL LEARNING

Year 2

- Reflection Day: How God reveals himself to us in scripture, tradition, and others; how we can learn to recognize God's revelations in daily life.
- Faith Leadership Professional learning sessions (Administrator Meetings) focused on identified staff areas of need and faith theme (Holy Scripture, Church traditions and teachings, belief and reason, etc.).
- School Based Staff Retreats (focus on scriptures, God's revelation in Scripture, Tradition, and in daily life, prayer, etc.).
- Sharing Purpose in Catholic Education (SPICE) retreat attendance support.
- Continue and expand subject area permeation project with secondary teachers.
- Grade level and subject specific presentations regarding human growth and development physical education and wellness outcomes (puberty, reproductive health etc. through a Catholic lens).

DOMAIN 1:

GROW & AFFIRM CATHOLIC IDENTITY

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

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

Background: “The fundamental condition for being an effective Catholic educator is being in a relationship with Jesus Christ. If a teacher cannot witness to his or her relationship to Jesus in word and action, they simply cannot introduce others to Christ, which is the core mission of the Church.”

*Growing Forward
2014 Catholic Education Symposium*

“Schools prepare students to relate the Catholic faith to their particular culture and to live that faith in practice.”

*The Holy See’s Teaching on Catholic Schools
Archbishop J. Michael Miller*

MEASURES

1. STAR Catholic TEACHER/STAFF survey responses:

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

2. STAR Catholic ELEMENTARY survey responses:

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

3. STAR Catholic SECONDARY survey responses:

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

4. STAR Catholic PARENT survey responses:

- My child has the opportunity to participate in religious celebrations and activities at the school or parish.

IMPLEMENTATION PLAN & STRATEGIES

Year 2: Encounter God’s Truth

1. Continue to ensure students have access to effective and engaging Religious Education

- Continue to provide opportunities for staff to build capacity in meeting the curricular outcomes in Religious Education, including effective assessment.
- Support full implementation of Kindergarten Growing in Faith, Growing in Christ program.

2. Continue to provide opportunities for students to be involved in the liturgical life of the school.

- Create opportunities to invite and train students to help support school liturgical celebrations (e.g. altar servers, lectors, decoration committee, hosts for priest visits etc.).
- Provide learning opportunities for the whole school to learn about the various parts of the Mass and how to fully, actively and consciously participate.
- Encourage students to lead and participate in the prayer life of the school.
- Support the development of student faith-leadership teams.

3. Continue support for grade-level and whole school student retreats.

- Ensure all students have the opportunity to participate in an annual retreat.
- Connect grade-level retreats to the curricular themes of the religious education program and, if possible, the Division theme.
- Use STAR Catholic Best Practices for School-Based Retreats document as a guide when planning retreats.
- When possible, access support from Catholic retreat teams (FacetoFace, NET, etc.).

PROFESSIONAL LEARNING

Year 2

- Continue refresh opportunities for effectively utilizing the Growing in Faith, Growing in Christ resources, as well as other grade level approved Religious Education resources and sharing of best practices regarding assessment in Religious Education.
- Sharing of best practices and resources regarding assessment in Religious Education.
- Connect with parish to provide students with specific liturgical training (altar servers, lectors, etc.).
- Leadership learning and training with student faith-leadership teams.
- Collaboration and planning opportunities for grade-level retreats.
- Provide guides and resources for engaging in various forms of prayer for both staff and students.
- Staff and student opportunities and resources for learning about the Holy Mass and scripture.



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

Background: When staff and students understand Catholic social teaching, they understand how all people have inherent dignity and thus the call for Catholics is to seek the common good for all, especially the poor and marginalized.

“The Catholic school aims to form in pupils those particular virtues that will enable them to live a new life in Christ and help them to play their part in serving society and the Church.”

*The Holy See’s Teaching on Catholic Schools
Archbishop J. Michael Miller*

“What good is it, my brothers and sisters, if you say you have faith but do not have works?”

James 2:14

MEASURES

1. Anecdotal list of Division charity and social justice projects.

2. STAR Catholic TEACHER/STAFF survey responses:

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

3. STAR Catholic ELEMENTARY survey responses:

- Our school organizes activities to help people who are in need, such as supporting a food bank or collecting clothes.

4. STAR Catholic SECONDARY survey responses:

- Our school organizes activities to help people who are in need, such as supporting a food bank or collecting clothes.

5. STAR Catholic PARENT survey responses:

- The school helps those less fortunate (ex. Charity, good works and social justice).



IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

Year 2: Encounter God's Truth

1. Develop staff and student understanding of how Holy Scripture and Catholic Social Teachings (CST) should influence our decision making, especially in regards to societal injustices and inequalities.

- Support staff in identifying connections to Holy Scripture and CST in chosen projects.
- Provide opportunities for students to learn about CST as a response to Jesus's command to "love one another" through projects and service.
- Provide opportunities for staff and students to encounter the individuals they are serving through projects whenever possible.

2. Enhance use of the STAR Catholic Guide for Planning Charity and Social Justice Projects across all grade-levels.

- Ensure all charity and social justice projects have incorporated components of faith learning, prayers, and CST.
- Involve students in project planning whenever possible.
- Connect with Catholic service organizations whenever possible.

3. Support schools in planning for Charity and Social Justice projects, tied to the liturgical and school year.

- Provide opportunities for long-range planning and choice of projects.
- Encourage whole-school and classroom based projects to ensure participation of as many staff and students as possible.
- Strategically plan to maintain a balance between charity focused and social justice focused projects.
- When possible, partner with local parish and/or Archdiocese to meet common needs/projects.

PROFESSIONAL LEARNING

Year 2

- Development and sharing of resources on Catholic Social Teaching for staff and students.
- Continued support and inserving on STAR Catholic Charity and Social Justice Project Planning Guide and Forms.
- Connecting and collaborating with Catholic service agencies.
- Continue to support use of reflection guides at various grade levels to encourage students to reflect on their learning through participation in projects.



DOMAIN 1:

GROW & AFFIRM CATHOLIC IDENTITY

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

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

Background: Parents are the first and primary educators of their children. Schools, with parent consent and involvement, share the responsibility of education which is acknowledged through the Church principle of subsidiarity. The Church supports schools in the work of educating the whole person. The Bishop ensures Church doctrine is adhered to and that the culture of the school is reflective of the Catholic Worldview. By seeking, facilitating and strengthening partnerships and the relationship between parents, the parish and the school, the faith community is made whole.

MEASURES

1. List of School Masses/Celebrations and Connections to Catholic Organizations (e.g. Catholic Social Services, Development and Peace, etc.)

2. Summary of involvements between home, school, parish, and parish priests.

3. STAR Catholic TEACHER/STAFF survey responses:

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

4. STAR Catholic ELEMENTARY survey responses:

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

5. STAR Catholic SECONDARY survey responses:

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

6. STAR Catholic PARENT survey responses:

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



IMPLEMENTATION PLAN & STRATEGIES

Year 2: Encounter God's Truth

1. Continue to build and enhance relationships between parish and schools.

- Plan for regular meetings between parish priest and school leadership (as per Archdiocese Standards for Preparing Children and Youth for the Sacraments).
- Invite parish priest and parish staff to participate in various school activities (sports tournaments, art walk, spirit rallies, open house events, staff meals, Catholic Education Week, etc.).
- Invite parishioners to share areas of expertise and faith witness with students, especially centered around virtues and supporting charity/social justice work in the community.
- Celebrate Holy Mass in local parish whenever possible.
- Promote Archdiocese and parish events whenever possible.

2. Continue to engage in relationship building and connectivity faith activities.

- Communicate regarding liturgical year celebrations (Advent, Christmas, Lent, Easter).
- Plan and invite families and parish groups to social activities (e.g. board games night, dinner and dance, craft activities).
- Recognize and celebrate parishioners who have been active in school life, on school and parish platforms.
- Host school supported sessions at the local parish (i.e. grief support sessions, etc.).

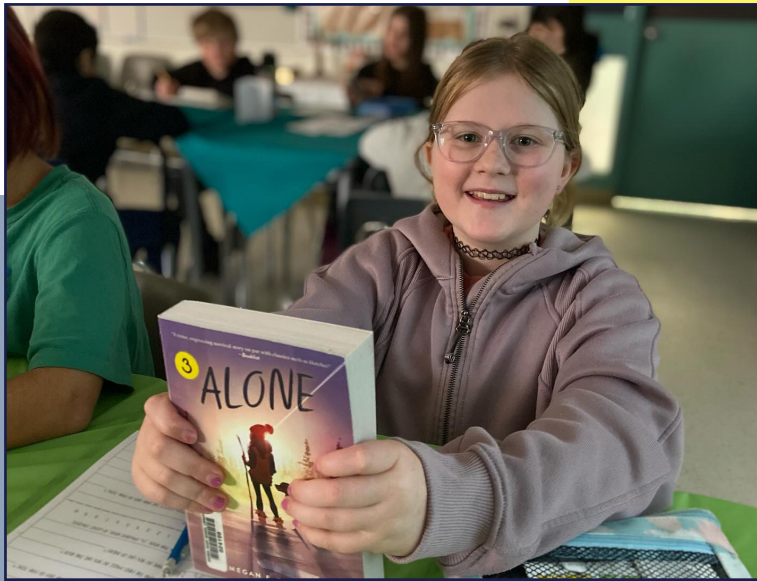
3. Enhance communication pathways.

- Intentionally share faith events through social media platforms.
- Share parish information and events with families.
- Invite the local priest to contribute to newsletters/social media campaigns etc.
- Encourage staff and family participation in sacramental preparation and other youth activities in the local parish.

PROFESSIONAL LEARNING

Year 2

- Review best practices for communication between parish-home-school.
- Provide resources and professional development on the Holy Mass, the sacraments, Catholic traditions etc.
- Utilize and promote Archdiocesan and local parish events and resources to staff and families (parish retreats/missions, penitential services, youth camps and rallies, Called to Protect training, etc.).





DOMAIN 2:

STUDENT GROWTH & ACHIEVEMENT

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

Outcome: When we support student mental health, we support student success. Students in a state of emotional, behavioural, and social well-being are able to learn, build resilience, and thrive.

Background: Student mental health is a complex issue with many components. Many divisions and many provinces are strategically moving forward with initiatives and work related to student mental health. STAR Catholic data has shown increased rates of high anxiety in the student population. This appears to be a concern province-wide. Parents, staff, and students all indicate a concern with the mental health of today's students.

MEASURES

1. STAR Catholic STAFF survey responses:

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

2. STAR Catholic STUDENT survey responses:

- (Elementary) At our school, there is at least one adult who listens and cares about me.
- (Secondary) I have a positive and healthy relationship with at least one adult in our school.
- Our school is a place where I feel I belong.
- I know who to talk to get help if I am struggling with my emotions or mental health.
- I have a trusted adult in our school who I can ask for help.
- I learn how to manage my emotions in stressful situations.
- I have opportunities to be involved in and connected to our school (teams, clubs, volunteering, etc.).
- I feel safe at our school.
- I have a friend at our school.
- I am encouraged to do my best so I can reach my full potential.

2. STAR Catholic PARENT survey responses:

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

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

Year Two: Focus on Growth and Development of Social-Emotional, Behavioral, and Resiliency Skills

- Continue to embed Mental Health Literacy language and skills through universal strategies.
- Utilize, promote, and access support in schools from community stakeholders.
- Deepen collaborative opportunities with community stakeholders that enhance student wellness.
- Continue to build and promote student capacity in assisting to recognize feelings and regulation strategies.

STUDENT LEARNING

Year Two

- Social-Emotional education for students.
- Teach intentional strategies to increase resiliency and self-efficacy.
- Teach students to recognize feelings and regulation strategies to help to handle their emotions.



DOMAIN 2:

STUDENT GROWTH & ACHIEVEMENT

Provincial Goal: PAT Acceptable/Excellence & Diploma Exam Acceptable/ Excellence

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

Student growth and achievement refers to many different aspects including educational programs, academic achievement, student well-being, and citizenship to name a few.

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

MEASURES

Provincial Achievement Exams

The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort):

- Overall and specific course results for all students;
- Overall and specific course results for self-identified First Nations, Métis and Inuit students; and
- Overall and specific course results for students who require and receive English language supports (codes 301/303).

Diploma Exams

The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Diploma Examinations.

- Overall and specific course results for all students;
- Overall and specific course results for self-identified First Nations, Métis and Inuit students; and
- Overall and specific course results for students who require and receive English language supports (codes 301/303).

Data Commentary

- Overall, our Division's students performed above the provincial average related to the Acceptable Standard.
- Overall, our Division's students performed slightly below the provincial average related to the Standard of Excellence.

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

Year 2

- Continue explicit teaching of test-taking strategies and self-regulation to assist in reducing anxiety regarding summative assessments.
- Review how formative can drive ALL interventions, including enrichment to assist students in moving from the acceptable standard to the standard of excellence.
- Support excellent Tier 1 teaching practices and teacher awareness of learner outcomes.
- School administrators will utilize data from the provincial assessments to build vertical planning with their teachers within their school.
- Continue to build and embed universal supports to meet the needs of our English as an Additional Language Learners.
- Continue to develop strategies and find resources to support enrichment and students who require tier 2 and tier 3 supports.

PROFESSIONAL LEARNING

Year 2

- Provide staff opportunities to collaborate with teachers across the division (within their grade) to further develop universal strategies to meet student needs.
- Use formative and summative assessment data and universal design to drive instruction across all grades.
- Utilize learning services from the COLT team, e.g. learning coach, directors etc. to help analyze data and build next steps.

DOMAIN 2:

STUDENT GROWTH & ACHIEVEMENT

Provincial Goal: Early Years Literacy & Numeracy Assessments

Outcome: Students who use literacy and numeracy in all subjects develop breadth and depth in their literacy and numeracy skills and gain a deeper understanding of the subjects themselves. (AB Education, Literacy and Numeracy, FAQ).

Background: Literacy and numeracy play a vital role in living, learning and working in today's society. Alberta students need strong literacy and numeracy skills to navigate and make meaning in an increasingly complex and technology-driven world. We want our students to develop strong literacy skills so that they can confidently access and critically evaluate information and communicate in a way that is effective and appropriate to the context. It is important for our students to have strong numeracy skills so they can interpret quantitative and spatial information to make informed decisions throughout their lives.

MEASURES

Summary of the school's literacy and numeracy results for students in grades one to three that includes:

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

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

Year 2

Maintain a data-driven culture and utilize results to drive instruction.

- Continue to analyze diagnostic assessment data to identify and address trends at the school and division levels.
- Continue to use assessment data to identify students in need of targeted and intensive supports, including gifted students.
- Increase proficiency and understanding of intervention tools through intra school collaboration opportunities.
- Incorporate a scheduled progress monitoring system to evaluate effectiveness of interventions.
- Utilize the Specialized Learning Support Team (i.e. Speech Language Pathologist, Occupational Therapist, Division Wellness Coordinator) to offer universal strategies and provide tiered supports.
- Provide in-services on sharing reports, developing plans and determining strategies.
- Create a voluntary grade level community of practice to review data and collaborate on effective strategies and interventions.

DOMAIN 2:

STUDENT GROWTH & ACHIEVEMENT

Provincial Goal: High School Completion

Background: High School completion is a fundamental building block on which other educational and life goals are built. It opens opportunities for growth and creates a better quality of life. High School Completion Rate is measured by the percentages of students who completed high school within three, four and five years of entering Grade 10.

MEASURES

- High school completion rate of students within three and five years of entering Grade 10.
 - Results and evaluations for all students;
 - Results and evaluations for self-identified First Nations, Métis, and Inuit students; and
 - Results and evaluations for students with English language learning needs (codes 301/303).

IMPLEMENTATION PLAN & STRATEGIES

CONTINUE WITH THE FOLLOWING STRATEGIES

- Key school personnel analyze Division, school, classroom, and individual student data to make informed decisions and provide early interventions that have the greatest positive impact.
- High schools' Student Advisors track student course completion towards graduation.
- Staff work with students to acquire courses needed through STAR Outreach or St. Isidore Learning Center.
- School Intervention Teams (SIT) meet to discuss and wrap around at-risk students with supports.
- Schools, in conjunction with the Director of Student Services, will monitor attendance, as well as access the Office of Student Attendance & Re-engagement (OSAR), to work collaboratively with all stakeholders to improve attendance.
- English as an Additional Language Learner best practices are utilized to support student achievement.
- Indigenous Education Leads and the Division Wellness Coordinator work with school staff to help connect with Indigenous students and their families to support graduation.

PROFESSIONAL LEARNING

- MyBlueprints training will be made available to all staff to help monitor and support graduation plans.
- Continue the Sheltered Instruction Observation Protocol (SIOP) training for English As an Additional Language Leads.
- Hold an administrator professional learning session on Response to Intervention specific to improving attendance.



DOMAIN 2:

STUDENT GROWTH & ACHIEVEMENT

Provincial Goal: Citizenship

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

MEASURES

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

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Focus on the foundational conditions of The Third Path, which are safety and belonging in schools.
- Continue to develop positive communication and connections between the school staff, the student, and their family.
- Focus on building strong and meaningful connections between students and at least one adult in their school.
- Ensure student access to mentorship programs, career counseling opportunities, and family-school liaison workers in order for students to find the support they need to graduate.
- Monitor attendance by working with the Settlement Workers in Schools (SWIS) to identify and reduce barriers that affect students new to Canada.
- English as an Additional Language Learner strategies are utilized to focus on developing Cultural Awareness.

PROFESSIONAL LEARNING

- Continued support of The Third Path framework, which is a relationship-based education that supports students to succeed in school and in life through the promotion of positive, genuine, intentional, and responsive relationships in the classroom and beyond.
- Continue to provide professional development and share best practices with administrators on Restorative Practices.
 - » Embed Catholic teachings on:
 - forgiveness, reconciliation, and compassion
 - dignity of the human person
 - » reconciliation strategies/restorative practices
- Inservice Family School Liaison Workers and Learning Support Facilitators on increasing cultural awareness in schools.
- Sharing best practices for providing opportunities to include student voice in decision making.

DOMAIN 2:

STUDENT GROWTH & ACHIEVEMENT

Provincial Goal: Student learning engagement.

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

MEASURES

- Teacher, parent, and student agreement that students are engaged in their learning at school.
- Results and evaluations for the overall measure and each respondent group:
 - » Teachers;
 - » Parents; and
 - » Students.
- Graph of Overall Authority Results.
- A visual demonstration of the overall satisfaction of the Division community with quality of education.

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

Year 2

- Increased use of formative assessment strategies focused on triangulation (observations, conversation and products).
- Provide teachers with structured collaboration time to develop engaging activities to meet all student needs.
- Develop outcomes based assessment practices to build vertical alignment and planning across grade levels.
- Differentiation- teachers will continue to embed student choice throughout their planning.

PROFESSIONAL LEARNING

Year 2

- Continue to provide opportunities for teachers to collaborate to develop engaging activities and alternative forms of assessment.
- School administrators will continue to embed PLCs to support teachers in developing engaging learning opportunities for all students.



DOMAIN 3: TEACHING & LEADING

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

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

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

Background: Teacher professional learning is important in that it allows teachers to develop the skills and pedagogy necessary to meet the needs of all learners. Professional learning is important in all stages of a teacher's career, especially as curriculum and society progress.

"Alberta's teachers, students, parents, educational leaders, and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study."

Teaching Quality Standard, Alberta

"A Teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning."

Teaching Quality Standard, Alberta

MEASURES

1. STAR Catholic TEACHER/SUPPORT STAFF survey responses:

Staff (Teachers)

- I have opportunities for meaningful professional development.
- I have opportunities to access Division and school supports (i.e. coaches, directors, mentors, Family School Liaison Worker, and Learning Support Facilitators for professional development).

Staff (Support Staff)

- I have opportunities for meaningful professional development related to my role.
- I have opportunities to access Division and school supports (i.e. coaches, directors, mentors, Family School Liaison Worker, and Learning Support Facilitators for professional development).

2. List of Professional Development Sessions During the School Year

IMPLEMENTATION PLAN & STRATEGIES

Year 2: Foster a Network of Mentorship and Collaboration to Enhance Expertise

- Continue to develop, enhance, and support the application of exceptional professional practices in alignment with the Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard, to support student achievement and diverse needs.

Elementary Teachers

- Building on their knowledge and expertise, teachers will develop a deepened understanding of universal teaching strategies and embed assessment triangulation practices to provide targeted learning opportunities for all students.
- Embed structured virtual collaboration opportunities focused on research-based best teaching practices.
- Embed opportunities for grade level and vertical planning within and between schools to support student learning.
- Continued support of new curriculum implementation:
 - » Review the big rocks for the core subjects.
 - » Backwards Design Lesson plans and resources.
 - » Refine assessment practices.

Secondary Teachers

- Build vertical planning to address students' learning gaps.
- Continue to deepen teachers' understanding of universal supports and best assessment practices.

Education Assistants

- Optional virtual meetings focused on job-contextual needs.
- Optional participation in Professional Learning Community opportunities.
- Continue to offer opportunities to participate in the provincial educational assistant professional development pilot program.

Administrative Assistants & Learning Commons Staff

- Continued virtual meetings focused on job-contextual needs.
- Continued access to remote technical assistance as needed.

Administrators

- Continued mentorship of new administrators.
- Provide opportunities for collaboration and mentorship between schools.

PROFESSIONAL LEARNING (FOR ALL)

Year 2

- Provide mentorship opportunities for administrators to showcase a strength(s) within their school to build partnerships within the division. (i.e.: How to effectively implement Acadience, LLI, and Mathology).
- Grade-specific professional development opportunities to support new curriculum implementation.
- A variety of professional development sessions related to the Leadership Quality Standard, the Teacher Quality Standard and the Education Plan.
- Continue to use external learning consultants to enhance divisional expertise.
- Annual Learning Day.
- Institute Day.
- Reflection Day.
- Education Assistant Conference Day and/or regular opportunities for professional development.
- Administrative Assistant Day and/or regular opportunities for professional development.



DOMAIN 3: TEACHING & LEADING

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

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

Background: Teaching is no longer an isolated profession where classrooms are closed and teachers work in isolation. Teachers are expected to collaborate for the betterment of both teaching and learning. School and system success are likely when staff are provided opportunities, both formal and informal, to collaborate with others.

“Quality teaching occurs best when teachers work together with other teachers in the common interest of helping all students succeed in diverse and complex learning environments.”

Teaching Quality Standard, Alberta

“Collaborating with other teachers to build personal and collective professional capacities and expertise” helps teachers in their own learning and results in improved teaching and learning.

Teaching Quality Standard, Alberta

MEASURES

1. STAR Catholic TEACHER survey responses

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

IMPLEMENTATION PLAN & STRATEGIES

CONTINUED STRATEGIES

1. Create Terms of Reference for leadership roles, which establish roles and responsibilities.

- School Leadership Teams (SLT).
- Student Intervention Teams (SIT).
- Professional Learning Communities (PLCs).
- Religious Education Committee.
- Indigenous Education Leads.
- Learning Support Facilitators.
- PowerSchool Leads.
- Counsellor &/or Family School Liaison Workers.
- Crisis Intervention Team.

2. Continued Divisional meetings for leads (i.e. REC, Indigenous Education, etc.).

3. Continue to support Assigned FTE to Religious Education Coordinators, Indigenous Education Leads, and Learning Support Facilitators.

PROFESSIONAL LEARNING

- Provide learning sessions based on Education Plan at Administrator Meetings.
- Provide mentorship and professional learning for new school administrators.
- Continue to utilize leads in each school to assist in sharing resources and supporting staff.
- Continue to embed professional learning during regular meetings with school leads.
- Allow for committee opportunities regarding emergent issues (i.e Assessment, Artificial Intelligence (AI), etc).

DOMAIN 3:

TEACHING & LEADING

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

Outcome: When staff experience positive social, emotional, physical and spiritual well-being, they are better able to fulfill their role in supporting students.

MEASURES

1. STAR Catholic TEACHER/STAFF survey responses

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

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

Year 2: Focus on Growth & Development

1. Embedding of Year 1 Strategies

- Maintain momentum in utilizing the Division initiatives (Mental Health Literacy, Third Path Framework, Supporting Individuals Through Valued Attachment (SIVA), Traumatic Events Systems (TES).
- Set priorities and goals for staff wellness grounded in an understanding of mental health and wellness.
- Communicate essential priorities and available resources to support staff wellness.
- Identify strengths and areas of growth with Division initiatives.

2. Increase awareness of psychological supports and protections.

- Share access information from Alberta School Employee Benefit Plan (Ink Blot etc.).
- Foster and deepen effective relationships with community supports.

3. Continue to facilitate connection opportunities to build relationships.

- Model and provide opportunities for wellness activities with staff.

4. Continue to promote overall culture of efficacy and wellness.

- Promote Division supported wellness activities and events.

PROFESSIONAL LEARNING

Year 2

- Provide presentations to enhance staff understanding of Trauma Informed Practices and psychological safety.
- Ongoing training for Violent Threat Risk Assessment Level 1 for School Mental Health Teams.
- Continued support for utilization of the Third Path Framework.
- Annual Training for staff on Supporting Individuals through Valued Attachment (SIVA).
- Continue to utilize the Traumatic Event Systems (TES) Framework.
- Continue to model wellness strategies at administrator meetings.
- Continue sharing wellness strategies through Central Office communications.

DOMAIN 3: TEACHING & LEADING

Provincial Goal: Education Quality

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

This Provincial measure is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

Strategies utilized by STAR Catholic, as well as the insights, conclusions, and implications drawn from them, demonstrate that STAR Catholic supports teaching and leadership quality through professional learning and evaluation.

MEASURES

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

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

Year 2

- Increased use of formative assessment strategies including peer and self-assessment to increase engagement.
- Continued support for analysis and deepening teacher understanding of screeners, diagnostic assessments, and interventions to target specific skills for student growth.
- As curriculum is implemented, teachers will strive to include voice and choice when planning collaborative units
- Review, update and refine the STAR Catholic Administrative Procedure 360.
- Align assessment best practices to Teacher Quality Standard and Assessment Administrative Procedure 360.

PROFESSIONAL LEARNING

Year 2

- As teachers are learning about the new curriculum and assessment, engagement strategies will be embedded in their professional learning.
- Differentiation will be a focus when planning units as curriculum is implemented.
- Complete the assessment administrative procedure and provide staff with professional learning to implement its use.
- Support the creation and implementation of a "Guide to Assessment" implementation document.

DOMAIN 4:

LEARNING SUPPORTS

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

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

STAR Catholic School Division continually provides welcoming, caring, respectful, and safe learning environments that respect diversity and foster a sense of belonging.

Background: The foundation of this goal is based on incorporating the four principles of Foundational Knowledge through:

- Knowing – Learning about culture, language, significant historical events, and current contextual realities that have an impact on First Nations, Métis, and Inuit people and student learning.
- Being – Creating relationships with First Nations, Métis, and Inuit communities in our region.
- Doing – Lifelong learning that builds capacity for teaching First Nations, Métis, and Inuit content and perspectives for all students.
- Relating/Belonging – Fostering a sense of belonging by creating spaces and places that acknowledge and honor First Nations, Inuit, and Métis people.

MEASURES

1. Our Indigenous stakeholders will be engaged on what is valued as success within their community for additional measures.

2. STAR Catholic STUDENT survey responses (Self-identified Indigenous only):

- My school is a place where I feel I belong.
- I feel safe at school.
- I have a friend at school.
- (Elementary) At my school there is at least one adult who listens and cares about me.
- (Secondary) I have a positive and healthy relationship with at least one adult in my school.

3. STAR Catholic STUDENT survey responses (All Elementary):

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

4. STAR Catholic STUDENT survey responses (All Secondary):

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

5. STAR Catholic SUPPORT STAFF survey responses:

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

6. STAR Catholic TEACHER survey responses:

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

MEASURES

7. Accountability Pillar & PAT/DIP results specific to First Nations, Métis, and Inuit students.

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

Year 2: Collaborate to create a comprehensive plan that assists the division in best practices in supporting First Nations, Métis, and Inuit students and families.

Being:

- Continue to build relationships with elders, knowledge keepers and stakeholders.
- Consult Indigenous students on strategies to support their feeling of belonging.

Doing:

- Support student achievement by engaging in collaborative, research-based approaches to capacity building in First Nations, Métis, and Inuit education.

Relating/Belonging:

- Develop a strategic plan for developing and applying foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students.



PROFESSIONAL LEARNING

Year 2: Knowing

- Empower staff through professional development focused on the competency and indicators in relation to the Teacher Quality Standard through the lens of the Seven Sacred Grandfather Teachings.
 - » Understanding the historical, social, economic, and political implications of:
 - treaties and agreements with First Nations;
 - legislation and agreements negotiated with Métis; and
 - residential schools and their legacy.





DOMAIN 4:

LEARNING SUPPORTS

Board Priority/Local Goal: Recognize and Support the Diverse Learning Needs of ALL students through the Response to Intervention Model.

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

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

Outcome #3: Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students.

Background: STAR Catholic has been using the Response to Intervention framework for over ten years. The framework is founded on three tiers and principles. Tier 1 is meant to focus on quality core instruction with the goal of meeting 85% of students' needs. Tier 2 is focused on providing approximately 10% of students who struggle with concepts and curriculum in tier 1, with additional short-term interventions, often provided in small groups or individually. Tier 3 is meant to assist approximately 5% of students with intensive interventions, often for longer periods of time. This assistance is most often very strategic and longer term.

MEASURES

1. STAR Catholic TEACHER survey responses:

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

2. STAR Catholic STUDENT survey responses (Elementary):

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

3. STAR Catholic STUDENT survey responses (Secondary):

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

4. STAR Catholic PARENT survey responses:

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

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

Year 2: Develop an Integrated pathway to support students through the Response to Intervention Framework. *(Remove Barriers - AB Ed continuum of supports pg. 6)*

1. Identify roles of Learning Support facilitator, Family School Liaison Workers, leadership, and intervention teams.
2. Incorporate the expertise of the Specialized Learning Support Team (Speech Language Pathologist, Occupational Therapist, Division Wellness Coordinator) to collaborate, assess, observe and provide targeted intervention.
3. Collaborate with School Intervention Teams (SIT) to facilitate effective interventions.
4. Finalize Division Competency Based Individual Program Plan.
 - Share with all stakeholders (parents, staff, leaders).
5. Implement purposeful and holistic planning using the Assessment of Lagging Skills & Unsolved Problems model.
 - Focus on strengths
 - Prioritize skills
 - Work to remove barriers

PROFESSIONAL LEARNING

Year 2

- Review and ensure Professional Learning Community/School Intervention Team's purpose and focus.
- Provide support in vertical Planning including a focus on enrichment.
- Review Level B Assessment analysis.
- Collaborate on strategies to modifying and adapting instruction to meet student needs.
- Continue to enhance progress monitoring strategies and structures.
- Improve documentation and communication of student growth.



DOMAIN 4:

LEARNING SUPPORTS

Provincial Goal: Welcoming, Caring, Respectful, and Safe Learning Environment

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

Background: This is measured provincially by the percentage of teachers, parents, and students agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.

STAR Catholic School Division continually provides welcoming, caring, respectful, and safe learning environments that respect diversity and fosters a sense of belonging.

MEASURES

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

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

Year 2

- Continued work and development in The Third Path: A Relationship-Based Approach to Student Well-Being and Achievement.
- Schools are encouraged to share the ways that a safe and caring environment is cultivated within the school community (i.e. Pink Shirt Day, friendship clubs/groups, school celebrations, etc.) through social media channels.
- The Division follows the Assessment at Risk to Others Process (ARTO) and monitors trends through the Outreach data system.
- The Division continues to use the “Supporting Students through Valued Attachments” (SIVA) Model.

PROFESSIONAL LEARNING

Year 2

- Continue to support Mental Health Go-to Educator school teams in The Third Path and Mental Health Literacy.
- Sessions for staff that focus on trauma-informed care, grief, and loss.
- Division Wellness Coordinator offers student, staff and parent sessions.
- All new administrators are required to be trained in VTRA level I; administrators are encouraged to be trained in VTRA Level II.
- Regular updates to the VTRA process will be provided through Central Office.
- Annual Supporting Students through Valued Attachments (SIVA) training for educational assistants and teaching staff.
- Annually review Suicide and Risk Assessment Protocol with administrators and FSLWs.
- Ongoing support provided for the Outreach data system.

DOMAIN 4:

LEARNING SUPPORTS

Provincial Goal: Access to supports and services

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

MEASURES

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

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

Year 2

SCHOOL AND DIVISION SUPPORTS

- Continue to focus on best practices for communicating with parents and providing connections to outside supports at each Family School Liaison Worker (FSLW) meeting.
- Continue to build capacity of Crisis Response Team members.
- Continue to connect School Learning Support Facilitators with community partners:
- Settlement Worker in Schools (SWIS)
 - » Wellness Resiliency and Partnership (WRAP)
 - » Primary Care Network
- Provide family focused sessions and community connections for families with children in the PUF program (topics to include; diagnoses, accessing supports, caregiver care, executive functioning, importance of play, speech language strategies, occupational therapy strategies, celebrations etc.).
- Implement a planning resource to assist guardians with their child's transition from childhood (Children's Services) to adulthood (Adult Services).
- Refine alternate programming frameworks for students with complex needs.

PROFESSIONAL LEARNING

Year 2

- Continue to use a portion of every Family School Liaison Worker (FSLW) meeting to focus on best practices for communicating with parents and providing connections to outside supports.
- Continue to build capacity of Crisis Response Team members
- Provide opportunities for Learning Support Facilitators to collaborate with community partners.
- Attend interagency community meetings to share needs and resources.

DOMAIN 5: GOVERNANCE

PARENTAL INVOLVEMENT

Research clearly demonstrates that parents who understand the school philosophy, know the school staff, and participate in school activities are more likely to be satisfied with the education that their children are receiving. Parents need meaningful opportunities to participate in all facets of their child's schooling. They often want to be part of the decision-making process, and have access to information and ideas on a continuous, as-needed basis. (Building the Learning Team, AB Education, 2006)

MEASURES

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

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

Year 2: Focus on Communication

- Ensure school communications are effective and meet parent needs.
- Explore strategies to increase parent/guardian awareness of accessing PowerSchool and report cards.
- Conduct a community consultation seeking feedback on the division's Education Plan strategies.

PROFESSIONAL LEARNING

Year 2

- Review school communications and have administrators review and share best practices.
- Set parameters for report card comments.
- Provide ways for English as Additional Language parents to access communications.



BUDGET REPORT

To view STAR Catholic School Division's Budget Report, please visit our [website](#).

CAPITAL PLAN

To view STAR Catholic School Division's Capital Plan, please visit our [website](#).

INFRASTRUCTURE MAINTENANCE & RENEWAL

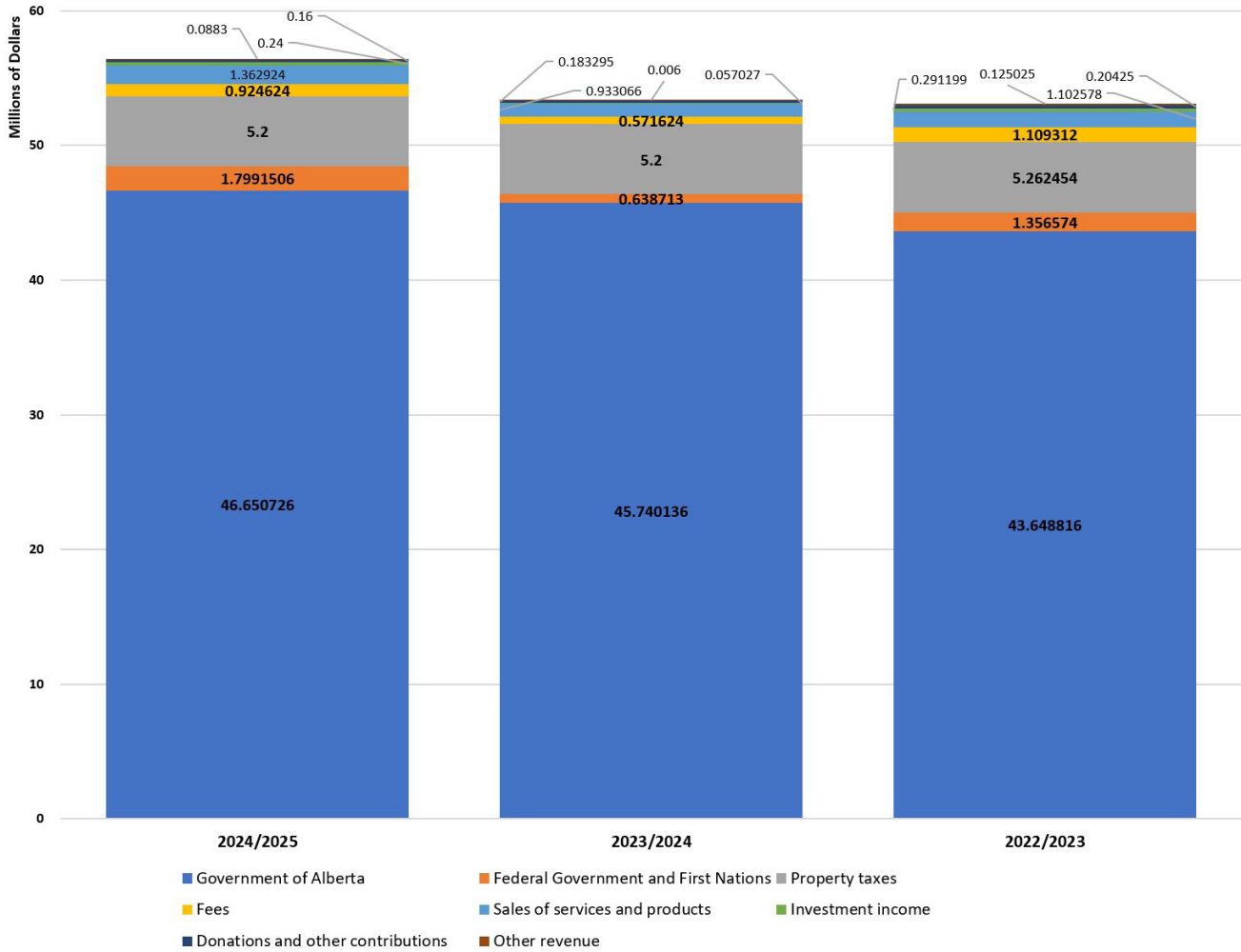
To view STAR Catholic School Division's IMR Projects, please visit our [website](#).



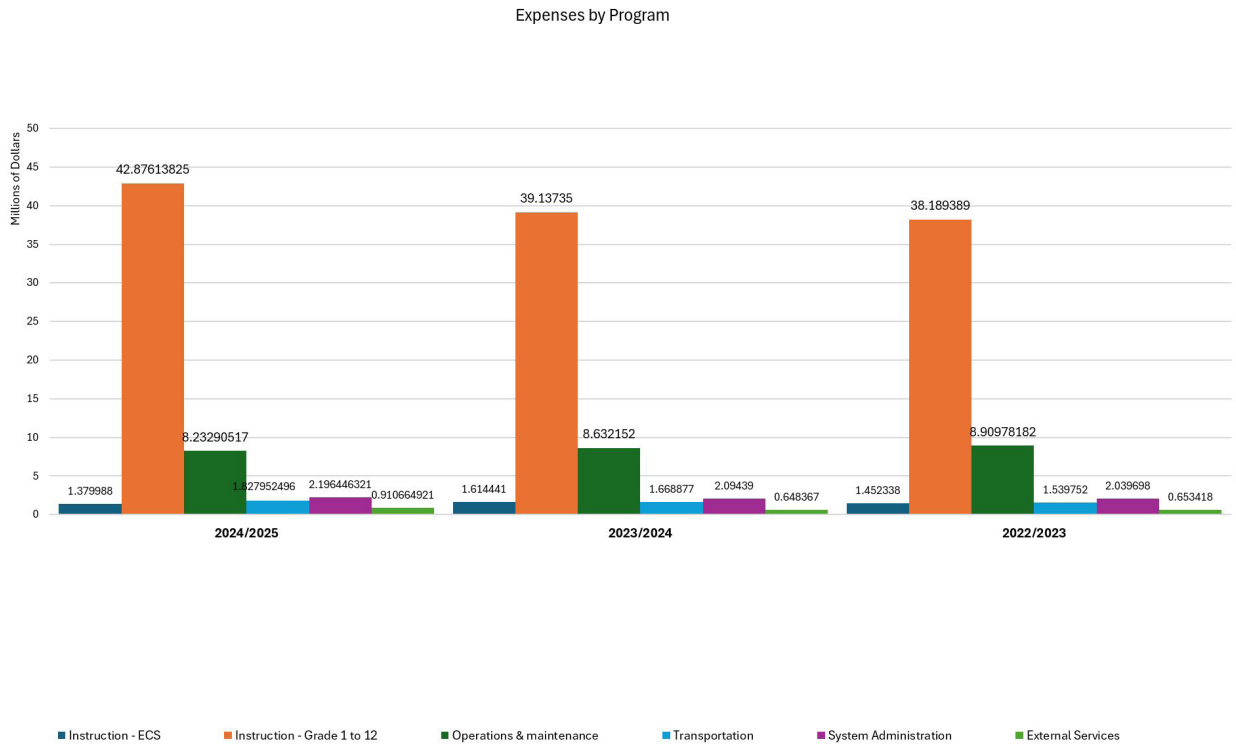
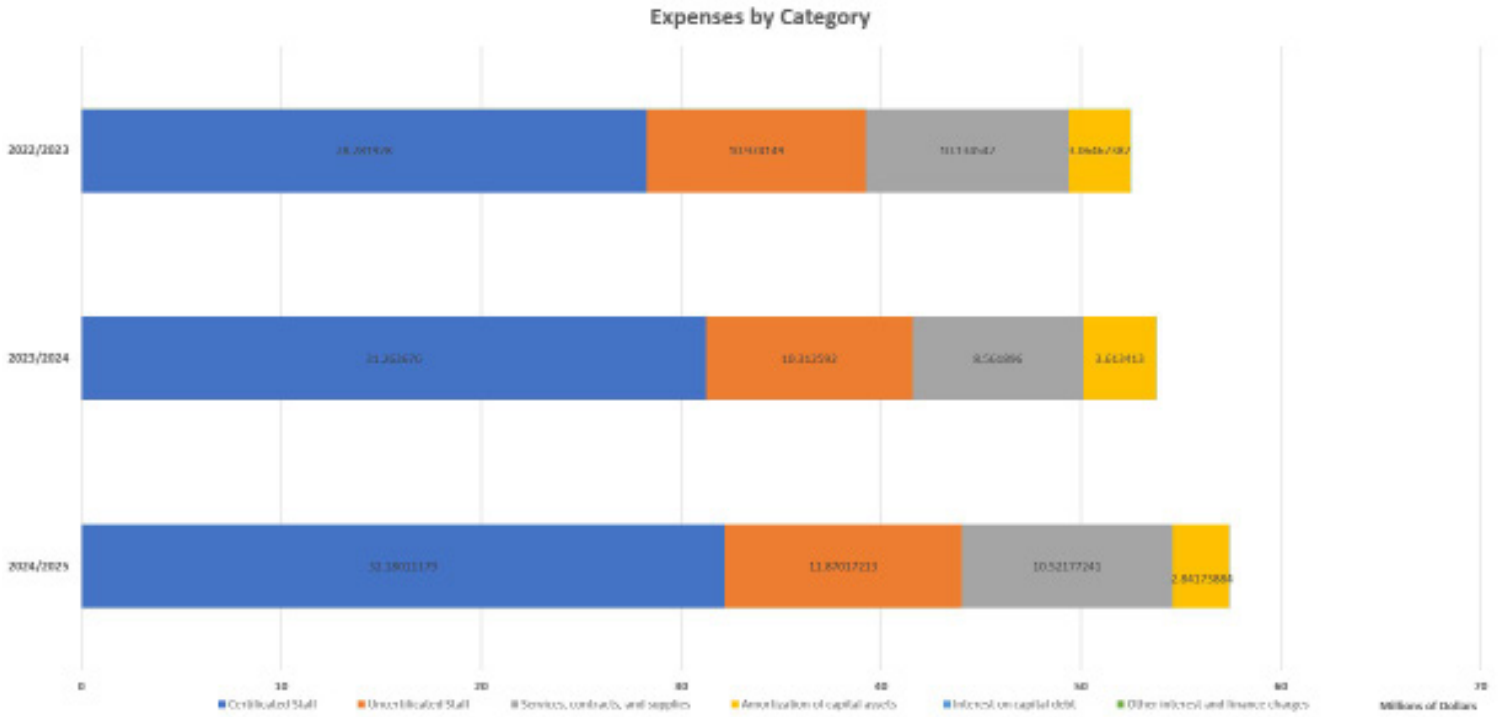


FINANCIAL INFORMATION & CHARTS

Revenue



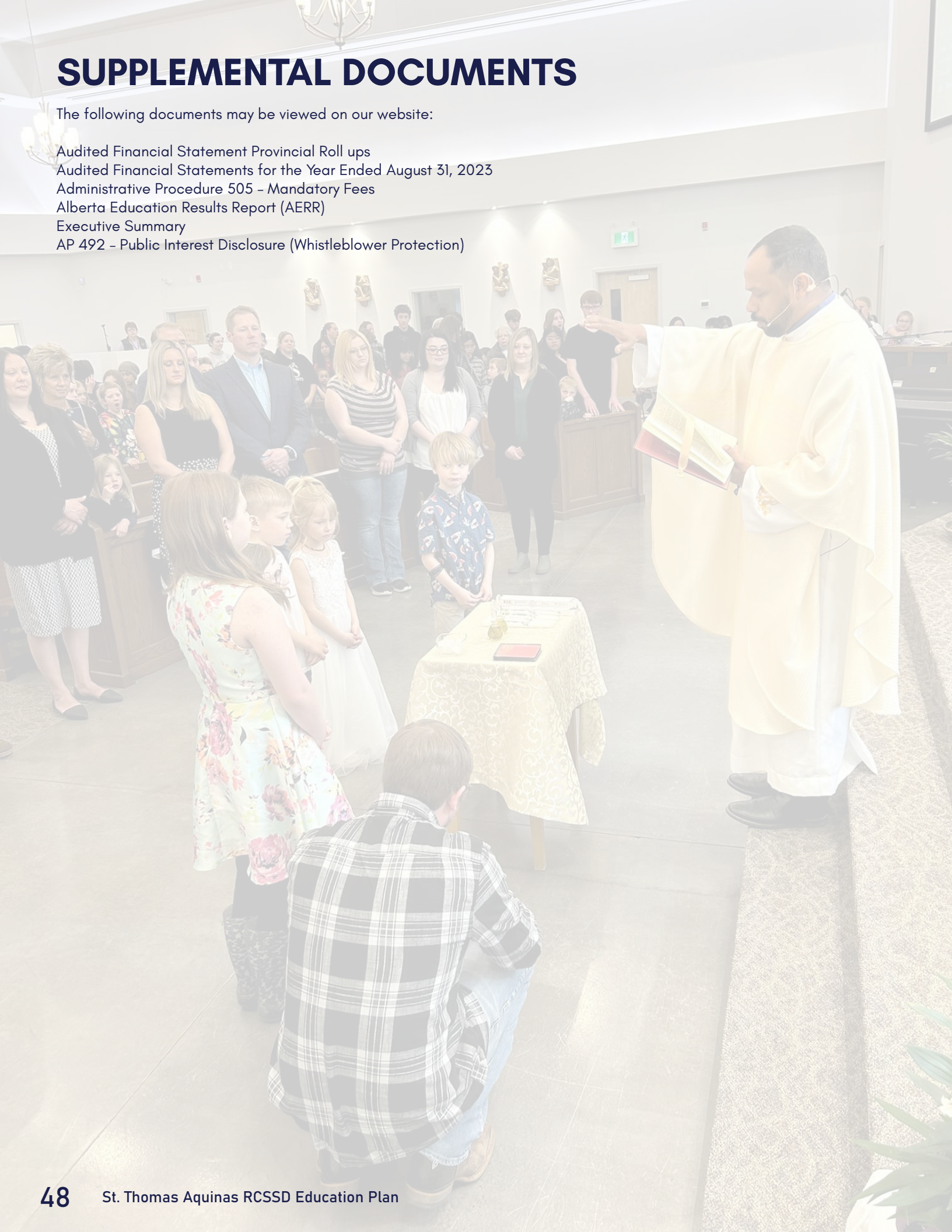
FINANCIAL INFORMATION & CHARTS



SUPPLEMENTAL DOCUMENTS

The following documents may be viewed on our website:

- Audited Financial Statement Provincial Roll ups
- Audited Financial Statements for the Year Ended August 31, 2023
- Administrative Procedure 505 - Mandatory Fees
- Alberta Education Results Report (AERR)
- Executive Summary
- AP 492 - Public Interest Disclosure (Whistleblower Protection)



STAR CATHOLIC SCHOOLS

Beaumont

SCHOOLS

Académie Saint-André Academy

(K to Grade 4)
Principal: Curt Baron
780-929-2961

École Mother d'Youville School

(Grades 5 to 9)
Principal: Jordan Robinson
780-929-0792

PARISH

St. Vital Parish

4905 - 50 Street
st.vitalchurch@shaw.ca
780-929-8541

Drayton Valley

SCHOOLS

Holy Trinity Academy

(Grades 9 to 12)
Principal:
Keri-Lynn Clarke
780-621-5735

St. Anthony School

(Pre-K to Grade 8)
Principal: Melissa Highfield
780-542-4396

PARISH

St. Anthony Parish

4708 - 50 Avenue
stanthony.draytonvalley@caedm.ca
780-542-5254

Lacombe

SCHOOL

Father Lacombe Catholic School

(K to Grade 9)
Principal:
Maria Wagner
403-782-9345

PARISH

St. Stephen's Parish

5128 53 Street
ststephen.lacombe
@caedm.ca
403-782-3514

Leduc

SCHOOLS

Christ The King School

(Grades 9 to 12)
Principal: Dean Heck
780-986-6859

École Notre Dame School

(Pre-K to Grade 6)
Principal:
Monique Tellier - Phillips
780-986-9300

St. Benedict School

(Pre-K to Grade 6)
Principal: Connie Greer
780-986-7480

Father Leduc Catholic School

(K to Grade 8)
Principal: Darren Schneider
780-986-0045

STAR Catholic

Outreach School

(Grades 10 to 12)
Principal: Dean Heck
780-980-0955

PARISH

St. Michael Parish
5105 - 45 A Street
stmikerc@telusplanet.net
780-986-3253

Ponoka

SCHOOL

St. Augustine School
(Pre-K to Grade 12)
Principal: Kari-Anne Davidson
403-704-1155

PARISH

St. Augustine Parish
5113 - 52 Avenue
stachurchshaw.ca
403-783-4048

Wetaskiwin

SCHOOL

Sacred Heart School

(K to Grade 9)
Principal: Tara McBride
780-352-5533

PARISH

Sacred Heart Parish

5113 - 49 Avenue
shearteincentre.net
780-352-2365



SENIOR ADMINISTRATIVE STAFF

Charlie Bouchard – Superintendent

Laurie Kardynal – Assistant Superintendent, Learning Services

Tara Malloy – Assistant Superintendent, Human Resources & Technology

Nick Masvikeni – Secretary-Treasurer

Kim Beaupré – Executive Assistant

CONTACT INFORMATION

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