

2021-2025
Year Three

St. Anthony's School
FOUR-YEAR EDUCATION PLAN

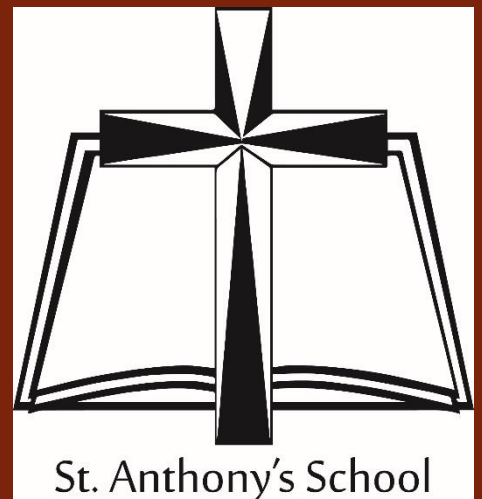


TABLE OF CONTENTS

Contents

SCHOOL PRIORITIES	3
PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT.....	4
PROVINCIAL DOMAIN: FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT .	6
.....	7
PROVINCIAL DOMAIN: TEACHING AND LEADING.....	8
PROVINCIAL DOMAIN: LEARNING SUPPORTS	10
PROVINCIAL DOMAIN: GOVERNANCE	13
LOCAL DOMAIN: FAITH COMMUNITY.....	14

SCHOOL PRIORITIES

FAITH

St. Anthony's School (STA) in conjunction with CTR enters into Year I of our new 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 is St. Anthony's School touchstone in this plan. 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.

ACADEMIC EXCELLENCE THROUGH COLLABORATIVE PRAXIS

Praxis is a cycle of collaborative learning with three iterative components: theory, practice, and reflection. During the theory phase, teams of teachers identify research-based goals or strategies. Then teams of teachers put the theory into action in their classrooms. Teachers are then given time to collaboratively reflect on the impact of their practice on student learning.



NEW CURRICULUM

St. Anthony's School will have several teachers that will implement the Science and French Language Arts and Literature curricula (Kindergarten – Grade 6) and continue implementing the English Language Arts and Literature curriculum (Grade 4-6) using the curriculum support documents (CSD) developed by CTR's teachers to help teachers better understand the curriculum. The process used to create Math, English Language Arts and Literature, and Physical Education and Wellness CSDs will be replicated in the summer of 2023 whereby volunteer teachers will create CSDs for Science and French immersion Language and Literature.

STAKEHOLDER ENGAGEMENT

St. Anthony's School Council in conjunction with CTR's Board and administration will initiate processes to engage parents, community influencers, students, and staff in reviewing results, identifying key issues, and developing strategies for improvement.



PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

OUTCOMES

Long Term:	Students will leave school with high academic engagement rates, while also being prepared with literacy levels and math skills, qualifying them for post-secondary admission or success as they directly enter the workforce.
Medium Term:	Student performance in English Language Arts and Mathematics will be in the “high” category as measured by aggregate pass and excellence rates on Achievement Tests and Diploma Exams, and the three-year average of high school completion rates will continue to remain in the excellent category.
Short Term:	Student performance in English Language Arts and Mathematics will be in the “high” category as measured by aggregate acceptable and excellence rates on Provincial Achievement Tests and Diploma Exams.

Strategies Used to Improve Rates of PAT and Diploma, High School Completion, Active Citizenship, and Academic Engagement

NEW STRATEGIES	LOCAL MEASURES	TARGET
K-6 Curriculum Implementation St. Anthony's will have teachers work with a divisional team to develop curriculum support documents to support curriculum implementation in science. Professional learning sessions will be planned throughout the year for teachers to further unpack the curriculum and successfully implement the curriculum.	% of elementary teachers satisfied with the support they received to implement new curriculum	90%
Catholic Learning Communities Every Friday, time is set aside for Catholic Learning communities where teachers collaborate to improve student learning. CLC's answer the following questions: 1) What do we want our students to learn? 2) How do we ensure they learn it? 3) How do assess if they've learned it? There is a focus on using research-proven pedagogy to attain these goals.	% of teachers that believe our school CLC's are leading to improved student learning.	90%
CTR STEM Initiative St. Anthony's will send at least one teacher to attend a divisional learning session led by CTR's STEM Lead Teacher. This opportunity will allow students to engage with computational thinking through coding and robotics.	# of teachers participating in CTR's coding pilot.	1

EXISTING STRATEGIES

Teachers will work with CTR divisional teams in efforts to meet team goals designed to impact student learning, created by divisional subject leaders and teachers. (Kindergarten – Grade 6, Phys Ed, Junior/Senior English, Drama, Art, Math, Construction, Band, Biology, and Counsellors.

All elementary homerooms and secondary English Language Arts' classrooms are equipped with [Classroom Libraries](#).

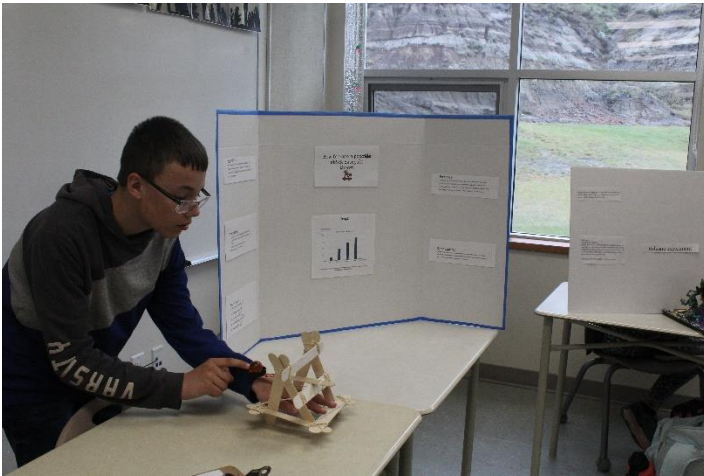
Over 100 students in Grades 3 to Grade 10 participate in [Junior Achievement](#) programs throughout the year.

Admin support the operation of school-based teams in their efforts to meet team goals designed to impact student learning.

LA teachers who have not already received professional development in [Readers' and Writers' Workshop](#) will participate in an additional cohort and receive follow-up classroom visits to support implementation.

Elementary teachers will have access to multiple webinars focused on the purpose, application, and implementation of Mathology resources in alignment with Alberta curriculum.

PROVINCIAL MEASURES	TARGET
Provincial Achievement Test Acceptable Standard	80%
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on the test.	
Provincial Achievement Test Excellence Standard	25%
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on the test.	
Diploma Acceptable Standard	85%
Overall percentage of students who achieved the acceptable standard on examinations.	
Diploma Excellence Standard	25%
Overall percentage of students who achieved the standard of excellence on examinations.	
High School Completion Rate	90%
Percentage of students who completed high school within three years of entering Grade 10.	
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	90%
Academic Engagement	85%
Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	



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

OUTCOMES

Long Term:	STA's First Nations, Metis, and Inuit students meet or exceed STA's overall assurance standards on all measures.
Medium Term:	STA's First Nations, Metis, and Inuit students meet or exceed STA's overall assurance standards on 75% of the measures.
Short Term:	STA's First Nations, Metis, and Inuit students meet or exceed STA's overall assurance on 50% of the measures.

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	LOCAL MEASURES	TARGET
Professional Development and Resources (K to 6) Teachers will prepare K to 6 curriculum support documents, ensuring First Nations, Métis, and Inuit outcomes are clearly addressed. Prior to new curriculum implementation, elementary teachers will receive support documents for each of the elementary curriculums. First Nations, Métis, and Inuit content and perspectives will be infused in each curriculum support document in collaboration with Elders, Knowledge Keepers and/or Indigenous Educators.	% of curriculum support documents that include First Nations, Métis, and Inuit content and resources	100%
Many and One Committee Teachers will receive direction and resources to execute a plan from CTR's Many and One Committee that is focused on identifying and designing initiatives that combat racism and discrimination, while also fostering inclusion. The committee will specifically design initiatives that are focused on indigenous students and issues.	% of Students, Parents, and Teachers who believe teachers and students at the school seek to end racism.	75%

EXISTING STRATEGIES

St. Anthony's School is represented by a [First Nations, Métis, and Inuit Lead Teacher](#) 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](#) is available for all STA staff to access through webinars, First Nations, Metis, and Inuit Lead Teacher session, Alberta Regional PD Consortium sessions, cultural awareness events, and resources available through CTR's Intranet.

We will continue to explore new ways to incorporate the tepee in our library to support students in building their foundational knowledge.

Annually, the grade 4 classes visit Blackfoot Crossing and we deliver the Blanket Exercise for students in grade 8.

[The Land Acknowledgement](#) is announced at the start of Christmas Concerts, Fine Arts Nights, Graduation, Monday morning announcements, staff meetings and Parent Council meetings.

PROVINCIAL MEASURES	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.	60%
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.	10%
Diploma Acceptable Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard on examinations.	100%
Diploma Excellence Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the standard of excellence on examinations.	10%
High School Completion Rate Percentage of First Nations, Métis, and Inuit students who completed high school within three years of entering Grade 10.	100%
Active Citizenship Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	80%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	75%



PROVINCIAL DOMAIN: TEACHING AND LEADING

OUTCOMES

Long Term:	Education Quality surveys measuring satisfaction with the quality of teaching will indicate a stakeholder satisfaction rate of 95% or higher.
Medium Term:	100% of active School Council parents will understand CTR's <i>Enhanced Supervision</i> process for teachers and administrators.
Short Term:	25% of St. Anthony's teachers will be engaged in an <i>Enhanced Supervision</i> process each year, and 1 or more teachers will participate in the <i>Aspiring Leaders</i> program or be supported in taking an <i>LQS</i> course through an accredited post-secondary institution.

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	LOCAL MEASURES	TARGET
Aspiring Leaders Program All teachers will have the opportunity to participate in CTR's virtual Aspiring Leaders sessions that focus on the links between the TQS and the LQS. Sessions will feature stories, problems of practice and leadership qualities, from current divisional administrators.	% of Teachers who believe they are given opportunities to develop leadership capacity.	90%
Teacher Supervision, Evaluation, and Growth (TSEG) St. Anthony's will use CTR's infographic to make a presentation to school council, then send the infographic to all parents as part of our normal monthly newsletter circulation.	% of Teachers and Parents who are satisfied with CTR's Teacher Supervision, Growth, and Evaluation process.	100%
Staff Wellness Initiative Vice Principals will participate in professional development sessions on staff health and well-being hosted by CTR Human Resources Department. In turn, they will facilitate interactive sessions with St. Anthony's staff with the same focus. The administration will demonstrate a commitment to staff health and wellness by incorporating The 13 Factors for Psychological Health and Safety in the Workplace as part of leadership decisions	% Teachers who are satisfied with the school and school division's leaders' commitment to improving their personal wellness.	100%

EXISTING STRATEGIES

The Teacher and Leadership Quality Standards are incorporated into and aligned with the supervision, growth, and evaluation documents CTR uses in both the [Teacher Supervision, Growth and Evaluation](#) as well as the [Principal Supervision, Growth and Evaluation](#).

On a four-year cycle, each teacher with a continuous contract participates in *Enhanced Supervision* with their vice-principal or principal.

Administration will specifically cite how the standards and indicators of the [Teachers Quality Standards](#) are linked to teacher expectations at our opening staff meeting in August.

Administration will explicitly reference agenda items and topics in Ed Council meetings to the [Leadership Quality Standard](#).

PROVINCIAL MEASURE	TARGET
Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	92%



PROVINCIAL DOMAIN: LEARNING SUPPORTS

OUTCOMES

Long Term:	Stakeholder satisfaction with access to a continuum of supports and services will be 90% or higher.
Medium Term:	Stakeholder satisfaction with access to a continuum of supports and services will be 88% or higher.
Short Term:	Stakeholder satisfaction with access to a continuum of supports and services will be 86% or higher.

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	LOCAL MEASURES	TARGET
<u>Universal Mental Health Supports</u> Universal mental health continues to be a focus at St. Anthony's and teachers will continue to build upon the mental health strategies they have previously implemented.	% of Teachers who believe teachers, administrators, and support staff engage in actions that promote positive student mental health.	95%
<u>#Relationships in a Digital Age</u> Through the <i>#Relationships in a Digital Age</i> initiative, teachers will deliver lessons to students focusing on the foundational priorities of 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. Topics include navigating social media, engaging in face-to-face conversations, dealing with conflict building healthy relationships, replacement activities, etc. In addition, school staffs are modeling responsible use of screens while being intentional about creating opportunities for students to use critical thinking when engaging with technology. Lessons will be updated and finalized to reflect current trends and issues that are relevant to student responsible use of screens.	% of Teachers who believe that teachers and administration at the school assist students in developing healthy habits with cell phones computers.	95%
Many and One Committee The Many and One Committee works to promote inclusion and combat racism, discrimination, and other forms of marginalization. We will implement a minimum of 5 initiatives from CTR's Many and One Committee at St. Anthony's.	% of Students, Parents, and Teachers who believe teachers and students at the school seek to end racism.	100%
Intervention Programs Interventions in early numeracy skills support Grades 1 to 3 students in the acquisition of strong number sense through additional targeted instruction. <u>Early Reading Intervention</u> (ERI) and <u>Enhanced Reading</u> (ER) interventions enhance excellent classroom instruction and provide additional and targeted reading instruction for students not reading at grade level (Grades 1 to 12).	% of Students achieving the acceptable standard on English Language Art exams and Provincial Achievement Tests grades six and nine, and Diploma Exams in grade 12. % of Students achieving the standard of excellence on English Language Art exams	82% 25%

	and Provincial Achievement Tests grades six and nine, and Diploma Exams in grade 12.	
<u>Attachment, Regulation, and Competency (ARC) Educational Assistant's</u> We will continue to focus on developing the ARC model at St. Anthony's through professional learning opportunities for our school staff. This innovative approach addresses issues of attachment, regulation, and competency to ensure success for all students	% of teachers who believe school staff are supporting dysregulated learners.	90%

EXISTING STRATEGIES

St. Anthony's continues to have access to services provided by our [Family School Liaison Workers \(FSLW\)](#).

Elementary and some secondary school personnel have received training in the underlying principles and functional implementation of [Zones of Regulation](#).

School staff have engaged in training to understand [ACES](#) and the impact childhood trauma has on learning and the brain.

Multiple school staff members have been trained in the implementation of [The MANDT System](#). Two divisional Coordinators are "Train the Trainers" for this program and can train individuals when needed.

School staff have received training in the [Crisis Cycle](#) and how to de-escalate students in crisis.

Students in our school continue to access [Sensory Rooms](#) on both a scheduled and as-needed basis.

School staff continue to engage in professional learning around [Trauma Informed Practices](#) and the impact of implementation on students and learning.

All Kindergarten students are invited to participate in [Screening and Early Intervention](#), if identified during the screening process.

St. Anthony's has access to CTR's divisional Psychologist through the Request for Support process for [Psychological Assessments](#) for students.

Our school continues to have access to specialized support services including [Speech Language Pathology, Occupational Therapy, Physical Therapy, Low Incidence and Behavior Supports](#).

All 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.

Our Learning Support team meets with the Student Services team for [Case Conferences and Success in Schools for Youth In Care](#).

Our school continues to support student wellbeing through a [Nutrition Program](#). This program helps to support the school's overall Healthy Schools initiative.

At St. Anthony's we continue to utilize [Movement and Regulation Circuits](#) to assist students in their understanding of their inner state of being, providing sensory opportunities to calm the nervous system to prepare their minds and bodies to learn.

Our Career counselor is equipped to robustly understand and endorse the [Registered Apprenticeship Program](#) to students.

***See First Nations, Metis, and Inuit Student Growth and Achievement Domain for more strategies.**

PROVINCIAL MEASURES	TARGET
Safe and Caring: Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.	92%
Student Inclusion: Percentage of teachers, parents, and students who agree students are supported and are successful in their learning.	86%
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.	89%



PROVINCIAL DOMAIN: GOVERNANCE

OUTCOMES

Long Term:	Stakeholders view STA as strong in the areas of faith, learning, creating safe and caring schools, and stewardship.
Medium Term:	Four-Year Education plans are increasingly reflective of input from various stakeholders.
Short Term:	Community Influencer and Superchat initiatives communicate STA's successes and seek input about areas to improve.

- 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 stakeholders 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.

NEW STRATEGIES	LOCAL MEASURES	TARGET
Superchats St. Anthony's teachers will participate in a World Café (called Superchat) with the four superintendents of CTR. This will provide staff an opportunity to speak about existing priorities and plans, and provide feedback on needs arising in our school.	% of teachers and administrators that are satisfied with the extent to which they are given involvement and influence with respect to the divisional priorities and initiatives.	95%

EXISTING STRATEGIES

The Four-Year Education Plan is presented annually to both the School Council and Ward Committee.

St. Anthony's teachers are consulted about Four-Year Education Plan strategies and priorities via school meetings.

School leaders are consulted about the Four-Year Education Plan at education council meetings.

School Council Chair or a representative from our School Council gathers two or three times per year at *Council of School Councils* Meetings.

Administration continues to review feedback and implement ideas provided from our Community Influencers Engagement Session held in June of 2022.

Each school council meeting a question is posed to elicit feedback from parents related to aspects of school life.

PROVINCIAL MEASURE	TARGET
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83%

LOCAL DOMAIN: FAITH COMMUNITY

OUTCOMES

Long Term: Aggregate satisfaction rates on faith surveys are 95% or higher.

Medium Term: Aggregate satisfaction rates on faith surveys are 93% or higher.

Short Term: Aggregate satisfaction rates on faith surveys are 91% or higher.

NEW STRATEGIES	LOCAL MEASURES	TARGET
Community Faith Engagement The Director of Catholic Education will offer community engagement sessions for parents, based on the Three- Year Faith Plan. These sessions will serve to help families grow in their understanding of the faith and their knowledge of the faith formation happening in our schools	% of parents, students, and teachers who indicate they have grown as a Christian as a result of their involvement in Catholic Education.	95%
Implementation of Growing in Faith, Growing in Christ <i>Growing in Faith, Growing in Christ</i> is the new elementary religious education program approved by the Canadian Council of Catholic Bishops and the Alberta Bishops. We implement in a new grade every year and teachers are provided in-servicing annually.	% of parents, students, and teachers who indicate they are satisfied with what is being learned in religion class	97%
Faith Formation Monthly Newsletter St. Anthony's School Faith leaders will promote the monthly faith newsletter by highlighting a featured article twice a month at staff meetings.	% of staff who indicate they have grown as a Christian as a result of their involvement in Catholic Education.	100%
Celebration of School Patronage Our Faith leaders will work with the Director of Catholic Education to enhance our school's attention and focus on St. Anthony of Padua.	% of parents, students, and staff that are satisfied with the religious celebrations held at the school	97%

EXISTING STRATEGIES

Our school devotes of our weekly Friday Catholic Learning Communities to Faith for staff.

Our school completed at least one of Eucharistic Adoration, coinciding with Catholic Education Sunday (November) and, when possible, Catholic Education Week (May).

STA participates in an Annual Bishop's Luncheon designed to build relationships and advance church and school cooperation through this meeting of administrators, priests, trustees, and the Bishop.

Our school 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.

[Catholic Education Sunday \(November\)](#) and [Catholic Education Week \(May\)](#) are celebrated by our Catholic parish, school, and families to recognize the good work of Catholic education in the Church's salvific mission.

Our School Council will work collaboratively with 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.

Our administrators participate in CTR annual Administrators' and Trustees' retreat, designed to enhance our spiritual formation and support them in their servant leadership.

All St. Anthony's teachers participate in CTR annually Faith Days, a two-day event to offer faith formation for all teachers and administrators.

STA has two designated [Faith Leader\(s\)](#) who, under the supervision of the CTR's Director of Catholic Education, plan and set direction for religious events, teacher faith formation, and related initiatives across the division and in their school.

Living Faith – Daily Devotional will continue to be used in each class to lead students in a personal reflection on the daily gospel.

ST. ANTHONY'S SCHOOL MEASURES	TARGET
% of students, Grades 5, 8 and 11 achieving an Acceptable Standard on CTR standardized religion assessment.	90%
% of students Grades 5, 8, and 11 achieving an Excellence Standard on CTR standardized religion assessment.	25%
% of parents, students, and teaches who indicate they are satisfied with the relationship that exists between the school and the local Catholic church.	80%
% of parents, students, and teaches who indicate they are satisfied with the religious celebrations that are held at the school.	97%
% of parents, students, and teachers who indicate that the school is doing all things like Jesus would want them done.	97%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.	96%
% of parents, students, and teaches who indicate they are satisfied with how they have grown as a Christian because of their involvement in Catholic education.	95%



