

2021-2025

Year Two

St. Anthony's School FOUR-YEAR EDUCATION PLAN

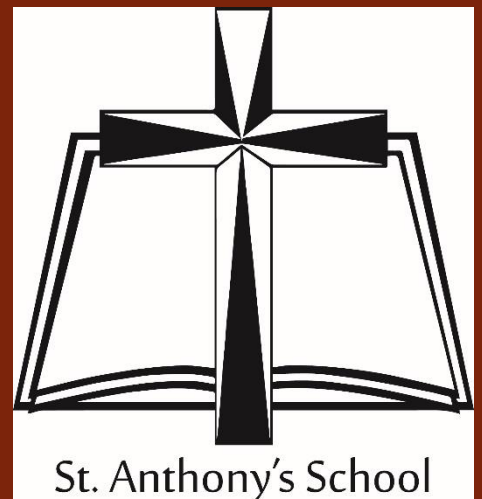


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MESSAGE FROM BOARD CHAIR

Our first priority of “Faith” is still focused on our faith plan – The Way, The Truth and the Life. Now, more than ever, with our faith definitely tested over the last two years, we draw upon the meaning of our plan and strongly encourage all those in our division to truly focus on God’s love, evangelization, the faith formation of our students and service to others.

Our second priority of “Learning” is still focused on academic excellence. We are highly aware of the impact that Covid left on our students, so our focus continues to be Praxis. This is the use of collaborative learning which invokes the cycling of three areas of theory, practice, and reflection. Teachers are still identifying ways to improve student learning based on solid research, they will then still, put this theory into action into their classrooms and it will give them a chance to reflect on the success and the deficits to improve student learning. Secondly, we are introducing the new curriculum for grades K-6. The implementation will be limited to Mathematics (K-3), English Language Arts and Literature (K-3), and Physical Education and Wellness (K-6). The ongoing development of curriculum support documents will equip teachers to help our students along with professional development for the teachers in these areas.

Finally, pertaining to our third priority of “Safe and Caring Schools”, we are still prioritizing “Healthy Schools.” We have added additional universal support for both students and staff, specific student services, and are refocusing on social health by utilizing #Relationships in a Digital Age (responsible social media) and “Many and One” (anti-racism and anti-discrimination).

The combination of our three priorities will help our division recover from the repercussions of Covid and achieve success within our schools. As always, we are still focusing on literacy, English language support and staff wellness.

We look forward and anticipate a fruitful upcoming year, and may God bless the work we are doing at Christ the Redeemer Catholic Schools.

Andrea Keenan, Board Chair

DIVISIONAL PRIORITIES

**CHRIST THE REDEEMER
CATHOLIC SCHOOLS**
Division Priorities

FAITH

ACADEMIC EXCELLENCE

HEALTHY SCHOOLS

HEALTHY schools

#RELATIONSHIPS
IN A DIGITAL AGE

#CTRUNPLUGS

**Christ The Redeemer
CATHOLIC SCHOOLS**

The infographic features three vertical pillars on a background of a classical building facade. The first pillar, 'FAITH', contains a large white cross and the 'I am' logo with the text 'THE WAY - THE TRUTH - THE LIFE'. The second pillar, 'ACADEMIC EXCELLENCE', features a graduation cap icon, a red upward-trending arrow with '13/14', and text stating 'CTR Catholic outperformed the provincial average on 13 of the 14 measures of accountability.' The third pillar, 'HEALTHY SCHOOLS', includes a heart and apple icon, and three social media-style logos: 'HEALTHY schools', '#RELATIONSHIPS IN A DIGITAL AGE', and '#CTRUNPLUGS'. A footer bar at the bottom contains the school's name and logo.

SCHOOL PRIORITIES

FAITH

St. Anthony's School (STA) in conjunction with CTR enters into Year II of its Three-Year Faith Theme, *I AM the Way, the Truth, and the Life*, inspired by and taken from scripture in the Gospel of John. The three pillars from this verse will provide the direction to seek (Evangelize), to form (Catechesis), and transform (Service) all staff and students who enter our buildings. This framework will support the development and fostering of a holistic Catholic identity.

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 focus on both recovery from the pandemic and a return to our normal levels of excellence in all areas.

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 focus on preparing to pilot the new math curriculum, beginning with the summer 2021 creation of curriculum support documents that will help teachers to better understand the curriculum, while also giving them the opportunity to suggest edits, provide enrichment, and align resources.

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 the 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
Mathology Professional Development All elementary teachers will have access to multiple webinars focused on the purpose, application, and implementation of the Mathology resource in alignment with Alberta curriculum. Webinars will be targeted to teachers who are not part of the pilot in grades K to 3 and all teachers in grades 4 to 6. Infused with the competencies, the Mathology resource provides a research-based developmental progression of concepts and processes designed to engage students in deep understanding and application of their learning.	% of eligible teachers involved in Mathology professional development	100%
	% of Kindergarten to Grade 3 teachers implementing Mathology resources	100%
CLC Praxis Plans We will designate at least 15 Friday Catholic Learning Community (CLC's) professional development sessions to facilitate the teamwork in the execution of praxis (theory, action, reflection) plans. Plans include universal mental health strategy (relationship, regulation safety) and strategies to improve student learning via high-yield goals/strategies in the areas of curriculum, instruction, or assessment. Teachers in K to 6 will combine Praxis with the implementation of the new curriculum in ELAL, Math and/or PEW.	% of teachers implementing and improving praxis goals	100%
	% of teachers satisfied with team/department praxis plans	90%
Elementary Curriculum Implementation CTR will gather expert teachers to develop curriculum support documents to support curriculum implementation in ELAL, and PEW. Math curriculum support documents, developed previously, will be updated based on the released curriculum. All K to 6 teachers will attend introduction sessions in the spring of 2022 delivered by CTR. Implementation sessions in August and designated divisional collaboration CLCs throughout the year to collaborate with colleagues, share resources, and refine curriculum understanding.	% of elementary math teachers using the curriculum support documents and implementation the new math curriculum	100%

Readers' and Writers' Workshop The Readers' and Writers' Workshop philosophy is embedded in literacy instruction to foster fluency, engagement, increased stamina, and application of skills and strategies to improve students' reading and written language. Invitation to relevant staff to participate in PD in Readers/Writers Workshop and dedicate CLC time to rejuvenate and enhance the use of Readers and Writers Workshop in the classroom.	% of students involved in a Workshop classroom	80%
	% of teachers completing professional development	100%

EXISTING STRATEGIES

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 will support the operation of the following teams in their efforts to meet team goals designed to impact student learning: Div 1, Div 2, Humanities, Math/Science, Faith, Learning Support and PE/Athletics.

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	80%
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	100%
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	90%
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.
Short Term:	STA's First Nations, Metis, and Inuit students meet or exceed STA's overall assurance.

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. Elementary classrooms will receive the resources provided for all elementary curriculums that advance and support students' knowledge of First Nations, Métis, and Inuit.	% of curriculum support documents that include First Nations, Métis, and Inuit content and resources	100%
	% of Kindergarten to Grade 6 teachers using curriculum provided with at least one First Nations, Métis, and Inuit content	50%
Foundational Knowledge for students We will explore ways to further introduce students to foundation knowledge by developing a schedule and support for the use of the tepee, class trips to Blackfoot Crossing and the delivery of the Blanket Exercise for students in JH/SH.	K to 6 uses of resources developed to support the use of tepee	50%
	Class trips to Blackfoot Crossing	1
	Delivery of Blanket Exercise	1
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.	Number of Many and One Initiatives	3

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.

Our school has provided [The Blanket Exercise](#) experience for all staff members, parent council and some students focusing on the historical facts and impacts of colonization on the indigenous people from pre-contact to the present.

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

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.	50% (2 stud.)
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.	0%
Diploma Acceptable Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard on examinations.	N/A (0 studs)
Diploma Excellence Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the standard of excellence on examinations.	N/A (0 stud)
High School Completion Rate Percentage of First Nations, Métis, and Inuit students who completed high school within three years of entering Grade 10.	N/A (no FMNI in Gr. 11)
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 CTR's teachers and administrators will be engaged in an <i>Enhanced Supervision</i> process each year, and 1 or more teachers will be engaged 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.

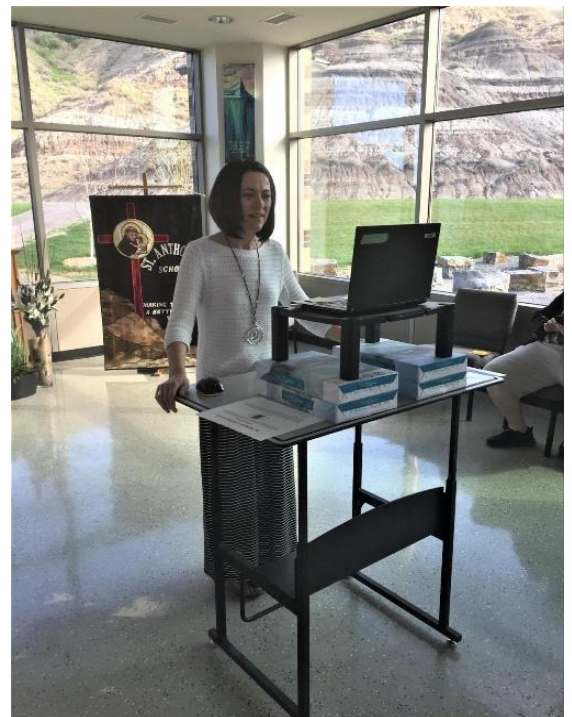
NEW STRATEGIES	LOCAL MEASURES	TARGET
Develop School Leadership Teams Aligned with Leadership Quality Standard (LQS) outcomes. Develop Administrators and academic leaders on how to support teachers' growth and development using the Teacher Supervision, Evaluation, and Growth (TSEG) guidelines. Encourage teachers to enroll in the Aspiring Leaders Program.	% of overall satisfaction rate with <i>STA leadership alignment with LQS</i>	95%
	% of overall satisfaction with knowledge and support for TSEG	95%
	Number of teachers enrolled Aspiring Leaders	1
Share Teacher Supervision, Evaluation, and Growth (TSEG) Administrative Procedure with School Council The principal will use CTR's Human Resource Department PowerPoint presentation to explain CTR's TSEG process to the School Council.	Presentation to School Council completed	100%
Staff Wellness Initiative Vice Principals will lead sessions with staff focused on CTR Catholic's Staff Wellness goals.	Number of Sessions	5

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.

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> Three areas of universal mental health strategies provide the foundation for these supports – relationships, regulation, and safety. During the August 2021 opening professional learning day, teachers will collaborate with colleagues to explore and identify strategies in each of these three areas to focus on. Throughout the year, teachers will intentionally implement at least one strategy from each of these three areas and examine their effectiveness through their praxis plans.	% of teachers that intentionally implement at least one strategy for each of these three areas and examine their effectiveness through their praxis plans.	90%
	There will be an overall increase of 5% in satisfaction rates between pre-test and post-test mental health surveys administered to students, parents, and staff.	+5%
<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 staff are modelling 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 responsible use of screens.	There will be an overall improvement of 5% between pre-test and post-test student surveys measuring the impact of the <i>#Relationships in a Digital Age</i> lesson sets.	+5%
<u>Movement and Regulation Circuits</u> These circuits, designed by CTR's occupational therapists, provide students with a consistent, reliable, positive adult relationship on a regular basis, create knowledge and understanding about their inner state of being, provide sensory opportunities to calm the nervous system, and support a targeted and intentional cool down period to prepare their minds and bodies to learn.	% of EAs using movement and regulation circuits	85%
Many and One Committee Our school will commit to exploring the initiatives that the Division creates through The Many and One Committee to promote inclusion and combat racism, discrimination, and other forms of marginalization.	% of teachers exploring the strategies designed by the Many and One Committee through CLC	100%

Registered Apprenticeship Program (RAP) St. Anthony's School is promoting RAP possibilities through classroom presentations and one-on-one interest.	# of students in a RAP program	1
Remedial Reading Programs Early Reading Intervention (ERI), Enhanced Reading (ER), Precision Reading (PR) Interventions in early numeracy skills support grade 1 -3 students in the acquisition of strong number sense through additional targeted instruction. Early Reading interventions and Enhance Reading Interventions enhance excellent classroom instruction and provide additional and targeted reading instruction for students that are not reading at grade level (Grades 1 to12).	% of applicable students involved in ERI, ER, and PR	50%
Attachment, Regulation, and Competency (ARC) Educational Assistant's ARC Educational Assistants (EAs) are a targeted, innovative approach to address issues of dysregulation, attachment, regulation, and competency to ensure success for all students.	% of support staff using ARC	50%

EXISTING STRATEGIES

CTR's schools continue to have access to services provided by [Family School Liaison Workers \(FSLWs\) and Connections Workers](#).

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](#). One school-based teacher 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 can 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.

Our school 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.



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.	86%



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
School Community Influencers Engagement Our admin team will identify 10 to 20 community influencers to join the School Council members and engage in topics of importance such as teacher supervision and evaluation, student learning, and other school priorities.	Total number of participants	15
Communications Campaign Collaborate with CTR's Coordinator of Communications to enhance our media presence. Identify a staff member to be Communication Lead. Communication lead will attend professional growth / collaboration workshops with CTR.	Number of media platforms enhanced	2
	Number of Communication Lead	1
	Number of PD sessions	2

EXISTING STRATEGIES

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

All teachers are consulted about Four-Year Education Plan strategies and priorities via school meetings.

School leaders are consulted and/or in-serviced about the Four-Year Education Plan at education council meetings.

School Council Chairs attend to three times per year at *Council of School Councils Meetings*

PROVINCIAL MEASURE	TARGET
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	85%



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
Implementation of New Fully Alive Resource <i>Fully Alive</i> is a resource used to support the teaching of human sexuality through a Catholic worldview. <i>Fully Alive</i> beautifully expresses the wonder of our creation as human beings and what it means to be a child of God. Students explore the beautiful stories about God's purposeful intention in creating human beings in His image and likeness.	% of applicable teachers using the resource	100%
Implementation of new Grade 8 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.	% of applicable teachers using the resource	100%
Faith Formation Monthly Newsletter St. Anthony's School Faith leaders will work in conjunction with the Director of Catholic Education to produce a newsletter each month to assist in staff faith formation and focus on CTR's faith theme: <i>I am. The Way, The Truth, and The Life.</i>	# of editions per year	10
Champion Program STA will continue the Champion Program aimed at ensuring every student in the school has an adult advocate from the school in their life. The FLSW will take the lead in this initiative.	% of students identified in the Champion Program	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 times the school focuses on St. Anthony	10

EXISTING STRATEGIES

Our school devotes approximately 10 minutes weekly and 10% of our total Friday Catholic Learning Communities to Faith for staff.

Our schools complete two days of Eucharistic Adoration, coinciding with Catholic Education Sunday (November) and 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.

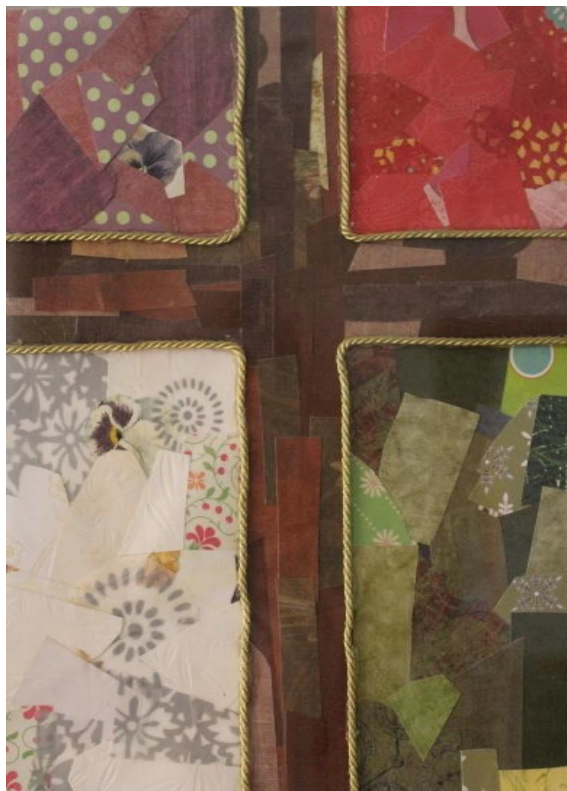
Our administrators participate in CTR annual Administrators' and Trustees' retreat, designed to enhance our spiritual formation and gain from CTS's support as servant leadership.

All our faculty 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 faith events and 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, parents, and teachers who indicate that the students are developing a meaningful prayer life.	94%
% of students who pray by means of morning or evening prayer, prayers of thanks to God, prayers asking for God's assistance, reading the Bible or select scriptures from the Bible and reflecting on the meaning, Rosary, or formal prayers such as the Lord's Prayer, personal prayer, and contemplation of God's will.	100%
% of students, parents, and teachers who are satisfied with how they have grown as a Christian because of their involvement in Catholic education.	95%
% of students who attend Catholic mass or, if not Catholic, services at their church.	30%
% of students Grades 4, 8, and 11 achieving an Acceptable Standard on assessment.	98%
% of students Grades 4, 8, and 11 achieving an Excellence Standard on assessment.	98%
% of staff who have participated in one or more faith growth experiences.	100%
% 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 studies classes.	96%



Picture created by Grade 3 Class - the Cross and the colors of the liturgical year