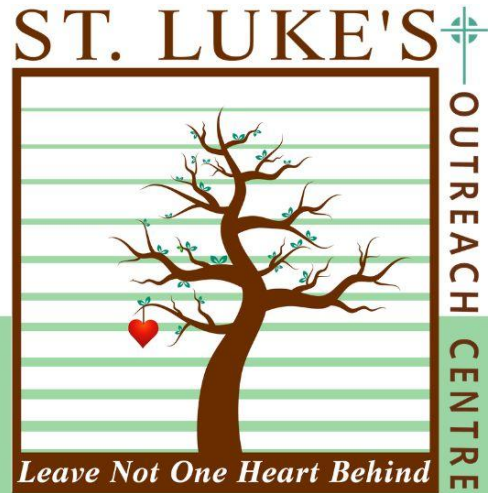


2025-2029
**FOUR-YEAR
EDUCATION
PLAN** *Year Two*



SCHOOL: 1375/1431/1567 ST. LUKE'S OUTREACH CENTRE

Table of Contents

DIVISIONAL PRIORITIES	4
CATHOLIC FAITH	4
HEALTHY SCHOOLS	4
ACADEMIC EXCELLENCE	4
COMMITMENT TO ENGAGEMENT	4
LOCAL DOMAIN: CATHOLIC FAITH	5
PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT	7
PROVINCIAL DOMAIN: FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT	9
PROVINCIAL DOMAIN: TEACHING AND LEADING	10
PROVINCIAL DOMAIN: LEARNING SUPPORTS	12
PROVINCIAL DOMAIN: GOVERNANCE	14

2025-2029



CATHOLIC FAITH

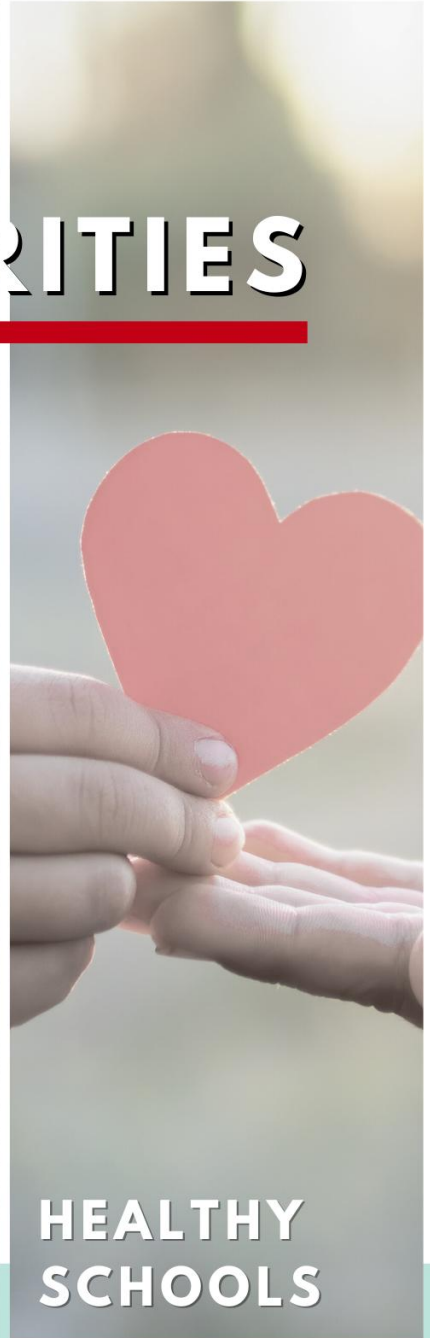
CTR permeates our Catholic faith in all that we do to recognize all of our students as created in the image of God. We welcome any student/family that desires a faith-based education.



OUR PRIORITIES

ACADEMIC EXCELLENCE

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



HEALTHY SCHOOLS

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

DIVISIONAL PRIORITIES

CATHOLIC FAITH

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

HEALTHY SCHOOLS

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

ACADEMIC EXCELLENCE

Alberta Education requires that school divisions actively pursue continuous improvement to support ongoing strategic planning based on evidence informed decision-making. SLO utilizes collective professional learning through Catholic Learning Communities (CLCs) as a method to achieve continuous improvement. Every Friday, time is set aside for CLCs where teachers collaborate to improve student learning by examining evidence from the implementation of high-yielding instructional strategies. CLCs answer the following questions: 1) What do we want our students to learn? 2) How do we ensure they learn it? 3) What evidence shows that student learning has improved as a result of the CLC focus? There is a focus on using research-proven pedagogy to set goals, implement strategies, and gather evidence of success. Teachers are then given time to collaboratively reflect on the impact of their practice on student learning, which creates cycles of continuous improvement in teacher practice and consideration of student supports. Through these efforts and other divisional areas of focus on professional development, teachers demonstrate their dedication to meeting the needs of all students on their journey through kindergarten to grade 12 and supporting their transition into the future.

COMMITMENT TO ENGAGEMENT

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

LOCAL DOMAIN: CATHOLIC FAITH	
OUTCOMES	
Long Term:	Perspective holders believe that students and staff are well-formed in the Catholic faith as a result of being a part of SLO Schools.
Medium Term:	Perspective holders believe that SLO Schools continue to have a significant impact in the formation of staff and students in the Catholic faith.
Short Term:	Perspective holders believe that SLO Schools have an impact in the formation of staff and students in the Catholic faith.

MEASURES	2024-2025 RESULT (%)	2026-2027 TARGET (%)
% of students in Grade 11 achieving an Acceptable Standard on assessment.	n/a	90
% of students in Grade 11 achieving an Excellence Standard on assessment.	n/a	80
% of parents, students and teachers who indicate that they are satisfied with the relationship that exists between the school and the local parish.	97	99
% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	92	98
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.	93	98
% of students, parents, and teachers who are satisfied with the level of Catholic faith formation of students in our schools.	91	95
% of teachers who are satisfied with the level of Catholic faith formation of staff in our schools.	100	100
% of students, parents, and teachers who are satisfied with efforts to live out Catholic Social Teaching in our schools.	92	95

NEW STRATEGIES	DESCRIPTION
Faith Formation Professional Development Resources	Our administrators and Faith Lead will utilize divisional faith formation resources for delivery in Catholic Learning Communities sessions or through other formation opportunities.
Many and One School Implementation	We will continue to implement plans to support our Catholic Social Teachings.
Faith Permeation	We will utilize divisional professional learning and support provided for faith permeation into additional subject areas, as well as supports for resource discernment.
Bishop's Assurance Review	We will participate in the Bishop's Assurance Review as part of the program review process. This comprehensive division- and school-based examination of Catholic permeation and accountability will generate meaningful feedback at both the system and school levels, while also contributing to the provincial emphasis on collaborative mission between dioceses and Catholic school divisions in Catholic education.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Sharing of Faith Formation with Broader Community	Division produced content will be included in school newsletters. This content will be focused on faith formation and correspond to the season or significant religious celebration in each month of the year. Additional faith formation materials will be shared on the division's website and through social media platforms.
Working Group for Divisional Religious Education Assessments	Teachers will be supported by team leaders regarding the refinement of standardized assessments administered annually in grade 11.
Faith Days	Teachers and administrators will attend Faith Days, a two-day event hosted by the division focusing on faith formation.
Faith Leaders	Our Faith team lead, under the supervision of SLO administrators, will plan and set direction for religious events, teacher faith formation, and related initiatives.
Activities Related to Authentic Catholic Education	<p>Our school will participate in spiritual practices, diocesan relationships, advocacy, and celebration as part of our communal faith and responsibility to uphold Catholic education. These activities include:</p> <ul style="list-style-type: none"> ● Eucharistic adoration ● Principal attendance at the Bishop's Luncheon with priests, trustees, and senior administration ● Principal participation in "Marked By God" CCSSA provincial conference. ● Masses and liturgies corresponding to the liturgical calendar <p>Catholic Education Sunday and Catholic Education Week celebrations</p>
Celebration of St. Luke	Staff and students will celebrate the feast of St. Luke with local priests that will include sharing a meal. This will enhance school attention and focus on St. Luke, our namesake.

PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

OUTCOMES

Long Term:	Students will leave SLO with high academic engagement and achievement, while also being prepared with literacy levels and math skills to enable post-secondary admission or success as they enter the workforce.
Medium Term:	Student performance will be in the “very high” or “high” category as measured by aggregate pass and excellence rates on Diploma Exams, and with a continued increase of the three-year average of high school completion rates.
Short Term:	Student performance will be in the “very high” or “high” category as measured by aggregate acceptable and excellence rates on Diploma Exams. Additionally, our focus on high school mathematics and science courses will result in increased diploma examination acceptable and excellence rates.

MEASURES	2024-2025 RESULT (%)	2026-2027 TARGET (%)
Diploma Acceptable Standard Overall percentage of students who achieved the acceptable standard on examinations.	75.6	77
Diploma Excellence Standard Overall percentage of students who achieved the standard of excellence on examinations.	7.5	10
High School Completion Rate Percentage of students who completed high school within three years of entering Grade 10.	68.7	75
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	90.5	92
Student Learning Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	91.4	95
Catholic Learning Communities Percentage of teachers who believe CLCs are leading to improved student learning.	100	100

Strategies used to improve rates of Diploma, High School Completion, Active Citizenship, and Academic Engagement

NEW STRATEGIES	DESCRIPTION
Assessment for Mastery	As an extension of our Catholic faith, SLO will pursue exploration of assessment practices which allow students to achieve their academic potential. SLO administration will work with staff to implement assessment practices that allow for ongoing feedback and opportunities for redemonstration of learning. This initiative will help teachers tailor their approaches to better meet the diverse needs of all students, enhancing student understanding and outcomes.
Digital Expansion of Provincial Assessments	We will prepare for the full implementation of digital provincial assessments, including humanities Part A diploma exams. Teachers and students will be encouraged to use digital practice tests and field tests within the provincial digital assessment platform to build familiarity with the format, tools, and question types, helping ensure successful administration and increased student readiness for provincial assessments. SLO teachers will continue to receive onboarding through

	professional development and online support from the division's learning department.
Career Exploration	SLO will prioritize career exploration, work experience, and post-secondary transitions, to support student success in high school, post-secondary education, and in the workforce.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Divisional Teams	Teachers will be supported by CTR lead teachers who will work to collaboratively focus on high-yielding instructional and assessment strategies which positively impact student learning.
Catholic Learning Communities (CLCs)	Every Friday, time is set aside for CLCs where teachers collaborate to improve student learning by examining evidence from the implementation of high-yielding instructional strategies. CLCs answer the following questions: 1) What do we want our students to learn? 2) How do we ensure they learn it? 3) What evidence shows that student learning has improved as a result of the CLC focus? There is a focus on using research-proven pedagogy to attain these goals. We will increase student learning as we make adjustments when we examine evidence that shows that student learning has improved because of the CLC focus.
Career Exploration and Dual Credit	We will prioritize career exploration, work experience, post-secondary transitions, and dual credit opportunities to support student success in high school, post-secondary education, and in the workforce.
Artificial Intelligence	Teachers are utilizing Gemini as supported by the division to enhance instruction and deepen student learning.
Readers' and Writers' Workshop	Three of St. Luke's seven teachers teach English. They will continue to review the philosophy and reinforce best practices to foster fluency, engagement, increased stamina and application of skill and strategies to improve students' reading and written language.
Mathematics Support	Support will be provided at all levels of mathematics instruction, including: high-yield instructional practices, professional learning opportunities and assessment strategies, resources, and number sense routines.

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

OUTCOMES

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

MEASURES	2024-2025 RESULT (%)	2026-2027 TARGET (%)
Diploma Excellence Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the standard of excellence on examinations.	n/a	10
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	75
Active Citizenship Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	n/a	92
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	n/a	95

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Implementation of Rupertsland Institute Partnership Resources	Rupertsland resources will be incorporated into classroom lessons, support for Indigenous students, and teacher foundational learning. Opportunities to have Rupertsland host an event at the school with Knowledge Keepers and Elders will also be considered.
Division Administrators' Professional Development	Administrators will grow their knowledge and understanding of Foundational Knowledge through professional development at administrators' meetings.
Success of First Nation, Métis and Inuit Students	There will be a segregated analysis of all data available for our Indigenous students on a yearly basis to ensure access to appropriate supports are in place.
School Representative	Our school has a First Nations, Métis, and Inuit teacher representative who is responsible for attending divisional Indigenous meetings. They will share resources and attend professional development opportunities, in addition to leading the school in building awareness and action related to First Nations, Métis, and Inuit perspectives.
Foundational Knowledge Professional Development	Professional development is available for all our staff through webinars, First Nations, Métis, and Inuit Lead Teacher sessions, Alberta Professional Learning Consortium sessions, cultural awareness events, and CTR's Intranet.
<u>Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students</u>	All Indigenous youth in care have their cases reviewed a minimum of two times per year.
Indigenous Student Support	There will be a review of the continuum of supports provided for all Indigenous students enrolled in our schools with an emphasis on individual students.

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

MEASURES	2024-2025 RESULT (%)	2026-2027 TARGET (%)
Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	94.6	96
School Improvement: Percent of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	96.6	98

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Teacher Leader Alignment	Our administrators will work with senior administration to promote the alignment of team leader application criteria with the Teaching Quality Standard and the Leadership Quality Standard and will engage team leads in ongoing professional development focused on strengthening the leadership capacity of all team leads.
Aspiring Leaders Program	Teachers who aspire to school-based administration or other leadership roles within the division can participate in Aspiring Leaders , a cohort-based program. Our administration will encourage teachers to participate in this program. The program includes full-day, in-person sessions facilitated by senior administration and site-based leaders. Participants engage in learning aligned to the following leadership themes: <ul style="list-style-type: none"> - Embodying Catholic Leadership - Fostering Effective Relationships - Modelling Commitment to Professional Learning - Embodying Visionary Leadership - Leading a Learning Community - Supporting the Application of Foundational Knowledge about First Nations, Métis, and Inuit - Providing Instructional Leadership - Developing Leadership Capacity - Managing School Operations and Resources
Staff Wellness Supports	Our VP will attend professional development sessions conducted by CTR's Human Resources Department on staff health and well-being. He will facilitate interactive sessions with our faculty and staff members. Our administration will demonstrate a commitment to staff health and wellness by incorporating <i>The 13 Factors for</i>

	<i>Psychological Health and Safety in the Workplace</i> as part of leadership decisions. Monthly newsletters prepared by the division, highlighting the internal and external supports available are also shared with staff.
Leadership Support, Mentorship, and Networking	Our administrators will continue to participate in leadership matchmaking sessions incorporated into monthly administrators' meetings. Any new administrators will also attend regular mentorship sessions hosted by CTR senior administration with a focus on the Leadership Quality Standard.
Teacher Supervision, Growth and Evaluation and Enhanced Supervision	Our principal will be supported by senior administration as they evaluate new teachers with the Teacher Supervision, Growth, and Evaluation process. In addition, on a four-year cycle, each teacher and administrator with a continuous contract participates in <i>Enhanced Supervision</i> with their principal or superintendent. These processes will be calibrated with standardized timelines and suggested reflection questions that connect teaching and learning to the Four-Year Education Plan.
New Teacher Orientation	New teachers will attend New Teacher Orientation Sessions. Sessions will align with CTR's focus on continuous improvement, including professional development on Catholic education, assessment, differentiation, and student regulation.

PROVINCIAL DOMAIN: LEARNING SUPPORTS

OUTCOMES

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

MEASURES	2024-2025 RESULT (%)	2026-2027 TARGET (%)
Safe and Caring: Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.	93.9	95
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.	98.5	99

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

NEW STRATEGIES	DESCRIPTION
English as an Additional Language Professional Development	A Multilingual Guide outlines the intake process, assessment practices, coding, and record-keeping procedures for multilingual learners. This document will be implemented through PD and used by teachers to provide clear best practices that ensure consistent identification and support.
Implementation of Continuum of Supports and Student Services	Continued refinement and support will be provided to our school to: <ul style="list-style-type: none"> ● Implement CTR's Framework for Inclusive Education ● Implement an administrative procedure outlining structures, processes, and access to resources ● Provide professional development for teachers and educational assistants, and targeted professional development for Learning Support and English as an Additional Language (EAL) teachers, as well as Family School Liaison and Connections workers. This will equip staff with the tools to better meet the needs of all learners

	<ul style="list-style-type: none"> ● Implement a toolkit to support schools in their work with complex needs students, including universal, targeted, and individual supports ● Support school-based processes that include student intervention meetings, communication between classroom, learning support, EAL, FSLW/Connections workers, pathways for information and communication prior to and after meetings, and a representation of each school's continuum of support and services ● Review division level processes and data and ensure data kept and shared between the schools and division are consistent (e.g. wait lists, caseloads)
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EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
#Relationships in a Digital Age	<p>The #Relationships in a Digital Age materials have been updated to reflect changes to technology and related resources. To assist teachers' understanding of the changes, the division will share the resources to elevate their utility in educating students toward building positive relationships, developing a capacity for sustained attention, being conscious of the impacts of screens on mental health, and responsible decision making around screen time. Lessons reflect current trends and issues that are relevant to student responsible use of screens and positioned within the lens of our Catholic faith.</p> <p>Our principal will be provided with resources to support parent engagement on #Relationships in a Digital Age, including the promotion of Unplugged Canada, a parent-led group striving to raise parent awareness and encourage actions to build healthy digital habits.</p>
SIVA Training	Staff who work with students who display challenging behaviours and complex needs will be trained in <i>Supporting Individuals through Valued Attachments</i> (SIVA). This training program replaces MANDT use in CTR, as it emphasizes a holistic, relationship-based approach that focuses on collaboration, goal direction, self-management, and healthy empowerment to strengthen relationships and create safety for students.
Accessing Community Resources	Establish connections and communications to enable family access to community resources which provide targeted supports to students and families, for needs that exist outside the scope of education or school hours.
Crisis Response Focus	Our school is supported by crisis response protocols at the division and school levels, which ensure proactive and responsive measures are taken.
Family School Liaison Workers (FSLWs)	Our school continues to have access to services provided by FSLWs in all three campuses.
Universal Mental Health Supports	Universal mental health continues to be a focus and teachers will be supported to build upon the mental health strategies they have previously implemented.
Behaviour Analysis, and Low Incidence	We continue to have access to specialized support services , including low incidence, and behavior supports from Student Services.
Behavioral Supports and Professional Learning	We will enable supports and services for students needing targeted support by offering increased professional development for teachers, administrators, and educational assistants.
Nutrition Program	St. Luke's continues to support student wellbeing through the Nutrition Program. This program helps to support the schools overall Healthy Schools initiative.
Individual Support Plans	All students who have received an Alberta Education Special Education Code have an Individualized Program Plan as determined by student need.

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

MEASURES	2024-2025 RESULT (%)	2026-2027 TARGET (%)
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	91.2	93

<ul style="list-style-type: none"> ▪ Processes, strategies, and local measures/data to demonstrate that the school authority has effectively managed its resources including collaboration with other school authorities, municipalities, and community agencies. ▪ Processes, strategies, and local measures/data to demonstrate that perspective holders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the School Councils Regulation, Section 12. 	
STRATEGIES	DESCRIPTION
Telling Our Stories	We will continue to focus on Telling Our Stories through social and local media.
Ward Meetings	We will participate in ward meetings which include engagement sessions with the superintendent, principals, parents, staff, students, and parish priests.
Superchats	Our staff will attend an engagement with the Superintendents (called Superchats), joined by the local trustee. At these conversations, superintendents share existing priorities and plans and gather feedback on new needs arising in our schools. These conversations influence the division's Four-Year Education Plan.
Four-Year Education Plan Input	Administrators, teachers, school staff, parents, and students are provided with opportunities for input regarding the goals and strategies within the upcoming Four-Year Education Plan, with input requested annually to refine goals and strategies.

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