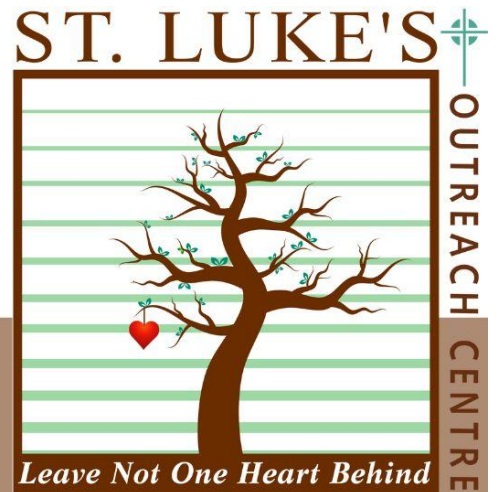


2025-2029
**FOUR-YEAR
EDUCATION
PLAN** *Year One*



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.....	11
PROVINCIAL DOMAIN: LEARNING SUPPORTS	13
PROVINCIAL DOMAIN: GOVERNANCE.....	15

2025-2029



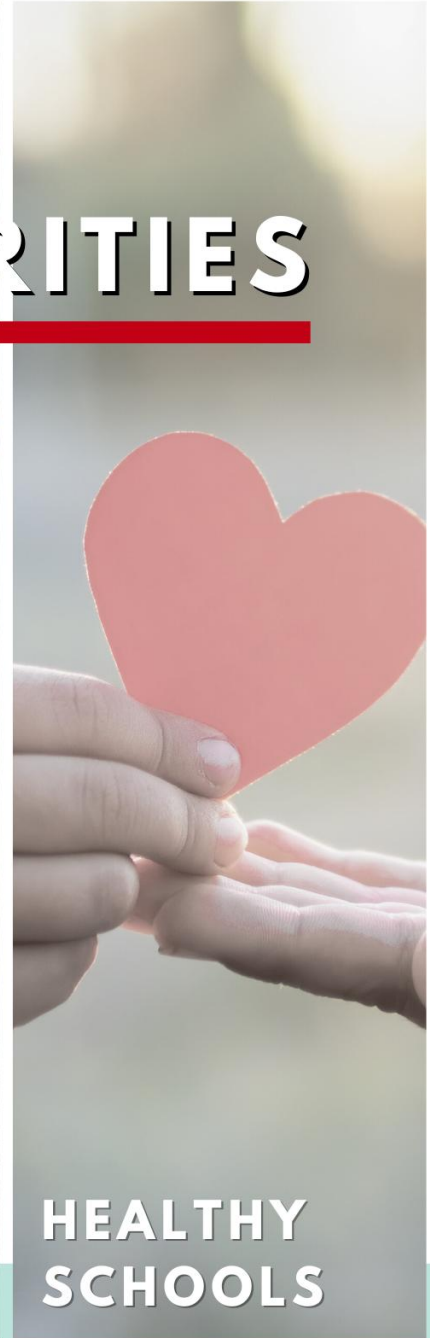
CATHOLIC FAITH

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



ACADEMIC EXCELLENCE

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



HEALTHY SCHOOLS

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

DIVISIONAL PRIORITIES

CATHOLIC FAITH

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

HEALTHY SCHOOLS

Healthy Schools remains a 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	2023-2024 RESULT	2025-2026 TARGET
% of students in Grades 5, 8 and 11 achieving an Acceptable Standard on assessment.	n/a	90
% of students in Grades 5, 8 and 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.	99	99
% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	100	100
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.	98	99
% of parents, students, and teachers, who indicate they are satisfied with how they have grown as a Christian as a result of their involvement in Catholic Education. Note: Modification of question from 2024-2025 onward: % of students, parents, and teachers who are satisfied with the level of Catholic faith formation of students in our schools.	98	98.5
% of teachers who are satisfied with how they have grown as a Christian as a result of their involvement in Catholic Education. Note: Modification of question from 2024-2025 onward: % of teachers who are satisfied with the level of Catholic faith formation of staff in our schools.	100	100
% of students, parents, and teachers who are satisfied with the efforts of your child's school to do all things as Jesus would want them done. Note: Modification of question from 2024-2025 onward: % of students, parents, and teachers who are satisfied with efforts to live out Catholic Social Teaching in our schools.	98	98.5

NEW STRATEGIES	DESCRIPTION
Faith Formation Professional Development Resources	SLO administration and school-based Faith Leads will share faith formation resources for delivery in Catholic Learning Communities (CLCs) sessions or through other formation opportunities.
Many and One School Implementation	SLO will continue to implement plans to address racism and discrimination through our Catholic Social Teachings. SLO will continue to use divisional created resources to implement within SLO.
Youth Faith Retreats	SLO will support student participation in a larger faith retreat or summit.

Faith Permeation	SLO will provide professional learning and support for faith permeation into additional subject areas.
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EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Sharing of Faith Formation with Broader Community	SLO will provide faith content to 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	SLO Administration will continue promoting participation in grade-level teams of teachers to review and refine standardized assessments, which SLO administers annually in grade 11.
Faith Days	SLO teachers attend the CTR annually hosts Faith Days, a two-day event to offer faith formation for all trustees, teachers, and administrators.
Faith Leaders	SLO has one designated Faith Leader for all three schools who, in collaboration with SLO administration, plan and set direction for religious events, teacher faith formation, and related initiatives across the division and in their school.
Activities Related to Authentic Catholic Education	SLO 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: ● Student faith retreats ● Eucharistic adoration in our parishes and as a division ● Bishop's Luncheon with priests, board of trustees, senior administration, and principals ● Liturgies in schools and as a division, corresponding to the liturgical calendar ● Catholic Education Sunday and Catholic Education Week are celebrated in October by local Catholic parishes, schools, families, and the division ● The Grateful Advocates for Catholic Education (GrACE) SLO Committee works collaboratively with the provincial organization to inspire, invigorate, and embolden the spirit of Catholic education in order to unite, engage, educate, and communicate with one voice ● Faith retreats are held annually for administrators and trustees
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	2023-2024 RESULT	2025-2026 TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on the test.	n/a	n/a
Provincial Achievement Test Excellence Standard Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on the test.	n/a	n/a
Diploma Acceptable Standard Overall percentage of students who achieved the acceptable standard on examinations.	71.1	73
Diploma Excellence Standard Overall percentage of students who achieved the standard of excellence on examinations.	6.4	10
High School Completion Rate Percentage of students who completed high school within three years of entering Grade 10.	69.1	75
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	91	92
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	93.6	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 re-learning practices. This initiative will help educators tailor their approaches to better meet the diverse needs of all students, enhancing student understanding and outcomes. School-based plans will be executed and

	feedback shaping the division's Assessment for Mastery Framework will be received.
Career Exploration and Dual Credit	SLO 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.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Divisional Teams	SLO will continue to support the divisional team model, utilizing divisional leads 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.
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	SLO Administrators provide support at all levels of mathematics instruction, including: high-yield instructional practices, professional learning opportunities and assessment strategies.
Artificial Intelligence	SLO will continue to support best practices for teachers' and students' use of Artificial Intelligence, as outlined within our administrative procedures.

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	2023-2024 RESULT	2025-2026 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

Programs, services, strategies, and local measures/data to demonstrate that First Nations, Métis, and Inuit students have access to a continuum of supports and services, including inclusive education.

NEW STRATEGIES	DESCRIPTION
Implementation of Rupertsland Partnership Resources	SLO schools will incorporate Rupertsland resources into classroom lessons, support for Indigenous students, and teacher foundational learning. These resources have been procured through a partnership with Rupertsland to benefit the students and staff of SLO.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Division Administrators Professional Development	SLO administrators will grow their knowledge and understanding of Foundational Knowledge through professional development at administrator meetings.
Indigenous Student Support	There will be a review of the continuum of supports provided for all Indigenous students enrolled in SLO with an emphasis on individual students.
Success of First Nation, Métis and Inuit Students	There will be a segregated analysis of all data available for our Indigenous students on a yearly basis to ensure access to appropriate supports are in place.

School Representatives	SLO is represented by 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	Foundational Knowledge Professional Development is available for all SLO staff to access through webinars, First Nations, Métis, and Inuit Lead Teacher session, Alberta Regional Professional Development Consortium sessions, cultural awareness events, and resources available through SLO's Intranet.
Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students	All Indigenous youth in care have their cases reviewed a minimum of two times per year. Our learning support teacher will review their cases and write ISP's for them if necessary.

PROVINCIAL DOMAIN: TEACHING AND LEADING**OUTCOMES**

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

MEASURES	2023-2024 RESULT	2025-2026 TARGET
Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	93.8	94
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	97

Supervision and Evaluation (processes, strategies, and local measures/data) to demonstrate that the division supports teaching and leadership quality through professional learning, supervision, and evaluation processes.

NEW STRATEGIES	DESCRIPTION
Retention Efforts	SLO employee retention has been prioritized in order to reduce teacher vacancies through efforts such as: accommodating teacher transfers, administrative support for teaching assignments, and ongoing professional development and supports.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Teacher Leader Alignment	SLO Administration will align the Team Leader application criteria with the Teacher and Leadership Quality Standards and engage team leads in professional development with a focus on developing the leadership capacity of all team leads.
Aspiring Leaders Program	Aspiring Leaders is a cohort-based program for teachers held bi-annually, for those who aspire to school-based administration or other leadership roles in SLO at the school or division level. SLO administration will continue to encourage current teachers to apply to the Aspiring Leader program. The program includes full-day, in-person sessions with senior administration and site-based leaders. Participants will take part in sessions on the following leadership themes: ● 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	Vice Principal, Dylan Sinclair, will facilitate interactive sessions with our staff members on staff health and well-being. Professional development sessions will incorporate <i>The 13 Factors for Psychological Health and Safety in the Workplace</i> as part of leadership decisions.
Teacher Supervision, Growth and Evaluation and Enhanced Supervision	SLO 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	Teachers new to SLO will participate in New Teacher Orientation. Administrators, Directors and Superintendents who present at New Teacher Orientation Sessions will align sessions with CTR's focus on continuous improvement, including professional development on 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	2023-2024 RESULT	2025-2026 TARGET
Safe and Caring: Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.	92.9	94
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.	96	97

- **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
Behavioral Supports and Professional Learning	SLO provides supports and services for students needing targeted support by providing increased professional development for teachers, administrators, and educational assistants. Additionally, a behaviourist will be hired to assist with program and behavioural planning for students with complex needs.
Relaunch #Relationships in a Digital Age	The <i>#Relationships in a Digital Age</i> materials have been updated to reflect changes to technology and related resources. To assist teachers' understanding of the changes, SLO will relaunch the resources to elevate their utility in educating students toward building positive relationships, developing a capacity for sustained attention, being conscious of the impacts of screens on mental health, and responsible decision making around screen time. Updated lessons reflect current trends and issues that are relevant to student responsible use of screens and positioned within the lens of our Catholic faith.
Universal Supports Toolkit Update	The division-wide delivery of a universal supports toolkit will provide increased understanding of universal learning, mental health, and regulation supports for SLO teachers to provide in the classroom as part of their daily support of all students.

Crisis Response Focus	SLO Administrators will implement crisis response protocols at the school level and ensure proactive and responsive measures are taken.
SIVA Training	SLO staff who work with students who display challenging behaviors 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.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Family School Liaison Workers (FSLWs) and Connections Workers	SLO schools continue to have access to services provided by FSLWs . SLO's FSLW will continue to support students in all three campuses.
Universal Mental Health Supports	Universal mental health continues to be a focus for SLO staff as we continue to build upon the mental health strategies they have previously implemented.
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.
Low Incidence	SLO's schools continue to have access to specialized support services , low incidence, and behavior supports. Student Services will support school professional learning as requested when needs arise.

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

	2023-2024 RESULT	2025-2026 TARGET
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	92.4	93

- 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
Engagement with SLO Community	SLO will support engagement opportunities for various perspective holders surrounding the Education Plan, Faith Formation, and the needs of the division.
Telling Our Stories	SLO will continue to focus on Telling Our Stories, locally at the school levels, and more broadly across the community.
Ward Meetings	SLO Administrators attend Ward meetings which include engagement sessions with principals, parents, staff, students, and parish priests.
Superchats	SLO staff participate in an engagement with 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	SLO 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.

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".