Father Leduc Catholic School
2024-2025 School Education Plan & Annual Education Results Report (AERR)

Mission: Rejoicing in the way of Christ, we nurture a love of learning in faith-filled Catholic Schools
Vision: Souls seeking Christ on a journey of faith, learning, and love

STAR Catholic Domains	Board Priority (Based on your school's data, identify ONE focal point from EACH of the domain areas below that will be your school's focus. HIGHLIGHT the TEXT)	School Goal (With your identified school goal(s) in mind, highlight the specific new or continuing goal(s) in your school plan)	Baseline Data (Current Reality)	Target Data/Outcome(s) (Desired Reality)	1-3 Strategies (How will you achieve this desired outcome/target?)	Progress/Evidence (Completed as data becomes available—refers to the measures being used to assess progress/effectiveness of strategies)
Grow and Affirm Catholic Identity	• Staff are provided with faith formation opportunities. • Students understand what it means to live in a relationship with Jesus Christ. • Staff and students witness the gospel.	Foster a Christ-centred awareness and engagement in social justice initiatives within our school and community, encouraging students to live out Gospel values of compassion, justice, and service.	-23% of parents are unsure of or disagree that their child's school helps those less fortunate (STAR Survey). -A recent parent engagement evening highlighted that many parents are unaware of the school's social justice initiatives and how these efforts are rooted in our faith values. -15% of parents are also unsure of or disagree that faith is communicated in school communications (STAR Survey). -Citizenship dropped significantly from 91% to 78% overall (AEA Survey)	-90% of parents agree or strongly agree that our school supports those in need and integrates faith into its communications. -Aim to raise the Citizenship rating on the AEA Survey to 85%.	-Be more explicit in communication to parents about the purpose behind our school's social justice projects in a variety of parent communication (emails, newsletters, social media, school council, parent engagement, etc.) -Showcase the good work our staff and students are doing in local media more frequently. - Include invites to parents on Social media/newsletters to participate in our School masses.	
Student Growth and Achievement	• A focus on mental health and well-being • Provincial Achievement Results • Early Years Literacy and Numeracy Results • High School Completion, Citizenship & Student Learning Engagement	Utilize our Family School Liaison Workers (FSLWs) and Learning Support Facilitators (LSFs) to connect families with community programs and services, extending support beyond the classroom to foster overall student and family well-being.	-Effectiveness and efficiency of programs and services for students in their community dropped significantly from 80% to 67% overall (AEA Survey). -The largest decline was from parent group 78% to 51% and teachers from 76% to 67% (AEA Survey). -At our parent engagement evening, they commented on more information regarding LSF / and FSLW's roles within our school.	-The overall rating for the effectiveness and efficiency of student programs and services within the community will return to 75% on the AEA Survey. -Host a themed Parent Information Night led by FSLW/LSF.	-Continued support by two FSLW's to provide proactive tier 1 and 2 support in the classrooms as well as small groups, and one-on-one support for individual students. -FSLWs / LSFs provide a weekly update or newsletter to parents outlining access to community services.	

		Enhance student literacy across all grade levels by prioritizing effective Tier 1 instruction, targeted interventions, and increased access to the library to support students.	-Parents, Students, and Staff all provided feedback that they wanted library access back (64% of Teachers, 42% of Parents, 54% of Secondary, 47% of Elementary Disagree or Strongly Disagree that they don't have the access needed. -Staff Engagement provided insight into this being an area of growth.	-Parents, Students and Staff all increased to 75% satisfaction rate with student access to our library.	-Provide time/access for all classes to our library to ensure students have access to books. -Introducing Bug Club Morphology to Grades 3-6 as a tier 1 / whole class intervention tool. -Fall, Mid-Year, and Spring Assessment to track progress Kindergarten-EYE, Grade 1-6 DIBELS, JH? RCAT-4?	
Teaching and Leading	• Continue to build and develop staff capacity. • Foster a culture of collaboration and leadership development.	Strengthen teacher collaboration by embedding dedicated weekly PLC time within the school schedule, allowing grade-level teams to plan, reflect, and align instructional strategies	-Teachers provided feedback around embedding PLC time within our schedule. -Data was strong in this years STAR survey in regards to valuing and opportunity to meet as a PLC 96% for both questions.	-We aim to achieve a 100% satisfaction rate in next year's survey results.	-Establish clear agendas, roles (such as facilitator, recorder), and objectives for each PLC meeting to ensure time is used effectively and stays focused on student learning. -Regularly review assessment data during PLCs to identify student needs, adjust instructional strategies, and develop targeted interventions collaboratively. -Ensure PLC meetings are scheduled during the school day and free from interruptions, with administrative support for resources, training, and follow-through on action items.	
Learning Supports	• Recognize and Support the Diverse Learning Needs of ALL students through the Response to Intervention Model. • Walking together to nurture successful and enduring relationships with Indigenous communities. • First Nation, Metis, and Inuit students are successful	Implement a LEAP (Learn Everyday Achieve Potential) program to provide targeted support for Tier 3 students through individualized plans, progress monitoring, and collaboration with staff and families.	-We have noticed a steady decline in the area of learning supports in our AEA Survey from 87%-81% overall over the past three years. The largest drop is from our parent group, from 84-74%. -The percentage of programs for children at risk that are easy to access and timely dropped from 88% to 81% overall. The biggest drop was in our parent group from 85% to 67% (AEA Survey).	-We aim to reverse this trend and see overall results in the area of learning supports rise back to 83%. -We are working toward increasing the percentage of accessible and timely programs for children at risk to 85%.	-We will be changing how support is offered within our school by implementing a LEAP program for Tier 3 students from Grades 4-8. -We are restructuring how our EA's and LSF's are utilized to increase tier 1,2,3 interventions for our school.	

School's AEA Survey Summary from Alberta Education:

Background Information Reminder:
- In the 2020-2021 school year, the Alberta Education Assurance (AEA) Survey replaced the Accountability Pillar Survey.
- In spring 2021, AB Education piloted the AEA Survey.
- Beginning in spring 2022, the AEA survey results have included summaries for both **required** and **supplemental** measures.

Required Alberta Education Assurance Measures - Overall Summary
Fall 2024
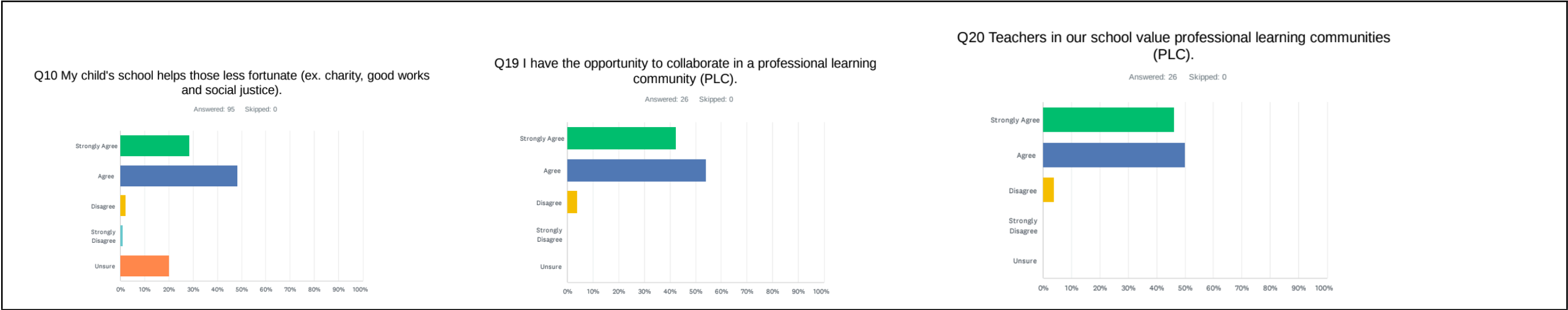
School: 2059 Father Leduc Catholic School

Assurance Domain	Measure	Father Leduc Catholic School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	80.3	84.9	86.8	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	78.1	90.9	88.2	79.4	80.3	80.9	High	Declined Significantly	Issue
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	74.5	66.7	66.7	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	PAT6: Excellence	2.0	15.6	15.6	19.8	18.0	18.0	Very Low	Declined Significantly	Concern
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.6	93.0	92.3	87.6	88.1	88.6	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.6	91.3	90.5	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	81.1	85.7	86.5	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	78.5	88.6	88.3	79.5	79.1	78.9	Intermediate	Declined	Issue

Government

Supplemental Alberta Education Assurance Measures - Overall Summary
Fall 2024

School: 2059 Father Leduc Catholic School

Measure	Father Leduc Catholic School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	52.7	3.5	n/a	n/a	n/a	n/a
Drop Out Rate	*	*	n/a	2.5	2.5	2.4	*	n/a	n/a
In-Service Jurisdiction Needs	78.7	89.3	94.7	81.1	82.2	83.0	Low	Declined	Issue
Lifelong Learning	69.6	81.9	82.6	79.9	80.4	80.7	Intermediate	Declined	Issue
Program of Studies	84.7	91.0	88.9	82.8	82.9	82.9	Very High	Declined	Good
Program of Studies - At Risk Students	81.1	88.5	87.9	80.6	81.2	81.5	Low	Declined	Issue
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.7	71.9	70.0	n/a	n/a	n/a
Safe and Caring	86.7	91.4	91.4	87.1	87.5	88.1	High	Declined	Acceptable
Satisfaction with Program Access	67.6	80.2	81.2	71.9	72.9	72.7	Low	Declined Significantly	Concern
School Improvement	79.5	78.9	80.6	75.8	75.2	74.7	High	Maintained	Good
Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.7	60.0	n/a	n/a	n/a
Work Preparation	70.5	83.3	85.4	82.8	83.1	84.0	Low	Declined	Issue

School's STAR Survey (Survey Monkey) Results:

Q10 My child's school helps those less fortunate (ex. charity, good works and social justice).
Answered: 95 Skipped: 0

Q19 I have the opportunity to collaborate in a professional learning community (PLC).
Answered: 26 Skipped: 0

Q20 Teachers in our school value professional learning communities (PLC).
Answered: 26 Skipped: 0

Q19 My child knows who to talk to if he/she needs help or is struggling with emotions or mental health.

Answered: 95   Skipped: 0
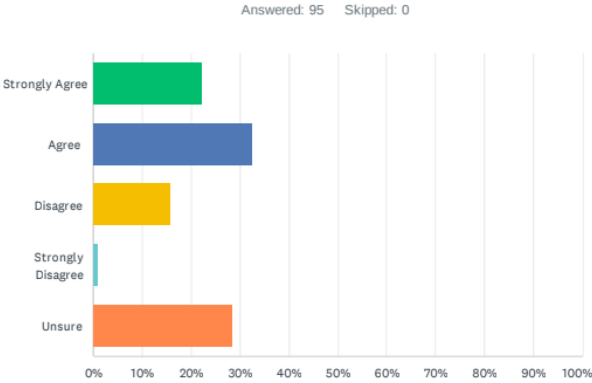
ANSWER CHOICES	RESPONSES	
Strongly Agree	22.11%	21
Agree	32.63%	31
Disagree	15.79%	15
Strongly Disagree	1.05%	1
Unsure	28.42%	27
TOTAL		95

Narrative on the school's annual results:

Due to the COVID-19 pandemic, some assessments in previous years were not fully utilized (e.g., Provincial Achievement Tests, Diploma Exams).
As a result, caution should be used when interpreting results over time, particularly those related to provincial achievement assessments.

There was a decline from 84% to 76% in parents who agree or strongly agree that their child's school helps those less fortunate (Social Justice)
There was an Increase from from 88% to 96% of teachers who believe they have the opportunity to collaborate and value PLC time
There was a decline from 77% to 55% of parents who said their child knows who to talk to if he/she needs help or is struggling with help or emotions.

Required Accountabilities: (as described in AB Ed's Funding Manual)

Accountability Item	Description of Action (Dates of meetings where data is shared, publications, postings, etc.)
School involves stakeholders and school council in updating the plan and preparing the AERR ("Progress Evidence Column")	Consulted Parents on AEA / STAR Survey Results at March 18th School Council Meeting-Will present them with Education Plan at May 20th Meeting. Consulted Teachers on areas of growth on March 10th PD Day- Will present Education Plan at May 13th Staff Meeting Consulted Grade 6 classes on areas of success and growth within our school. Consulted a select number of Junior High Students on areas of success and growth within our school.
School updates its School Education Plan & AERR document, posts it on the school website and notifies Central Office	DATE: Deadline: May 30th, 2025

Results for the AEA Survey and student assessments (when available) are included in the school's AERR and have been shared with the school community	
School-based plan is linked to competencies in the TQS and LQS Links to these documents: TQS and LQS.	*Demonstrating a professional body of knowledge*-ensure that all students continuously develop skills in literacy and numeracy; School Wide Literacy Goal *Fostering Positive Relationships*-collaborating with community service professionals, including mental health, social services, justice, health and law enforcement; LSF / FSLW linnking families to supports and services *Establishing Inclusive Learning Enviornments*-recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes; Introduction of LEAP Program