



Light of Christ Catholic School (LOC) Three-Year Education Plan 2021-2024

This Three-Year Education Plan can be viewed on our school website at:
<https://lcc.lrcssd.ca/education-plan>



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WHO WE ARE: LAKELAND CATHOLIC SCHOOL DIVISION

The Lakeland Roman Catholic Separate School Division is located about 250 kilometers northeast of Edmonton. The four major communities in the jurisdiction are Bonnyville, Cold Lake, and Lac La Biche, as well as the Village of Waskatenau. Within these communities, the Division operates eight schools with seven of the eight schools offering dual-track programs (English and French Immersion). We also have an institutional school, Dr. Margaret Savage Centre School, in Cold Lake. In 2021-2022 in response to the COVID 19 pandemic, Lakeland Catholic school offered a K-12 online Learning option for students. This online learning option will continue into the upcoming year in as a result of positive feedback from stakeholders.

The number of students served has grown each year, both as a function of regional population growth and interest in a faith-based educational option for students and families. The changing demographics of the area present both challenges and opportunities for education planning.

WHO WE ARE: LIGHT OF CHRIST CATHOLIC SCHOOL

Light of Christ Catholic School is located in the town of Lac La Biche Alberta. We offers education to students in English from Pre-school to Grade 12, and French Immersion from Pre-school to Grade 4. At Light of Christ we believe that each and every student has the potential to reach greatness. We will provide the steppingstones required for students to develop the skill, knowledge and attitudes that will enrich their learning and allow for them to grow into well rounded children of God.

Our primary purpose, like Christ, is to serve... our students, our parents, and our community.

Within this context we:

- Enhance our Catholic identity by developing and maintaining strong links among the parish, school, and home.
- Develop students as critical thinkers and problem solvers, equipped with the skills to be responsible, productive, and ethical citizens focused on serving God and the community.
- Provide students with a wide range of high-quality educational programs and services that educate the whole child – spiritually, intellectually, physically, culturally, and emotionally.
- Nurture self-esteem, success, and wellness in a safe and caring learning environment that affirms the dignity of staff and students.
- Develop a learning climate that supports excellence, continuous improvement, and life-long learning.



COMMUNITY PROFILE

Lac La Biche

The hamlets of Lac La Biche and Plamondon are the urban service areas for Lac La Biche County, covering more than 12,000 square kilometers. Located approximately 220 kilometers northeast of Edmonton, the town of Lac La Biche sits on the southern shore of the lake. The town itself has a population of approximately 2,350 people, while the county has a resident count of 8,350.

Alongside Lakeland Catholic Schools, Northern Lights School Division and Conseil Scolaire Centre-Est also operate public schools from K-12. The main campus of Portage College is also located in Lac La Biche.

2016 census data shows population growth in the county between 2011-2016 to be relatively stable with 13.99% of the population between ages 5-14 and the median age of residents similar to all of Alberta. More than half of families in private households (59.41%) have children and English is primarily spoken at home. Interestingly, 180 respondents indicated they spoke Russian most often at home which is higher than the 130 respondents who indicated they spoke French most often at home.

Median total incomes for couples with children and lone-parent families were similar to the rest of Alberta, as was the prevalence of low-income children and youth. Over 90% of the residents identify as non-immigrants, and 23.82% identify as Indigenous.

The percentage of the population aged 15 years and over, in private households, with a post-secondary certificate, diploma or degree is almost 10% lower than that of Alberta and Canada (45.62%).

¹ Statistics Canada. 2017. Alberta and Canada. Census Profile. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017.



WHAT INFORMS LAKELAND CATHOLIC'S EDUCATION PLAN

The plan is based on an assurance framework, which is grounded in a reflection of past accomplishments and a commitment to areas that require additional attention. The Board and administration engaged their stakeholders through online surveys of staff, students, and families (January/February Assurance Survey, March Schollie Surveys), virtual stakeholder engagements (February 23 and March 2 Town Hall Meetings, February 17 and March 17 Student/Board Engagements), dedicated virtual planning workshops (April 1 Senior Administration Planning Meeting and April 13 Principals Planning Meeting), and a thorough review of past plans and initiatives. The latest Provincial guidance and priorities are reflected in Lakeland Catholic's Three-Year Education Plan, as are the most recent budget figures.

Section 12 of the School Councils Regulation 028 2019: <https://www.albertaschoolcouncils.ca/public/download/files/93595>

School Principals meet on a monthly basis with their school staff to make sure they are meeting their school goals. The Division senior administration team meets monthly with each school Principal to review progress and monitor implementation of strategies from the school's Three-Year Education Plan.

Foundational Statements

Foundational statements outline the Division's primary purpose, its operating context, and the vision, mission, and values of the Division. These are framed as contextual setting pieces, aspirational goals, and enduring beliefs that underpin everything the Division undertakes.

Outcomes/Measures

The desired outcomes and key results are specific and measurable and are supported by strategies to accomplish these ends. Performance measures – both local and provincial, provide direct, measurable evidence of progress against key results, and ultimately, desired outcomes. Collaborative action planning is done at both the Division and individual school level. These action plans are a tactical roadmap to implementing the overall strategic plan at each school, as well as the Division.

Financial Statements

The Financial Statements represent, globally, the budget for the Division, both operationally and capital. The forecasts aim to incorporate anticipated growth as well as on-going maintenance and capital renewal projects.



SCHOOL FOUNDATIONAL STATEMENTS

Vision

Passion for Learning, Character for Life

Mission

Light of Christ Catholic School will provide meaningful learning experiences to educate the whole child and ensure the development of respectful citizens that model Catholic Christian values and contribute to a better world.

Values and Beliefs

- ◆ Catholic values are fundamental in preparing our students' minds, bodies and spirits, and Christ should be reflected in everything that we do.
- ◆ Each student is a unique gift from God to be valued and respected.
- ◆ All children can learn and experience success; they have the right to access high quality educational programming that considers different learning styles and ability levels.
- ◆ All students, parents and staff have gifts and talents that must be recognized, respected and developed.
- ◆ Learning is a visionary and proactive process that requires a collaborative effort by students, staff, families and the community.
- ◆ Learning occurs best in a safe, orderly and caring environment where expectations are clear and students believe they can and will succeed.
- ◆ A Catholic school is an extension of the Catholic Christian community and is a vital link between church and home.



STRATEGIC PRIORITIES

Goal One: Catholic Christian Identity

OUTCOME Lakeland Catholic students develop their faith in a fully permeated Catholic Christian environment.

DIVISION STRATEGIES:

Moral intelligence:

- Further develop our moral intelligence program which teaches Catholic Christian virtues to students within a safe, caring and faith filled learning environment which is designed to ensure that students at school are safe, learn the importance of caring for others, learn respect for others and are treated fairly while they develop and practice Catholic Christian virtues.

Student faith development:

- Provide opportunities for students to engage and grow in their Catholic Christian faith, both inside and outside of the classroom in a range of activities such as, but not limited to: Catholic Youth Leadership Program, retreats, celebrations, masses, daily prayer and reflection, Rite Christian Initiation for Children/Teens (RCIC/T) Programs, Search, and guest faith leaders.
- Promote social justice and social action with accompanying faith education at all grade levels as appropriate locally, provincially and globally.

Religious programming and permeation:

- Support curriculum implementation with resources and training in Grades 3 and 4 *Fully Alive*, Grade 8 *Growing In Faith/Growing In Christ*.
- Maintain a strong focus on faith permeation in all school subjects and activities to ensure that Catholic values and virtues will permeate all school subjects and activities.
- Provide religious educational resources and programming to support students' faith development at all levels.



SCHOOL STRATEGIES:

Moral Intelligence- Monthly teachings, based on Catholic Virtues, used as part of every morning routine in classrooms and infused in daily lessons and activities. Highlighted at the weekly K-6 assemblies to celebrate students who practice and

Student Faith Development-

- ~ the school participates in a weekly mass in order to foster a lasting connection between school and parish. Students attend mass on a 3-4 week rotation and are involved in ministries including reading, offertory, greeters and altar servers.
- ~Father Anselmo visits the school to build a strong connection between the parish and the school
- ~ YLL- student lunch Club to provide opportunities for students to develop their faith.
- ~Social Justice Programs (Food Drives, Walk for Hope, community Cleanup, etc) that will provide opportunities for all students to develop in their faith by connecting to the Catholic Social teachings.

Religious Programming and Permeation

- ~ Support curriculum implementation with resources and training in Grades 3 and 4 *Fully Alive in English and Grades 1-4 Fully alive in French*, as well as *Grade 8 Growing In Faith/Growing In Christ*.
- ~ The school will provide religious educational resources and programming to support teachers in their daily implementation as they support students’ faith development at all levels.

SCHOOL MEASURES:

The division performance measure comes from the Accountability Pillar.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2022	2023	2024
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	90.4	91.6	81.4	74.1	83.1	85	Very High	Improved	Excellent	85	87	89

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2022	2023	2024
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	94.2	90.7	90.5	81.1	89.7	90	Very High	Improved Significantly	Excellent	90	92	93



Supplemental Local Measures – Schollie Research & Consulting

Due to COVID-19 our students were unable to complete our Schollie & Company survey results for 2019-2020. The targets you will see for our students will reflect the difference between our results from 2018-2019 to the current year.

- 93% of grade 6, 100% of grade 4 and 5 students are satisfied with the chances they are given to attend religious celebrations in school.
- 86% of students in grades 7-12 are satisfied with the opportunities to attend religious celebrations in the school.
- 79% of students in grades 7-12 feel that Catholic values and virtues are integrated into your school subjects and activities.
- 78% of students in grades 7-12 feel that there is a Christian atmosphere in the school. (Adding YLL to student services)
- 100% of teachers feel there is a Christian atmosphere in the school
- 100% of staff feel there is opportunity to practice faith
- 100% of parents are satisfied that the school models Catholic Christian values that are consistent with the values taught in your home.
- 97% of parents are satisfied that the school is helping their child develop their faith.
- 100% of parents are satisfied that the school is Christ-centred.
- 97% of parents are satisfied with the relationship that exists between the home, school and parish.
- 96% of parents are satisfied that gospel values are integrated into all subject areas.
- 100% of parents are satisfied with religious instruction at the school.

DIVISION ASSURANCE:

LCSD's mandate is to create Catholic Christian citizens, who will continue to grow in their faith. Our Division continues to prioritize the faith development of our students and the building of critical faith relationships between the school, home and parish.

PROGRESS REPORT (January 2022 / June 2022):

Goal One: Catholic Christian Identity

OUTCOME Staff will experience meaningful opportunities to develop their faith and live as Gospel Witnesses.

DIVISION STRATEGIES:

- Schools will submit faith formation plans by no later than October 15, that indicate the opportunities provided for staff to develop their faith and live as Gospel Witnesses, which include key indicators such as, but not limited to:
 - Teachers and administrators are active members of the parish to which they belong.
 - Teachers and administrators witness their life in Christ through their relationships with parents, students and each other.
 - Teachers and administrators demonstrate their faith through their active involvement in the school's Catholic culture, especially in liturgy, prayer, and justice activities.
 - Teachers and administrators form proper and prudent bonds of friendship with students in order for authentic formation to occur.
 - Teachers and administrators are supported in their ongoing formation through the allocation of time and resources.
 - The school and Division have effective and consistent faith formation plans.
 - As part of their professional learning, teachers, support staff and administrators create a personal faith formation plan, which is reviewed throughout the year.
 - Hiring practice places the faith life and the willingness to grow in faith of the prospective candidate as a priority.
- Provide opportunities for staff to engage and grow in their Catholic Christian faith, both inside and outside of the classroom.
- Expect employees to visibly demonstrate their faith in their daily work (such as daily staff prayer/reflection time, sharing individual faith stories, sharing Catholic values and beliefs with students at opportune times).
- Implement Division faith formation plan focused on Mark 4 "Gospel Witness" of Excellent Catholic School Identity to ensure relevance and vibrancy.
- Promote and celebrate the faith, justice and social action accomplishments of schools, and staff.

Building Faith Communities:

- Develop the critical partnerships required among the school, church and the home to build a vibrant and inclusive faith community.
- Provide opportunities to build and maintain communications and partnerships between the school, parish and home.
- Expect employees to actively participate in Sunday Eucharist, parish activities and ministries; promote parish opportunities for staff and students to deepen their faith; establish strategies to promote participation in parish activities such as, but not limited to:
 - Faith Formation.
 - Faith Café.
 - Faith Learning Communities (FLC's).



- Regular staff attendance/involvement in/at mass.
- Developing school liturgies.
- Social action.
- Social justice projects.
- Promote, highlight and celebrate our Catholicity through contributions to Grateful Advocates for Catholic Education (GrACE) advocacy at all levels.

SCHOOL STRATEGIES:

~ Programs offered to help staff continue with their faith development

- Mass Mentors
- Faith Learning Communities
- Sharing the Faith
- Faith Café
- Opportunity for RCIA participation
- School Liturgies with staff involvement

Highlights of being a Gospel Witness

- ~ Regular staff participation and attendance for weekly mass with staff gatherings that encourage community building
- ~ Staff participation in ministries (church cleaning, readers, greeters, offertory, Children's Liturgy, etc) on a monthly basis
- ~ Invitation of Parish Priest into the school to build relationships with staff both inside and outside of the classroom.
- ~ Faith Formation Plan submitted to the district by October 15th
- ~ Support Division's faith formation plan focused on Mark 4 "Gospel Witness" of Excellent Catholic School Identity by having monthly discussions at the Staff Meetings
- ~ Promote, highlight, and celebrate our Catholicity by encouraging contributions to Grateful Advocates for Catholic Education (GrACE) advocacy at all levels.
- ~GrACE Newsletters shared with staff on a monthly basis in order to encourage teachers to submit their class engagement to be featured in the monthly GrACE Newsletters.
- ~ Promote and celebrate the faith, justice and social action accomplishments of our school and staff through website, social media platforms and local media coverage. These will be shared on a monthly basis with The POST.



SCHOOL MEASURES:

Supplemental Local Measures – Schollie Research & Consulting

- 100% of teachers are satisfied with the Catholic Christian atmosphere of the school.
- 100% of teachers are satisfied that the school provides opportunities for them to practice and develop their faith.
- 70% of teachers are satisfied with the Faith Sharing Program.
- 87% of teachers are satisfied with the division resources and support offered to help them integrate Christian values into teaching and learning.
- 86% of teachers are satisfied that the school provides activities that promote responsible citizenship, volunteerism and community service.

DIVISION ASSURANCE:

LCSD continues to prioritize the faith development of our staff and building relationships within the school, parish, and home in response to the feedback we have received from our staff groups. Our Division is committed to providing opportunities for staff to develop into strong Catholic Christian role models as part of our Division's primary mandate.

PROGRESS REPORT (January 2022 / June 2022):

Goal Two: Student Success

OUTCOME Literacy learners are proficient in the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living.

DIVISION STRATEGIES:

- Schools will develop a plan using the literacy supports and following the three processes provided by Dr. Georgiou and, the Division to address literacy concerns by no later than October 30th, to ensure that all students are performing at or above grade level (Appendix A - 2021-2022 LCSD Literacy Plan).
- Use of standardized assessments:
 - Grades K-1 teachers will determine each student's grade level proficiency, in literacy, by utilizing a common and calibrated assessment (The Numeracy Screener administered in December and May).
 - Primary: Grades 1-12 teachers will determine each student's grade level proficiency, in reading and writing, by utilizing a common and calibrated assessment Test of Silent Word Reading Fluency (TOSWRF) Test of Silent Reading Efficiency and Comprehension (TOSREC) and Test of Word Reading Efficiency (TOWRE).
- Engage teachers in ongoing professional learning/training:
 - Provide training for staff on 5 pillars of literacy instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension).
- Implement effective Tier 2-3 Intervention:
 - Implement Tier 2 or Tier 3 Intervention Program structured methodology by Dr. Georgiou.

School Based Literacy plans can also include strategies such as, but not limited to:

- Incorporate oral language strategies to support learning.
- Explore conceptual knowledge.
- Develop critical thinking.
- Incorporate a balance of literacy components in a gradual release of responsibilities/gradual increase in independence.
- Include literacy across the content areas.
- Innovative technologies.
- Student assessment.
- Research-based, best practices instructional techniques.



**Appendix A
Lakeland Catholic Literacy Plan 2021-2022**

Why is there a need for a Division wide literacy plan?

We know that there is a need to address literacy concerns in Lakeland Catholic students. Through our work with collaborative response we know that literacy is a key issue for focus in the upcoming year. What if we try something that has been proven to reduce struggling difficulties and has been tried out with success in different schools in Alberta?

Edmonton Public School Board Schools started with 290 Grade 1 children and by Grade 3 had 3 poor readers left (1.4%) in their schools that implemented this process. In Fort Vermillion, and in both Edmonton Catholic and Fort Vermilion schools that participated with 1526 Grade 1 children; by January 2020, both divisions' students behaved normally in reading.

How can we achieve this?

We engaged the person who is behind this improvement, Dr. George Georgiou, professor in the Dept. of Educational Psychology at the University of Alberta. According to Dr. Georgiou, to improve literacy, we need to:

1. Use Standardized Assessments:

Use norm-referenced reading assessments multiple times throughout the year (September, January, May) to monitor the progress of the children and adjust instruction to meet the specific literacy needs of the students.

Screeners (standardized and norm referenced):

(January/June) Kindergarten	CTOPP – Comprehensive Test of Phonological Processing LeNS – Letter Name Sound
(September/January/May) Gr. 1-9 English	TOSWRF - Test of Silent Word Reading Fluency TOSREC - Test of Silent Reading Efficiency and Comprehension TOWRE - Test of Word Reading Efficiency- read and non-words
(September/January/May) Gr. 1-3 French Immersion	LeNS – Letter Name Sound CC3 – Castles and Colheart 3
(September/January/May) Gr. 4-9 French Immersion	TOSWRF - Test of Silent Word Reading Fluency TOSREC - Test of Silent Reading Efficiency and Comprehension TOWRE - Test of Word Reading Efficiency - read and non-words
(September/February) Gr. 10 – 12 English and French Immersion	TOWRE - Test of Word Reading Efficiency- read and non-words



Follow-up meetings will occur after data collection from assessments. Dr. Georgiou will meet with our schools. He will address any questions teachers may have and equip them with the right tools and resources. He will work collaboratively with schools and Division leaders to monitor their students' progress and adjust instruction as necessary to eliminate reading difficulties.

2. Engage our Teachers in Ongoing Training:

There will be training for staff on evidence-based practices. Staff will be exposed to activities and resources on teaching the 5 pillars of literacy instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension). The intention is not to ask staff to completely change their teaching methods, rather the professional learning will provide a systematic, structured and effective process for staff to make literacy instruction more efficient and effective.

3. Implement Effective Tier 2-3 Intervention:

Have an effective Tier 2 or Tier 3 Intervention Program within the schools using a structured methodology. These materials with accompanying training are provided by Dr. Georgiou and the Division.

SCHOOL STRATEGIES:

A variety of strategies will be used to support the 5 pillars of Literacy. Dr. Georgiou assessments will be used to determine current student literacy levels and how to support growth.

Phonemic Awareness

- ~Administer the LENS standardized assessment for K-1
- ~ Administer the TOWRE to grade 1-9 students to administer areas of required support
- ~Grades K-3- will receive a minimum of 10 minutes a day of direct phonemic instruction
- ~Grade 4-6 will be addressed in small groups as required for individual student development

Phonics

- ~Grades K-6 a minimum of 20 minutes per day of direct phonics instruction
- ~Blending and segmenting words and letter sounds to support reading and writing

Vocabulary

- ~Grades K-6 a minimum of 10 minutes per day of direct Vocabulary instruction
- ~Development of sight words as well as posting them in the classroom for student reference, and use in student writing.

Reading Comprehension

- ~Administer the TOSREC to grade 1-12 students to identify student areas of support



- ~Reading mentorship program between grades (Reading Buddies) to increase student
- ~Teacher led small group Guided Reading sessions offered to student groups on a daily basis
- ~Increase resources (leveled reading books) accessible to students and teachers to support students at their reading level

Fluency

- ~Administer the TOSWRF to grade 1-12 students to identify areas of required support
- ~Reading mentorship program between grades (Reading Buddies)
- ~Teachers will model fluent reading to students in daily read alouds
- ~Daily DEAR time for grade K-6 is 15 minutes and DEAR time for Grade 7-12 is 20 minutes

Addition strategies

- ~ School Literacy plan created and submitted to District for feedback.
- ~Participation in Collaborative Response model framework to support student growth and identify supports for key areas of need
- ~Participation in Professional Learning Communities with a literacy focused goal
- ~Identify and implement effective tier 2 and 3 supports for students requiring these strategies (Ex: Literacy Intervention for grades 2 and 3)
- ~Use of standardized assessments compared to norms to identify students requiring targeted strategies and supports

SCHOOL MEASURES:

The division performance measure comes from the Accountability Pillar.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2022	2023	2024
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	90.4	81.6	81.4	74.1	83.1	85	Very High	Improved	Excellent	85	87	89

Supplemental Local Measures – Schollie Research & Consulting

- 100% of students Grade 7- 12 are satisfied with the literacy program, 100% of parents are satisfied with the school’s effort to improve literacy. 96% of parents are satisfied with the quality of LOC writing program



- 100% of students in grades 7-12 are satisfied with the support that they receive at the school to improve English language skills.
- 100% of parents are satisfied with the school's effort to improve their child's literacy.
- 100% of parents are satisfied with the quality of the reading program at the school.
- 96% of parents are satisfied with the writing program at the school.
- 80% of teachers are satisfied with the school level resources and support offered to help develop and implement literacy initiatives
- 100% of students in Grade 4-6 use technology as a tool for learning. 96% of students Grade 7-12 are satisfied with the opportunity to use technology to support their schoolwork

DIVISION ASSURANCE:

LCSD is focusing on this priority to address literacy learning gaps and improve literacy for students consistently and sustainably. The AP and local measures indicate that our literacy gaps are growing, student attendance and engagement is decreasing. As such literacy will be a priority for 2021-2022. We will be celebrating the successes of student literacy achievements to increase student engagement and attendance.

PROGRESS REPORT (January 2022 / June 2022):

Goal Two: Student Success

OUTCOME Numeracy learners are proficient in the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living.

DIVISION STRATEGIES:

- Schools will develop a plan, by no later than November 30, to address numeracy needs, to ensure that all students are performing at or above grade level.
 - Grades K-1 teachers will determine each student's grade level proficiency, in numeracy, by utilizing a common and calibrated assessment (The Numeracy Screener administered in October & June).
 - Grades 2-10 teachers will determine each student's grade level proficiency, in numeracy, by utilizing a common and calibrated assessment Math Intervention/Programming Instrument (MIPI) administered in October & June).

School based Numeracy plan can include strategies such as, but not limited to:

- Balanced student assessment.
- Spiraled curriculum.
- Differentiated instruction.
- Manipulative materials and innovative technologies.
- Game-based learning options and use of smart boards.
- Open ended, inquiry-based problems that are current, relevant and culturally sensitive.
- Research-based, best practices instructional techniques.
 - Whole Class (Math starters, Modelling, Think Aloud, Number Talks, Mini-Lessons).
 - Small Group (Guided Math, Mini-lessons, Collaborative tasks and Problem Solving).
 - Individual (practice activities, rich tasks, problem solving, reflection, conferences, interviews).
- Metacognitive practices and numeracy competencies such as but not limited to:
 - Searching for patterns.
 - Thinking logically.
 - Predicting and checking.
 - Breaking down problems into smaller parts.
 - Interpreting solutions in context.
 - Estimating to check answers.
- Provide school and Division resources to address identified numeracy issues at all grade levels.
 - Provide teachers in ongoing professional learning/training to address identified numeracy issues as necessary.

SCHOOL STRATEGIES:

- New math manipulatives available to all teachers within the school in an accessible way
- Integrating math starters into daily instruction at all grade levels
- MIPI math benchmarks used at the beginning of the year to collect data on student needs and strengths. Data will also be collected in June to measure and indicate growth.
- Hands on and inquiry-based learning at all levels to ensure that students have access to learning in more forms than simply Auditory
- Common language used between grades (K-12) with common resources available to all teachers
- Shared Scope and sequence across the district that all teachers will follow in their assigned subjects

SCHOOL MEASURES:

The division performance measure comes from the Accountability Pillar.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2022	2023	2024
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	67.9	n/a	n/a	71.0				71	74	77
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	14.3	n/a	n/a	16.0				16	18	19

Supplemental Local Measures – Schollie Research & Consulting

- 100% of parents are satisfied with the quality of math programming at the school.
- 95% of grade 4-6 students feel they can get help from their teacher
- 97% of parents are satisfied with the differentiated learning opportunities for their children
- 84% of grade 7-11 students are satisfied that their teachers use different ways to help them learn
- 97% of parents are satisfied with the resources available at the school for teaching and learning.
- 97% of parents are satisfied that their child is being challenged and encouraged by their teacher to achieve high standards.



DIVISION ASSURANCE:

LCSD is focusing on this priority as there has been a decline in Mathematics results over the past three years. Creating explicit numeracy plans that correspond with Collaborative Response and drawing out best practices in numeracy will create conditions for students' success. Teachers will use the numeracy screens at the beginning and end of the school year to determine the numeracy learning growth of students, and to plan for targeted instruction.

PROGRESS REPORT (January 2022 / June 2022):

Goal Two: Student Success

OUTCOME Early learning students will have an excellent start to their early learning journey.

DIVISION STRATEGIES:

Implement Early Learning strategies including Preschool programs and early identification of at-risk students.

- Preschool Educators/Kindergarten teachers will determine each student's proficiency, in reading, writing and universally, by utilizing a common and calibrated assessment: Comprehensive Test of Phonological Processing (CTOPP), Letter Name Sound (LeNS) and The Numeracy Screener.
- Provide rich developmentally appropriate programming that meets the needs of a diverse population.
 - Ensure students achieve the Kindergarten Program Statement outcomes with enrichment in literacy and numeracy learning that bridges into Grade 1.
 - Provide ongoing professional learning for staff to support enrichment of literacy and numeracy competencies within Kindergarten.
- Support implementation of the Flight Framework in Preschool with professional learning and resources.
- Support infusion of literacy and numeracy throughout the play-based inquiry-learning model in Preschool.

SCHOOL STRATEGIES:

- Explore the Flight framework in our Early Learning and Childcare programs in order to support age-appropriate development.
- Staff will be trained in Hanen training in order to support students with Language development
- Kindergarten class will use ASL to support language development and language learning.
- Kindergarten and preschool fairs will be held in order to recruit registrations and help inform the community/parents of our programming.
- Early Learning programs will use Play based learning to support age-appropriate development
- Trauma informed decision making will be a focus of ongoing staff conversations and student supports.
- Social + Emotional regulation: Zones of regulation will be used to introduce students to strategies to help regulate their emotions
- Collaboration with local day cares and other organizations within the community to build awareness of our programs
- Advertising/ displaying LOC in the community and on Social Media to enhance recruiting to our early learning programs
- Moe the mouse for kindergarten and grade 1s below grade level to enhance early literacy support for students



- LOC will bring local Daycares and Headstart programs in for school tours to increase registrations in the early learning programs at Light of Christ
- LOC will attend Community based resources fairs to increase recruitment
- Preschool teacher will continue to foster relationship with local daycares and families to ease transitions for students
- Peace patrol, Kelso's choice Wits program will be used to support students in making positive choices, learning about empathy, and building independence with their relationships at school

SCHOOL MEASURES:

Supplemental Local Measures – Schollie Research & Consulting

- 100% of parents satisfied with the quality of pre-school programming at the school
- 100% of parents are satisfied with preschool options at LOC
- 100% of parents are satisfied with preschool programs and other education support.
- 100% of parents are satisfied that full day kindergarten provides quality early learning opportunities.

DIVISION ASSURANCE:

LCSD is focusing on this priority as we understand how important it is for early learners to have foundational literacy, and numeracy skills for future academic, social, and emotional success. The Division received strong feedback from stakeholders that early learners needed targeted support to ensure success in subsequent grades. With the strategies provided, LCSD will provide targeted, intentional support to early learners.

PROGRESS REPORT (January 2022 / June 2022):

Goal Two: Student Success

OUTCOME Students will benefit from innovative, relevant and alternative, experiential programming (including arts, language, Career and Technology Studies (CTS), Career and Technology Foundations (CTF), Science, Technology, Engineering and Math (STEM) education, Science, Technology, Engineering, Arts, Mathematics (STEAM) education and, Dual Credit education) to ensure students are well prepared for work or further studies.

DIVISION STRATEGIES:

Lifelong learning, employment and citizenship:

- Continue to offer students high quality relevant programs in the core academic areas as well as a wide range of complimentary programs and experiential learning including fine arts, languages, career and technology studies/foundations, health, physical education.
 - Refine online/at home learning for students who are unable to access in person learning.
 - Support shared access to synchronous courses between schools.
 - Expand and align the specialized sports programs Division-wide.
- Provide opportunities for students, staff and community to celebrate student accomplishments.
- Prioritize recommendations of the Truth and Reconciliation Commission to increase education and further understandings of all students.

Ensure the continued success and viability of the Division's French Language Programs (French Immersion (FRIM) and French as a Second Language (FSL):

- Promote opportunities for students to engage in FRIM/FSL learning curricular and extracurricular experiences.
- Provide opportunities for students, staff and community to celebrate FRIM/FSL student accomplishments.
- Develop and utilize community partnerships that support teaching and learning.
- Provide school and division resources to address identified FRIM issues at all grade levels.
- Provide teachers in ongoing professional learning/training to address identified FRIM needs.

Student counselling services:

- Provide high quality personal and career counseling services to ensure the mental health and wellness of students
- Provide opportunities for First Nation Métis and Inuit (FNMI) students to explore and develop the skills to enter post-secondary institutions and/or specialized fields in the work force.

SCHOOL STRATEGIES:

- LOC will organize university visits for our grade 11/12 students before the end of the year
- LOC will offer advanced credit for university in grade 12 / collab option courses with the Portage College or other institutions
- Light of Christ will highlight opportunities and programs for Indigenous students such as those offered at Portage College
- At Light of Christ, we are working to offer an extended range of options classes including information processing and robotics to make use of our new computer lab.
- Throughout the year at Light of Christ, there are extracurricular clubs such as an art club, robotics club and drama club. We are working to expand our list of extracurricular activities.
- Students will have the opportunity to participate in Science Fairs, Trades competitions, Skills Canada, etc
- Light of Christ works closely with Portage College and community organisations and businesses so that we can expose our students to a multitude of career options.
- Our career counsellor will provide the opportunity for students to explore various careers through course programming, selection and research.
- Through the RAP (Registered Apprenticeship Program) and the YAP (Youth Apprenticeship Program) students have the opportunity to gain valuable experience in a field of their choice.
- We will continue to grow our French Immersion Program by having 2 meetings with parents to inform them and encourage them to invite other parents to the program as well
- Work experience opportunities used both in the community and within the school to enhance student skills for acquiring and retaining employment.

SCHOOL MEASURES: *The division performance measure comes from the Accountability Pillar.*

Supplemental Local Measures – Schollie Research & Consulting

- 64% of grade 7-11 students are satisfied with their access to career counseling services
- 100% of grade 7-11 students are satisfied with the art programming
- 100% of grade 10-11 students feel they are exposed to potential career paths
- 79% of parents are satisfied with career counselling options at LOC
- 80% of parents are satisfied with the quality of the school fine arts program (band, art etc)
- 100% of students are satisfied with the art program.
- 83% of parents are satisfied with the information you receive from your child's school about their progress and achievement in French Language Learning



- 91% of parents are satisfied with the quality of the French Immersion program.
- 83% of teachers are satisfied with the school-level resources and support offered for instructional support in the French Immersion program.
- 81% of students in grades 7-12 are satisfied with the resources available to help them make career path decisions.
- 84% of students in grades 7-12 are satisfied with the personal counseling services available at the school.
- 88% of parents are satisfied with the variety of subjects available to their child at school.
- 80% of parents are satisfied with the quality of career counselling services available at the school.
- 96% of parents are satisfied with the quality of the Physical Education program at the school.
- 85% of teachers are satisfied with the opportunity for students to learn about computers.

DIVISION ASSURANCE:

LCSD understands that student engagement, motivation, and achievement increase with opportunities to experience and explore a broad range of interests through experiential learning. Our Division encourages real life learning experiences which engage students, build relationships with community partners and creates opportunities for students to participate as active citizens beyond the classroom.

PROGRESS REPORT (January 2022 / June 2022):

Goal Three: Equity and Inclusion

OUTCOME **Students are supported academically, socially and emotionally for optimal well-being.**

DIVISION STRATEGIES:

Supports for inclusive education students:

- Ensure programs, accommodations, resources and services are in place to meet the needs of students.
 - Prioritize Collaborative Response year 2 implementation to ensure the needs of at-risk students will be identified and effectively addressed.
 - Schools will monitor student engagement and attendance and implement timely and appropriate supports.
 - Facilitate transition of students from grades, schools and communities including FNMI.
- Build the Multidisciplinary team (MDT) to enhance organizational capacity at all levels and increase service to students.
- Encourage and celebrate students taking on leadership roles within and outside of the school community.

Supports for Indigenous students:

- Support the role of the Indigenous Outreach Worker (IOW) in all communities.
- Provide the appropriate supports to ensure ongoing academic success of FNMI students.
- Collaborate with parents, elders and FNMI community to enhance instruction and build traditional knowledge and understanding.

Supports for English Language Learners (ELL):

- Provide Division ELL coaching support for teachers and students to increase literacy and learning needs.
- Support and ease transition of ELL students and their families into school and with instruction through relevant and effective programming for ELL students.
- Enhance ELL resources available to support the instructional process.

SCHOOL STRATEGIES:

- Will purchase and install 2 Buddy Benches out on the playground. This will allow students to help find someone to play with should they be feeling alone during recess time.

- At Light of Christ, we have a full-time Family Outreach Worker who supports our student's mental health. Our family outreach worker works alongside the district Indigenous Outreach Worker to provide many supports to our students and families. (Grief and loss groups, Anxiety groups, Peace Patrol, other groups led by our FOW)
- Staff members trained in Violent Threat Risk Assessment to help identify students who are at risk.
- Indigenous Outreach worker running groups for indigenous youth in the school.
- Throughout the school year programs such as "Go Girls", "Kelso's Choices" and "WITS/LEADS" give students the opportunity to learn valuable problem-solving skills and strategies.
- When possible, classes have participated in peer mentorship and relationship-building programs such as reading buddies, helping with the lunch program or peace patrol. These programs offer older students the opportunity to gain valuable communication skills by interacting directly with younger students, as well as allow them to be great role models.
- To support students, we have a grab-and-go lunch program to ensure that all students have access to a balanced lunch. As well, programs such as Gemma's closet provide clothing and school supplies for students who may need something extra.
- Students have access to life skills programming where they have the opportunity to gain valuable skills which they will need to be successful and independent in life.
- LOC will host family nights to offers the opportunity for families to come together and interact in a child-friendly environment. All family nights include a free meal and activities for children of all ages. Family nights focus on building family communication skills, at home literacy and numeracy activities and an awareness of community supports.
- New teachers to the district can access peer mentoring. These teachers will help the new staff member navigate their new school.
- In addition to regularly scheduled days of awareness such as Orange Shirt Day and Bear Witness Day students are exposed to various Indigenous teachings such as the 7 Grandfather Teachings. At the end of each month, a given class will present their learnings to the school.
- Students at Light of Christ have access to a career counsellor. Our career counsellor provides opportunities for students to explore various career options and can connect them with community partners.
- Teachers are all trained in the Collaborative Response Model framework. This framework emphasizes using school-based knowledge and skills to address student concerns. The Continuum of Supports for Literacy ensures equal access to all supports for all students.
- Involvement with the Community Learning organization in order to support at home literacy by providing Literacy Book Boxes free of charge to families in need.
- ELL Student support offered through the district ELL coach to ensure student and family success.
- ELL Benchmarks completed 2 times per year to measure growth amongst students.

SCHOOL MEASURES:

The division performance measure comes from the Accountability Pillar.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2022	2023	2024
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	68.8	n/a	n/a	69				70	71	72
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	6.3	n/a	n/a	7				8	9	10

Supplemental Local Measures – Schollie Research & Consulting

- 100% of parents are satisfied with all areas of ELL supports
- 98% of grade 4-6 feel that people treat each other with respect in the school
- 93% of grade 4-6 feel safe at school
- 98% of grade 4-6 feel that they are treated fairly by adults in the school
- 64% of Grade 4 students, 78% of Grade 5 students feel safe on the playground
- 97% of parents are satisfied that the school provides opportunities to celebrate First Nations, Metis, and Inuit cultures and promotes pride.
- 80% of teachers are satisfied with the division resources and support offered to help them in the delivery of First Nations, Metis and Inuit programs and services.
- 80% of teachers are satisfied with the school-level resources and support available to develop and apply foundation knowledge about First Nations, Metis and Inuit for the benefit of all students.
- 81% of students in grades 7-12 believe that the school promotes a caring atmosphere.
- 100% of parents believe that there is a caring atmosphere in the school.
- 89% of parents are satisfied with the help the school provides to students who require additional support.

DIVISION ASSURANCE:

LCSD understands that students who are well supported and engaged will be successful. Therefore, in response to feedback from our stakeholders, research and analysis of student achievement over the past five years, the Division is prioritizing the allocation of appropriate supports to ensure students can achieve



success to the best of their ability. LCSD acknowledges the inclusive and diverse strengths within its organization and continues to strive for improvement particularly in the areas of FNMI and ELL education.

PROGRESS REPORT (January 2022 / June 2022):

Goal Three: Equity and Inclusion

OUTCOME Staff have the ability to meet the needs of all students through excellent instruction.

DIVISION STRATEGIES:

Continuously Improve Teaching:

- Maintain a strong focus on continuously improving instructional practices through professional learning opportunities, formal staff collaboration and joint instructional planning.
 - Implement year 2 of Collaborative Response.
 - Provide literacy professional learning/training with Dr. Georgiou.
 - Provide new teacher professional learning program with focus on Instructional Intelligence with Barrie Bennett.
 - Implement Assessment for Learning practices at the school level to inform instructional planning and delivery.
 - Implement Wellness initiative at school and Division levels to maintain positive professional and personal mental health and wellness.
 - Create Division committee to implement wellness plans and wellness professional learning opportunities at school levels.
- Ensure alignment with LQS, Teacher Quality Standard (TQS), Superintendent Leadership Quality Standard (SLQS), Mark of Excellent Catholic Teacher/Leader in all professional learning.
- Provide adequate resources to ensure successful implementation of priorities and programs

Build Leadership capacity

- Maintain a strong focus on building leadership capacity throughout the organization by building front-line leadership capacity to provide the opportunity for teachers to lead school or Division initiatives.
 - Support Indigenous Education committee to build capacity of teachers and ensure optimal resource utilization at each school.
 - Provide opportunities for French Language teachers to access in-Division and external supports in the development of those skills needed for implementing initiatives such as Assessment for Learning (AFL), Instructional Intelligence, literacy, technology in the French language learning classroom.
 - Maintain a strong focus on building leadership capacity throughout the organization.
 - Provide a Division Catholic leadership professional learning program focused on Leadership Quality Standard (LQS) and Mark of Excellent Catholic Teacher.

SCHOOL STRATEGIES:

- As teachers attend Professional Development, time is provided at the staff meeting to share the highlights and help build capacity within other staff members as they gain knowledge as well.
- Implement year 2 of Collaborative response to discuss strategies to best support student needs in literacy support
- Peer observations among staff and collaboration/debrief to discuss best practices
- LOC teachers providing Professional Development for one another in order to build capacity without our entire staff
- Peer mentorship to allow first year teachers to observe previously practiced strategies in effect from the years before they may have joined our school
- FOW and teacher collaboration to implement lessons and support students with strategies to be successful in the classroom (Academically, emotionally, etc)
- Provide required resources for teachers to be successful in their teachings
- Encourage a strong focus on the LQS and the TQS in order to ensure quality teaching and education for all students

SCHOOL MEASURES:

Supplemental Local Measures – Schollie Research & Consulting

- 97% of parents are satisfied that their child is challenged and encouraged by their teacher to achieve high standards
- 86% of teachers are satisfied that the school provides opportunities for citizenship and community services for students
- 80% of Teachers are satisfied that they have the opportunity to develop and apply indigenous knowledge
- 93% of teachers are satisfied that they receive professional learning about residential schools and indigenous history
- 79% of teachers are satisfied that the needs of all learners are met
- 80% of teachers are satisfied with the divisions resources and support to help develop assessment strategies
- 100% of teachers are satisfied with the opportunities for professional learning
- 87% of teachers are satisfied that the professional learning activities offered are high quality
- 80% of teachers are satisfied that the professional learning activities offered meet their needs.



DIVISION ASSURANCE:

LCSD understands that when teachers are well highly trained, competent, and have the skills to deliver excellent instruction students will thrive. In response to our stakeholder feedback our Division will prioritize conditions for staff wellness, targeted and intentional opportunities for professional learning in the areas of collaborative response, literacy, numeracy, and assessment which are aligned with Division and school education plans to achieve the goals that have been identified.

PROGRESS REPORT (January 2022 / June 2022):

Goal Three: Equity and Inclusion

OUTCOME **Students and staff will experience success through equitable and inclusive decision-making and system processes.**

DIVISION STRATEGIES:

- Technology:
 - Identify, evaluate and facilitate the utilization of innovative emerging technologies that have the greatest potential to improve student learning, school system operations and stakeholder engagement.
 - Provide *Parent Purchase Plan* for student devices to enhance student access to learning technologies.

- Communications:
 - Reimage and maximize school web sites, social media, email and other appropriate communications technology to inform and engage stakeholders on school priorities and programs.
 - Update Division/school communication plans to ensure they are aligned to our Catholic Christian faith.

- Governance and operations:
 - Maintain continuous multi-level operational review for system improvement.
 - Maintain school facilities that are safe and support multi-dimensional learning environments.
 - Evaluate funding allocations at all levels to ensure centrally planned priorities are met.
 - Maintain positive and effective relationships with Alberta Education, Alberta Teachers Association (ATA), school authorities and other post-secondaries, local and provincial industries.

- Community partnerships:
 - Continue to develop and utilize community partnerships that support teaching and learning (such as but not limited to Alberta Health Services, Catholic Service supports, Colleges and Universities, Careers the Next Generation).
 - Maintain positive and effective relationships with First Nation Metis Inuit communities at the school, community and provincial levels.

- Preschool and Kindergarten enrollments:
 - Develop and implement targeted recruitment strategies for families with Preschool and Kindergarten aged students.

SCHOOL STRATEGIES:

- Continue to participate in community partnership opportunities. (such as but not limited to AHS, Friendship Centre, Métis Nation, Kinsmen, Cenovus, TC Energy, Canadian Natural, Big Brothers-Big Sisters, Health Unit, FCSS, Kingdom Cats, Portage College, Lac La Biche County)
- Continue to develop effective recruitment strategies (CARE event, Spring Fair, Preschool and Kindergarten tours, flyers)
- Reimage and maximize effectiveness of school website and Facebook pages with the support of the Communication Officer and the Director of Technology
- Continue to work on our school communication plan with District Communication Officer to support her monthly communication focus within the community
- Provide Parent Purchase Plan for parents/students to purchase a device to enhance access to learning technologies
- Plan and execute a balanced budget to ensure effectiveness with all funds allocated to the school

SCHOOL MEASURES:

Supplemental Local Measures – Schollie Research & Consulting

- 97% of parents agree that there are opportunities for their involvement in the decisions regarding their child's education
- 85% of teachers believe that the school has overall improved over the past 3 years.
- 86% of teachers are satisfied with the overall quality of education offered in the school.
- 100% of parents are satisfied that the school division is responsive and responsible.
- 97% of parents are satisfied with the access to information from their child's school about their child's educational progress and achievement.
- 90% of parents are satisfied with the quality of information that they received from the school about their child's progress and achievement in French language Learning.
- 94% of parents are satisfied with the overall communications between the school and the home.
- 100% of parents with a student who access inclusive education services are satisfied with the communication opportunities with the school regarding their child's needs
- 100% of parents with a student who accesses ESL and ELL services are satisfied with the communication opportunities with the school regarding their child's needs.
- 100% of parents are satisfied that Lakeland Catholic Schools are good places for children to learn and grow.



- 87% of teachers are satisfied that Lakeland Catholic Schools are good places to teach, to learn and to grow.
- 85% of students in grades 7-12 would recommend the school to a friend.
- 92% of parents feel the school provides your child with activities that promote responsible citizenship, volunteerism, and community service.

DIVISION ASSURANCE:

LCSD is responsive and responsible. Feedback from our stakeholders reinforced the importance of ongoing engagement to ensure collaboration occurs with multiple perspectives represented. With the adoption of the assurance framework, stakeholders are assured of opportunities to engage within LCSD. Further, revision of our communication platforms to interact with our public in relevant, timely and user-friendly ways will maintain the positive public profile of LCSD. Increased opportunities to engage with stakeholders provides the division with potential for dialogue, reflection and adjustment of current strategies to ensure continuous improvement.

PROGRESS REPORT (January 2022 / June 2022):