

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



SCHOOL: 5372 THE CENTRE FOR LEARNING@HOME

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SCHOOL PRIORITIES

CATHOLIC FAITH

The Centre for Learning@HOME 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 is a guiding touchstone woven throughout The Centre for Learning@HOME's school plan. A healthy school promotes the spiritual, emotional, social, intellectual, and physical well-being of both staff and students. At The Centre for Learning@HOME, this commitment remains central as we continue to support students in becoming strong, resilient individuals, empowered to reach their full potential in all areas of life.

ACADEMIC EXCELLENCE

The Centre for Learning@HOME is committed to continuous improvement in support of student success. One key strategy in this pursuit is the use of Catholic Learning Communities (CLCs) collaborative professional learning groups that focus on enhancing online teaching practices. Each Friday, teachers engage in structured collaboration, examining evidence from the implementation of high-impact instructional strategies tailored to online learning environments. CLCs are intentionally designed to support the unique context of online teaching while guiding educators through three essential questions: 1) What do we want our students to learn?, 2) How will we know they are learning it?, 3) What evidence demonstrates that student learning has improved as a result of this work? The CLC process is grounded in research-based pedagogy and emphasizes goal setting, strategic implementation, and evidence-informed reflection. Teachers are given dedicated time to design, trial, and refine effective teaching practices while evaluating their impact on student outcomes. This creates a cycle of ongoing professional growth and deepens our collective understanding of how best to support student learning in an online context.

COMMITMENT TO STAKEHOLDER ENGAGEMENT

The Centre for Learning@HOME remains transparent to our stakeholders by actively engaging with Division Administration, Ward Committees, and School Council to engage parents, priests, students, and staff in reviewing results, identifying key issues, and developing strategies for improvement.

PRESERVING EDUCATIONAL CHOICE THROUGH HOME EDUCATION

The Centre for Learning@HOME remains committed to preserving parent choice in education through parent-directed Home Education. We recognize and support the vital role parents play as primary educators, and we strive to provide resources, guidance, and flexibility that honor each family's unique educational vision and goals.

BUILDING LIFE-LONG LEARNERS

At The Centre for Learning@HOME, we are committed to nurturing lifelong learners from Grade 1 to 12 by creating robust, engaging lessons that reflect the learning outcomes of Alberta's new curriculum. Our approach emphasizes critical thinking, real-world connections, and active citizenship to prepare students for a dynamic and ever-changing world. We continue to enhance programming options through initiatives that are designed to support diverse student pathways and promote access to a broad range of career and post-secondary opportunities, empowering each student to pursue their passions with confidence and purpose.

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 The Centre for Learning@HOME.
Medium Term:	Perspective holders believe that The Centre for Learning@HOME continues to have a significant impact in the formation of staff and students in the Catholic faith.
Short Term:	Perspective holders believe that The The Centre for Learning@HOME 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	80
% of students in Grades 5, 8 and 11 achieving an Excellence Standard on assessment.	N/A	15
% of parents, students and teachers who indicate that they are satisfied with the relationship that exists between the school and the local parish.	73	75
% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	86	88
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.	78	80
% 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.	76	78
% 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.	76	80
% 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.	80	82

NEW STRATEGIES	DESCRIPTION
Faith Formation Professional Development Resources	The Centre for Learning@HOME administration and faith leads will deliver faith formation resources during Catholic Learning Communities (CLCs) sessions as well as other formation opportunities such as staff meetings, ed council meetings, etc.
Many and One School Implementation	The Centre for Learning@HOME will continue to implement plans to address racism and discrimination through the promotion of our Catholic Social Teachings in our morning Gospel readings, school newsletters, social media, liturgies, etc.
Staff Faith Retreat	The school will support staff participation in a faith retreat.
Faith Permeation	The school will deliver professional learning and support for faith permeation to all staff to implement in their practice.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Sharing of Faith Formation with Broader Community	The Centre for Learning@HOME will produce content to be included in school newsletters, the school website and social media, classrooms, graduation, school events, and school liturgies.
Establishment and Use of Sacred Spaces in Schools	The Centre for Learning@HOME will continue to use our sacred space established in accordance with diocesan guidelines.
Faith Days	The Centre for Learning@HOME will participate in Faith Days, a two-day event to offer faith formation for all teachers and administrators.
Faith Leaders	The Centre for Learning@HOME has designated two Faith Leaders and in collaboration with school administration, will plan and set direction for religious events, teacher faith formation, and related initiatives in our school.
Activities Related to Authentic Catholic Education	The Centre for Learning@HOME 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 reading of the daily Gospel broadcast to the school • Eucharistic adoration in schools and as a division • Bishop's Luncheon attended by school principal • Masses and liturgies corresponding to the liturgical calendar • Catholic Education Sunday and Catholic Education Week are celebrated • Promotion of GrACE to staff • Holding six faith CLCs • Adopted Family Program • Staff Good Works projects in December

PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

OUTCOMES

Long Term:	Students will leave school 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” category as measured by aggregate pass and excellence rates on Provincial Achievement Tests and 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” category as measured by aggregate acceptable and excellence rates on Provincial Achievement Tests and 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.	57.3	65
Provincial Achievement Test Excellence Standard Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on the test.	17.2	20
Diploma Acceptable Standard Overall percentage of students who achieved the acceptable standard on examinations.	83.4	85
Diploma Excellence Standard Overall percentage of students who achieved the standard of excellence on examinations.	22.6	24
High School Completion Rate Percentage of students who completed high school within three years of entering Grade 10.	82.4	83
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	90.0	91
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	88.8	90
Catholic Learning Communities Percentage of teachers who believe CLCs are leading to improved student learning.	86	90

Strategies used to improve rates of PAT and Diploma, High School Completion, Active Citizenship, and Academic Engagement	
NEW STRATEGIES	DESCRIPTION
K-3 Social Studies Curriculum Implementation	CFL will continue to support teachers with K-6 Social Studies curriculum implementation through professional development and Curriculum Support Documents (CSDs), and CLCs.
Assessment for Mastery	CFL teachers will implement assessment practices that allow for ongoing feedback and re-learning practices. This initiative will help teachers to better meet the diverse needs of their students, enhancing student understanding and outcomes. School-based plans will be executed and teachers will reflect on their practices in team meetings, CLCs, and within Ed Council.
Career Exploration and Dual Credit	CFL will promote 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
Elementary Literacy	CFL is committed to fostering cohesion and developing best practices for literacy interventions within classrooms and at home. Our focus is on enhancing the capacity of classroom teachers to deliver these interventions directly in their classrooms, in collaboration with small intervention groups directed by Learning Support teachers. This approach prioritizes targeted support for students utilizing multiple formats. The CFL will continue with provincial literacy screening and interventions.
Elementary Numeracy	CFL is dedicated to enhancing the understanding of foundational number sense among both teachers and students. To support this, we will integrate professional learning opportunities both inside and outside the classroom. This approach allows teachers to apply new strategies in real-time and reflect on their practice in a variety of settings, ensuring a comprehensive understanding and implementation of these essential skills that impact student learning. The CFL will continue provincial numeracy screening and interventions.
Divisional Teams	CFL will continue to support the divisional team model 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. Teachers will also explore new technologies that can enhance their practice to improve student outcomes.
Readers' and Writers' Workshop	The Centre for Learning@HOME will support teachers attending professional development in readers and writer's workshop and mentoring of new teachers as required.
Mathematics Support	The Centre for Learning@HOME administrators will provide support at all levels of mathematics instruction, including: high-yield instructional practices, professional learning opportunities, assessment strategies, online and print resources, and number sense routines.
Coding	The CFL has designated a coding representative within the school. This rep will engage in PD, support new initiatives and identify resources related to coding.
Artificial Intelligence	CFL 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:	CFL's First Nations, Métis, and Inuit students experience achievement increases of 15% or more.
Medium Term:	CFL's First Nations, Métis, and Inuit students experience achievement increases of 10% or more.
Short Term:	CFL's First Nations, Métis, and Inuit students experience achievement increases of 5-10%.

MEASURES	2023-2024 RESULT	2025-2026 TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the acceptable standard on the test.	50	65
Provincial Achievement Test Excellence Standard Overall percentage of First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the standard of excellence on the test.	32.1	35
Diploma Acceptable Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard on examinations.	92.9	95
Diploma Excellence Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the standard of excellence on examinations.	10.7	12
High School Completion Rate Percentage of First Nations, Métis, and Inuit students who completed high school within three years of entering Grade 10.	57.1	60
Active Citizenship Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	N/A	80
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	N/A	80

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	The CFL will incorporate Rupertsland resources into CLCs, new curriculum resources, classroom lessons, support for Indigenous students, school-based faith development opportunities, and teacher foundational learning.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Implementation of K to 6 Social Studies Curriculum Support Documents (CSDs)	The CFL will continue utilizing CSDs for Social Studies curriculum that include First Nations, Métis, and Inuit outcomes, foundational knowledge, and perspectives.
Indigenous Student Support	The CFL will utilize supports provided for all Indigenous students enrolled in our school with an emphasis on individual students. The school will promote and support the use of resources provided by Rupertsland for Métis students.
Success of First Nation, Métis and Inuit Students	The CFL will review analysis of data available for our Indigenous students on a yearly basis to ensure access to appropriate supports are in place.
School Representatives	The CFL will identify 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	The CFL will make divisional Foundational Knowledge Professional Development available to staff through webinars, First Nations, Métis, and Inuit Lead Teacher session, Alberta Regional Professional Development Consortium sessions, cultural awareness events, and resources available through CTR's Intranet.
<u>Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students</u>	All Indigenous youth in care have their cases reviewed a minimum of two times per year at the CFL.

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.	95.0	96
School Improvement: Percent of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	86.0	88

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	CFL strives to retain new and existing teachers through new teacher mentorship, a supportive supervision and evaluation process, and a high level of collaboration with administration. Teachers receive specific onboarding related to delivering instruction online.
Athletic Team Leaders	The CFL Athletic Team Leader role is aligned with CTR's Athletic Handbook. School administration will work with the Athletic Team Lead to support the tasks associated with providing a robust athletic program.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Teacher Leader Alignment	CFL will follow CTR's 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	CFL administration supports CTR's aspiring leaders program by identifying candidates for this program, and encouraging their participation.
Staff Wellness Supports	CFL will support CTR's initiative by promoting staff health and well-being supports in staff meetings. The school administration will incorporate <i>The 13 Factors for Psychological Health and Safety in the Workplace</i> with staff wellness sessions.
Teacher Supervision, Growth and Evaluation and Enhanced Supervision	CFL Administrators 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 the CFL 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.

PROVINCIAL DOMAIN: LEARNING SUPPORTS

OUTCOMES

Long Term:	The Centre for Learning@HOME 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:	The Centre for Learning@HOME 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:	The Centre for Learning@HOME 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.	94.8	95
Access to Supports and Services: Percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at schools, including inclusive education.	85.3	87

- Programs, services, strategies, and local measures/data used to demonstrate that the school is improving First Nations, Métis, and Inuit student success and ensuring all students, teachers, and administrators 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
Data Collection and Referral Processes	School data collection and referral processes will be used to ensure structures and supports are cohesive and equitable across all CFL programs.
Behavioral Supports and Professional Learning	Continue to collaborate with teachers and educational assistants to provide consistent behavioral support, in partnership with the Family School Liaison Worker and divisional support services. Student Services will also engage with families to ensure ongoing, targeted strategies are in place to address behavioral needs and promote positive learning at home.
Relaunch #Relationships in a Digital Age	The #Relationships in a Digital Age materials have been updated to reflect changes to technology and related resources. 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. CFL will integrate these updated lessons into Wellness, Health and CALM courses.
Universal Supports Toolkit Update	CFL teachers will use the universal support toolkit to increase their understanding of universal learning, mental health, and regulation supports to integrate in the online classroom as part of their daily support of all students.

Crisis Response Focus	CFL will implement crisis response protocols and ensure proactive and responsive measures are taken at the school.
Student Services Program Review Implementation	CFL will follow the recommendations of the divisional program review of Student Services.
SIVA Training	Staff who work with students in face-to-face programs will be supported by our FSLW and Student Services team who are trained in SIVA to work effectively with students who display challenging behaviors and complex needs.
Accessing Community Resources	FSLW will assist families in establishing 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 Worker (FSLW)	CFL students will continue to have access to services provided by FSLW.
Universal Mental Health Supports	CFL teachers will continue to build upon the mental health strategies they have previously implemented, as guided by CTR Student Services team.
Sensory Kits	Students in Connections@CFL program have access to sensory kits on both a scheduled and as-needed basis.
Speech Language Pathology, Occupational Therapy, Physical Therapy, and Low Incidence	On a consultant basis, CFL students have access to specialized support services , speech language pathology, occupational therapy, physical therapy, low incidence, and behavior supports. Families will also be made aware of supports available through Kahn Communication Services.
*See First Nations, Métis, and Inuit Student Growth and Achievement Domain for more strategies.	

PROVINCIAL DOMAIN: GOVERNANCE**OUTCOMES**

Long Term:	Perspective holders view CFL 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 CFL'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 the CFL.
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.	91.4	92

STRATEGIES	DESCRIPTION
Ed Council Engagement	CFL administrators will support engagement opportunities with Ed Council surrounding the schools' Education Plan, Faith Formation, and the needs of the school.
Telling Our Stories	CFL administrators and staff will continue to focus on Telling Our Story within the Home Schooling and Online Education communities across Alberta.
Ward Meetings	CFL administration will support and encourage engagement with staff, parents and students at Okotoks Ward meetings.
School Council Meetings	CFL will continue to invite Trustees to attend school council meetings. Time will be included in the monthly meeting agendas for trustees to provide their Trustee report.
Superchats	CFL teachers will attend Superchats, led by CTR Superintendents joined by the local trustee.
Four-Year Education Plan Input	CFL Administrators and Ed Council teachers, parents, and students are provided with opportunities for input in the Four-Year Education Plan development.

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".