



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

*Our Lady of the Snows
Catholic Academy*



SCHOOL: 0594 OUR LADY OF THE SNOWS CATHOLIC ACADEMY

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2025-2029



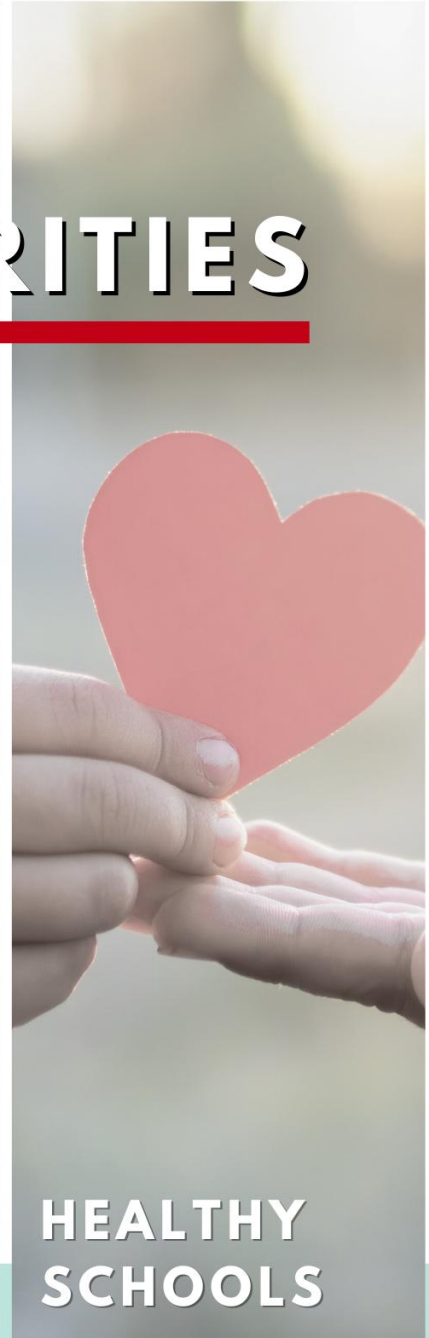
CATHOLIC FAITH

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



ACADEMIC EXCELLENCE

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



HEALTHY SCHOOLS

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

DIVISIONAL PRIORITIES

CATHOLIC FAITH

As Our Lady of the Snows (OLS) enters into the third year of Christ the Redeemer's three year faith plan, our focus on Goodness includes priorities to help students take a deeper ownership of our liturgy, recognizing and contributing to the goodness present in celebrating together, a focus on developing a deeper sense of the core teachings of Catholic Social Justice and making them come alive in our school, and incorporating sacred space into our ongoing faith formation and development with the school community.

HEALTHY SCHOOLS

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

ACADEMIC EXCELLENCE

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

COMMITMENT TO ENGAGEMENT

OLS will continue to have a focus on engaging with families, the parish, and broader community in the operation of the school and opportunities for dialogue. The development of this four-year education plan has involved input from School Council, teachers and teacher leaders, and the Shrine Church of Our Lady of the Rockies. We will continue to build engagement by enhancing dialogue related to school operations with our School Council, building community through parent events, ongoing collaboration with the Parish, and clear, consistent communication with all of our families.

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 OLS.
Medium Term:	Perspective holders believe that OLS continues to have a significant impact in the formation of staff and students in the Catholic faith.
Short Term:	Perspective holders believe that OLS provides meaningful opportunities for 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.	98, 76, N/A	99, 77, 80
% of students in Grades 5, 8 and 11 achieving an Excellence Standard on assessment.	60, 44, N/A	62, 46, 30
% of parents, students and teachers who indicate that they are satisfied with the relationship that exists between the school and the local parish.	93	94
% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	90	93
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.	92	93
% 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.	87	88
% of teachers who are satisfied with how they have grown as a Christian as a result of their involvement in Catholic Education. Note: Modification of question from 2024-2025 onward: % of teachers who are satisfied with the level of Catholic faith formation of staff in our schools.	100	100
% of students, parents, and teachers who are satisfied with the efforts of your child's school to do all things as Jesus would want them done. Note: Modification of question from 2024-2025 onward: % of students, parents, and teachers who are satisfied with efforts to live out Catholic Social Teaching in our schools.	93	94

NEW STRATEGIES	DESCRIPTION
Faith Formation Professional Development	Using CTR provided resources, OLS will build a professional development plan in collaboration with our faith leader to provide holistic formation for our staff during CLCs and other professional development times.
Many and One School Implementation	OLS will continue to implement plans to address racism and discrimination through our Catholic Social Teachings. Our administration will collaborate with other CTR schools on strategies and activities to authentically embed Catholic Social Teachings in the culture of the school.

Youth Faith Retreats	OLS will provide students with faith retreat and rally opportunities.
Sacred Space at School	OLS will explore and implement opportunities to generate student accessible sacred space within the school facility.
Liturgical Participation	OLS will provide opportunities for each class to be involved in the preparation or leadership of school liturgies.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Sharing Faith Formation with Broader Community	OLS will continue to share faith formation materials with the broader community in newsletters and social media posts.
Working Group for Divisional Religious Education Assessments	OLS will participate in working groups to review and refine standardized assessments, which CTR administers annually in targeted grades (5, 8, and 11).
Faith Days	OLS annually participates in CTR's Faith Days, a two-day event to offer faith formation for all trustees, teachers, and administrators.
Faith Leaders	OLS has a designated Faith Leader(s) at each school who, under the supervision of the Director of Catholic Education and in collaboration with school administration, plans and sets direction for religious events, teacher faith formation, and related initiatives across the division and in their school.
Activities Related to Authentic Catholic Education	OLS will participate in spiritual practices, diocesan relationships, advocacy, and celebration as part of our communal faith and responsibility to uphold Catholic education. These activities include: • Student faith retreats • Eucharistic adoration in schools and as a division • Bishop's Luncheon with priests, board of trustees, senior administration, and principals • Masses and liturgies, corresponding to the liturgical calendar • Catholic Education Sunday and Catholic Education Week are celebrated in October by local Catholic parishes, schools, families, and the division • OLS will continue to access material and opportunities available through The Grateful Advocates for Catholic Education (GrACE) CTR Committee to inspire, invigorate, and embolden the spirit of Catholic education in order to unite, engage, educate, and communicate with one voice • Faith retreats are held annually for administrators and trustees • Participation in diocesan and provincial Catholic education meetings where applicable on a school level

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.	92.7, 91.1	94, 92
Provincial Achievement Test Excellence Standard Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on the test.	54.5, 34.3	55, 35
Diploma Acceptable Standard Overall percentage of students who achieved the acceptable standard on examinations.	96.3	98
Diploma Excellence Standard Overall percentage of students who achieved the standard of excellence on examinations.	44.2	46
High School Completion Rate Percentage of students who completed high school within three years of entering Grade 10.	97.4	98
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	90.1	92
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	87	89
Catholic Learning Communities Percentage of teachers who believe CLCs are leading to improved student learning.	N/A	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	OLS teachers will have support with K-3 Social Studies curriculum implementation through professional development and Curriculum Support Documents (CSDs) developed within Christ the Redeemer.
Assessment for Mastery	As an extension of our Catholic faith, OLS will pursue exploration of assessment practices which allow students to achieve their academic potential. OLS will develop and implement assessment practices that allow for ongoing feedback and re-

	learning practices. This initiative will help teachers tailor their approaches to better meet the diverse needs of all students, increase student engagement, and enhance student understanding and outcomes at all grade levels.
Career Exploration and Off Campus Opportunities	OLS will prioritize career exploration, work experience, post-secondary transitions, and other off campus opportunities to support student success in high school, post-secondary education, and in the workforce.
Acquiring English as an additional language	Within our professional development structures, OLS teachers will develop and enhance pedagogical practices which foster students who are learning English as an additional language to access regular instruction while building their language skills.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Elementary Literacy	OLS is committed to fostering cohesion and developing best practices for literacy interventions within classrooms. Our focus is on enhancing the capacity of classroom teachers to deliver these interventions directly in their classrooms. This approach prioritizes targeted support for students while remaining in their learning environment, thereby avoiding disruptions in their learning. By empowering teachers with the necessary skills and strategies, we aim to make literacy support more integrated and effective across the grades. Provincial literacy screening and interventions will complement OLS's focus in this area.
Elementary Numeracy	OLS 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. Provincial numeracy screening and interventions will complement OLS's focus in this area.
Divisional Teams	OLS teachers will continue to serve as divisional team leads and/or work on divisional teams to collaboratively focus on high-yielding instructional and assessment strategies which positively impact student learning.
Catholic Learning Communities (CLCs)	Every Friday, time is set aside for CLCs where teachers collaborate to improve student learning by examining evidence from the implementation of high-yielding instructional strategies. CLCs answer the following questions: 1) What do we want our students to learn? 2) How do we ensure they learn it? 3) What evidence shows that student learning has improved as a result of the CLC focus? There is a focus on using research-proven pedagogy to attain these goals.
Readers' and Writers' Workshop	Teachers new to our school will receive professional development in Readers' and Writers' Workshop and follow-up classroom visits to support implementation.
Mathematics Support	OLS will provide support at all levels of mathematics instruction, including: high-yield instructional practices, professional learning opportunities, assessment strategies, and number sense routines.
Coding	Teachers at OLS will continue to leverage resources to allow students to engage with computational thinking through coding and robotics.
Artificial Intelligence	OLS will continue to support best practices for teachers' and students' use of Artificial Intelligence, as outlined within divisional administrative procedures.

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

OUTCOMES

Long Term:	OLS First Nations, Métis, and Inuit students experience achievement increases of 15% or more.
Medium Term:	OLS First Nations, Métis, and Inuit students experience achievement increases of 10% or more.
Short Term:	OLS 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.	N/A	90
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.	N/A	35
Diploma Acceptable Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard on examinations.	N/A	90
Diploma Excellence Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the standard of excellence on examinations.	N/A	40
High School Completion Rate Percentage of First Nations, Métis, and Inuit students who completed high school within three years of entering Grade 10.	N/A	98
Active Citizenship Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	N/A	91
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	N/A	88

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	OLS will incorporate Rupertsland resources into classroom lessons, support for Indigenous students, and teacher foundational learning. These resources have been procured through a partnership with the Rupertsland Institute to benefit the students and staff of OLS.
Relationship building with Stoney Nakoda	Through professional development opportunities, local student and staff opportunities, and other local connections, OLS will build a stronger relationship with the people of the neighboring Stoney Nakoda nation.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Implementation of K to 6 Social Studies Curriculum Support Documents (CSDs)	OLS will continue to access CSDs for Social Studies curriculum that include First Nations, Métis, and Inuit outcomes, foundational knowledge, and perspectives. These documents have been created in collaboration with Elders, Knowledge Keepers, and Indigenous Educators.
Division Administrators Professional Development	Administrators will grow their knowledge and understanding of Foundational Knowledge through professional development at administrator meetings.
Indigenous Student Support	There will be a review of the continuum of supports provided for all Indigenous students enrolled in OLS with an emphasis on individual students.
School Representatives	OLS is represented by a First Nations, Métis, and Inuit Teacher Representative who is responsible for attending divisional Indigenous meetings. They will share resources and attend professional development opportunities, in addition to leading the school in building awareness and action related to First Nations, Métis, and Inuit perspectives.
Foundational Knowledge Professional Development	Foundational Knowledge Professional Development is available for all OLS staff to access through webinars, First Nations, Métis, and Inuit Lead Teacher session, Alberta Regional Professional Development Consortium sessions, cultural awareness events, and resources available through CTR's Intranet.
Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students	All Indigenous youth in care have their cases reviewed a minimum of two times per year.

PROVINCIAL DOMAIN: TEACHING AND LEADING**OUTCOMES**

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

MEASURES	2023-2024 RESULT	2025-2026 TARGET
Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	93.5	94
School Improvement: Percent of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	89.6	90

Supervision and Evaluation (processes, strategies, and local measures/data) to demonstrate that OLS supports teaching and leadership quality through professional learning, supervision, and evaluation processes.	
NEW STRATEGIES	DESCRIPTION
Education Council	Teacher leaders at OLS will meet with administration on a regular basis to inform operational and pedagogical practices at OLS, with a student-centered mindset.
Leadership Capacity Development	Administration at OLS will actively seek and generate opportunities for teachers to develop their leadership capacity through professional development, actions and committees within the school, and distributed leadership practices where appropriate.
CLC Evaluation	Teachers, Education Council, and Administrators at OLS will collaborate in ongoing evaluation of CLC effectiveness and current school needs to ensure ongoing and incremental improvement in teaching and assessment practices.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Teacher Leader Alignment	Team Leader application criteria will continue to be aligned with the Teacher and Leadership Quality Standards and administrators and team leads will participate in professional development opportunities through the division with a focus on developing the leadership capacity of all team leads.
Staff Wellness Supports	OLS will participate in professional development sessions led by the OLS Vice Principal and teaching staff on staff health and well-being. OLS staff will facilitate interactive sessions with faculty and staff members. OLS will demonstrate a commitment to staff health and wellness by incorporating <i>The 13 Factors for Psychological Health and Safety in the Workplace</i> as part of leadership decisions.

Teacher Supervision, Growth and Evaluation and Enhanced Supervision	New teachers will be supported by mentor teachers and administration as they are evaluated through the Teacher Supervision, Growth and Evaluation process. In addition, on a four-year cycle, each teacher and administrator with a continuous contract participates in <i>Enhanced Supervision</i> with their Principal or Superintendent. These processes will be calibrated with standardized timelines and suggested reflection questions that connect teaching and learning to the Four-Year Education Plan.
New Teacher Orientation	New teachers will participate in the New Teacher Orientation program led by Senior Administration and will also receive formal mentorship within the school with mentor teachers, subject support, and grade level support from experienced teachers.

PROVINCIAL DOMAIN: LEARNING SUPPORTS**OUTCOMES**

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

MEASURES	2023-2024 RESULT	2025-2026 TARGET
Safe and Caring: Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.	92.6	93
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.	89.2	91

Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis, and Inuit student success and ensuring all students, teachers, and school leaders learn about First Nations, Métis, and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.

Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

NEW STRATEGIES	DESCRIPTION
Behavioral Supports and Professional Learning	OLS will provide supports and services for students needing targeted support by providing increased professional development for teachers, administrators, and educational assistants.
Relaunch #Relationships in a Digital Age	The <u>#Relationships in a Digital Age</u> materials have been updated to reflect changes to technology and related resources. To assist teachers' understanding of the changes, the division will relaunch the resources to elevate their utility in educating students toward building positive relationships, developing a capacity for sustained attention, being conscious of the impacts of screens on mental health, and responsible decision making around screen time. Updated lessons reflect current trends and issues that are relevant to student responsible use of screens, and positioned within the lens of our Catholic faith.
Universal Supports Toolkit Update	Our Lady of the Snows will access a newly launched universal supports toolkit in order to provide increased understanding of universal learning, mental health, and regulation in the classroom as part of their daily support of all students.

SIVA Training	Staff who work with students who display challenging behaviors and complex needs will be trained in <i>Supporting Individuals through Valued Attachments</i> (SIVA).
Learning Support Enhancement	Through scheduling and staffing actions OLS will increase the amount of qualified teacher time available to provide targeted learning support, especially for older students.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Family School Liaison Workers (FSLWs) and Connections Workers	OLS will continue to have access to services provided by FSLWs
Universal Mental Health Supports	Universal mental health continues to be a focus for OLS and teachers will build upon the mental health strategies they have previously implemented.
Sensory Rooms	Students at OLS continue to access sensory rooms on both a scheduled and as-needed basis.
Screening and Early Intervention	All Kindergarten students are invited to participate in screening and early intervention , if identified during the screening process, specifically in the areas of occupational and speech language therapy.
Speech Language Pathology, Occupational Therapy, Physical Therapy, and Low Incidence	OLS continues to have access to specialized support services , speech language pathology, occupational therapy, physical therapy, low incidence, and behavior supports. Student Services will support school professional learning through lunch and learn professional development and a catalogue of learning opportunities.
*See First Nations, Métis, and Inuit Student Growth and Achievement Domain for more strategies.	

PROVINCIAL DOMAIN: GOVERNANCE	
OUTCOMES	
Long Term:	Perspective holders view OLS as strong in the areas of faith, learning, creating safe and caring schools, and stewardship, and feel valued and heard through engagement processes.
Medium Term:	Engagement initiatives communicate OLS' successes and seek input about areas to improve. School Council will provide regular and meaningful dialogue and feedback regarding the operation of the school.
Short Term:	New Four-Year Education Plan development is increasingly reflective of input from various perspective holders.

MEASURES	2023-2024 RESULT	2025-2026 TARGET
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	92.0	93

- Processes, strategies, and local measures/data to demonstrate that the school authority has effectively managed its resources including collaboration with other school authorities, municipalities, and community agencies. - Processes, strategies, and local measures/data to demonstrate that perspective holders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the School Councils Regulation, Section 12.	
STRATEGIES	DESCRIPTION
Telling Our Stories	OLS will continue to focus on Telling Our Stories through social and local media
Ward Meetings	OLS will participate in Ward meetings which include engagement sessions with principals, parents, staff, students, and parish priests.
School Council Meetings	OLS' School Council will develop an increased focus on supporting the parent community through building connections with families and providing meaningful opportunities for dialogue, learning, and feedback.
Four-Year Education Plan Input	OLS stakeholders and community members are provided with opportunities for input regarding the goals and strategies within the upcoming Four-Year Education Plan.
Parish Connection	OLS will continue to collaborate with the local Parish to enhance students' experiences and opportunities to grow in their faith in the broader Catholic community.

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".