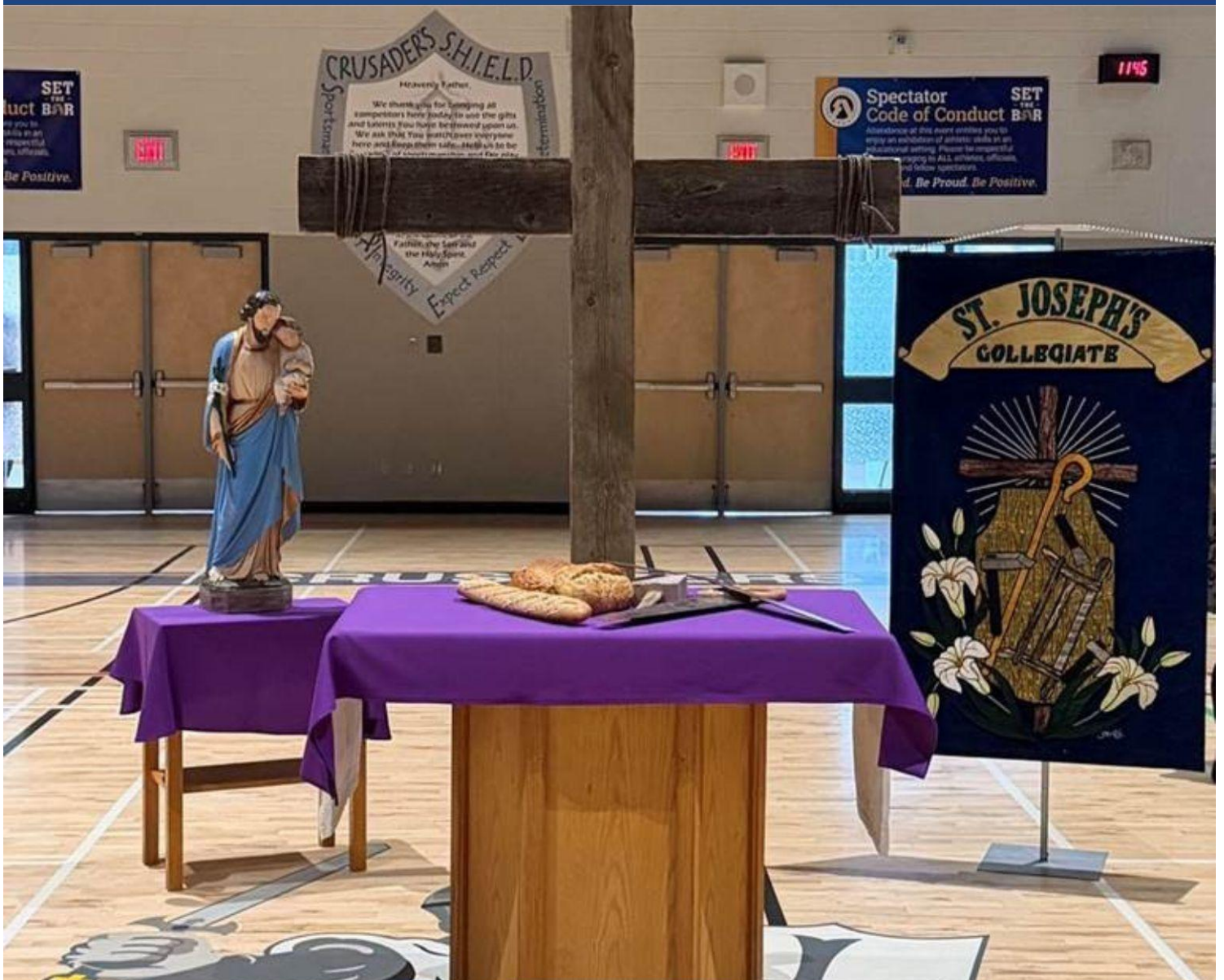


SCHOOL: 0439 ST. JOSEPH'S COLLEGIATE



St. Joseph's Collegiate

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



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2025-2029



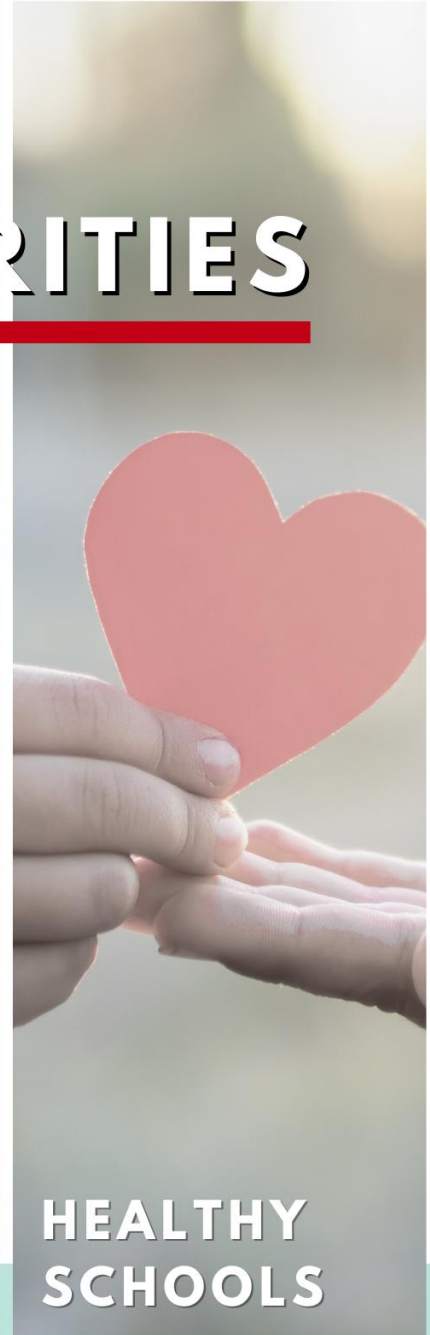
CATHOLIC FAITH

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.

SCHOOL PRIORITIES

CATHOLIC FAITH

St. Joseph's Collegiate (SJC) starts Year One of Christ The Redeemer's (CTR's) new faith theme: Walking the Path Together. This three-year faith formation plan supports a gradual movement from personal and communal growth toward active witness and outward evangelization. In Year I, **Communion**, the focus is on strengthening relationships and deepening our understanding of the responsibility each person has to contribute to the common good. In Year II, **Participation**, members of the school community are encouraged to live out their faith through active involvement, service, and visible witness. In Year III, **Mission**, the focus turns outward as students and staff embrace our call to evangelization, sharing Christ's love and the joy of the Gospel within our school and the broader community.

HEALTHY SCHOOLS

Healthy Schools remains as a school priority at SJC, as it centers our faith lived out to provide care and support for our school 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

SJC actively pursues continuous improvement to support ongoing strategic planning based on evidence informed decision-making. SJC 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

SJC administration engages Division Administration, clergy from St. Mary's Parish, ATA Local #29 teacher representatives, and the SJC School Council, and actively participates in Ward Committees to engage parents, priests, students, and staff in reviewing results, identifying key issues, and developing strategies for improvement. The development of this four-year education plan has involved significant input from all of these community members through engagement sessions, surveys, focus groups, and reviews of draft documentation over the course of many months. School administration engagement on emergent areas and feedback on effective educational practices and student supports occurs regularly throughout the school year.

LOCAL DOMAIN: CATHOLIC FAITH**OUTCOMES**

Long Term:	Perspective holders believe that students and staff are well-formed in the Catholic faith as a result of being a part of SJC.
Medium Term:	Perspective holders believe that SJC continues to have a significant impact in the formation of staff and students in the Catholic faith.
Short Term:	Perspective holders believe that SJC has an impact in the formation of staff and students in the Catholic faith.

MEASURES	2024-2025 RESULT	2026-2027 TARGET
% of students in Grade 11 achieving an Acceptable Standard on assessment.	89%	91%
% of students in Grade 11 achieving an Excellence Standard on assessment.	27%	30%
% of parents, students and teachers who indicate that they are satisfied with the relationship that exists between the school and the local parish.	92%	95%
% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	93.3%	97%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.	91%	95%
% of students, parents, and teachers who are satisfied with the level of Catholic faith formation of students in our schools.	88%	91%
% of teachers who are satisfied with the level of Catholic faith formation of staff in our schools.	85%	88%
% of students, parents, and teachers who are satisfied with efforts to live out Catholic Social Teaching in our schools.	92%	94%

NEW STRATEGIES	DESCRIPTION
Implementation of New Religious Education Resources	SJC teachers will be onboarded with the new Grade 9 <i>Growing In Faith Growing In Christ</i> religious education resources and will use this training and these resources to bring in new Religion 9 programming to the school.
Bishop's Assurance Review	SJC administration will support the work of CTR by participating in divisional and community discussions regarding the Bishop's Assurance Review, and will respond to and incorporate recommendations arising from that work into the school's annual planning. Progress will be monitored through regular review of school faith initiatives, staff formation opportunities, student faith experiences, and the implementation of recommended next steps, strengthening the shared mission of the diocese and CTR in supporting Catholic education.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Sharing of Faith Formation with Broader Community	Division produced content will be included in the school newsletter. This content will be focused on faith formation and correspond to the season or significant religious celebration in each month of the year.
Working Group for Divisional Religious Education Assessments	The SJC Faith Lead teacher and Grade 11 Religion teachers will work with CTR's Director of Catholic Education to refine the standardized assessment administered annually in Grade 11.
Activities Related to Authentic Catholic Education	SJC students and staff will continue to participate in a range of spiritual practices, diocesan relationships, advocacy efforts, and celebrations that reflect our communal faith and our shared responsibility to uphold and strengthen Catholic education. These opportunities will include student faith retreats, Eucharistic adoration, and Masses and liturgies corresponding to the liturgical calendar. The principal will also foster relationships with the broader Catholic community through attendance at the Bishop's Luncheon alongside priests, trustees, and senior administration, as well as participation in the <i>Marked by God</i> CCSSA Provincial Conference. Our school community will further celebrate and advocate for Catholic education through meaningful recognition of Catholic Education Sunday and Catholic Education Week.
Faith Leaders	SJC administration will designate Faith Lead(s) who, under the supervision of and in collaboration with school administration and the Director of Catholic Education, will help plan, coordinate, and provide direction for religious celebrations, staff faith formation, and other initiatives that support the Catholic identity and faith life of the school community.
Community Communication	SJC administration will create monthly newsletter items for the parish bulletin that will highlight the faith formation activities of the school.
Sacred Spaces	SJC administrators and Faith Lead(s), in cooperation with the Director of Catholic Education, will ensure the continued use of sacred spaces within the school in accordance with diocesan guidelines. As planning continues for a new CTR high school in Brooks, SJC administration will also work collaboratively with school-based and senior administration, diocesan partners, and other stakeholders to envision and design sacred spaces that support the faith life of the future school community.
Faith Formation Professional Development Resources	Through CLC sessions and other formation opportunities, school administration and school-based Faith Lead(s) will provide staff with faith formation resources developed or shared by the division, the Director of Catholic Education, and the school's Faith Lead(s).
Many and One School Implementation	SJC staff will continue to implement the school's Many and One plan through the lens of Catholic Social Teachings, with particular emphasis on the dignity of the human person, solidarity, and the call to build a just and welcoming community. To support this work, staff will use divisional resources, incorporate age-appropriate learning activities into classrooms and CLCs, and create opportunities for student voice, reflection, and dialogue. The school will also continue to promote awareness through initiatives such as Anti-Oppression Week, prayer services and vigils, guest speakers, culturally responsive learning opportunities, and community partnerships. Administration and staff will review student feedback, incident data, and school climate information to identify emerging needs and guide ongoing actions that foster respect, belonging, and the recognition that we are many members of one body in Christ.

Youth Faith Retreats	SJC staff will continue to support student participation in larger faith retreats, ensuring that each grade level receives one retreat throughout the year.
Faith Permeation	SJC administration will continue to support professional faith learning and the meaningful integration of Catholic faith across all subject areas. Staff will collaborate within departments and work alongside the school-based Faith Lead(s) and the Director of Catholic Education to develop, share, and implement faith permeation activities that are authentic to each discipline and connected to Catholic Social Teaching, Scripture, the liturgical calendar, and the dignity of the human person. This work will include the development of subject-specific lesson ideas, shared resources, classroom prayer opportunities, reflection prompts, and examples of how Catholic perspectives can be incorporated into daily instruction and assessment. The Faith Lead(s) will also prepare regular faith announcements, seasonal resources, and short classroom lessons to support school-wide formation. Catholic Learning Community sessions will provide opportunities for staff to examine resources, share effective practices, and identify additional ways to strengthen faith permeation throughout the school.
Faith Days	SJC teaching staff will attend CTR's divisional Faith Days, a two-day event to offer faith formation.
Feast Day	The SJC school community will recognize and celebrate the feast day of our patron saint, St. Joseph, with a mass or liturgy, a Eucharistic procession and student activities.
Parish Involvement	One school representative will sit on Parish Council and attend at least three Parish Council meetings in the year (sharing the responsibility of attending one Parish Council meeting per month with the school teams from Christ The King and Holy Family Academy).
Daily Prayer	SJC staff and students will participate in daily morning prayer, noon hour prayer, and end of the day prayer.
Parish Involvement	SJC administration will continue to liaise with the parish and will encourage staff and student participation in ministry and the sacraments.
Long Range Faith Planning	SJC administration will work with the Faith Lead to develop a long-range plan for faith formation for the school.

PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

OUTCOMES

Long Term:	Students will leave SJC 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	2024-2025 RESULT	2026-2027 TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on the test.	57.5%	60%
Provincial Achievement Test Excellence Standard Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on the test.	11.6%	14%
Diploma Acceptable Standard Overall percentage of students who achieved the acceptable standard on examinations.	72.8%	80%
Diploma Excellence Standard Overall percentage of students who achieved the standard of excellence on examinations.	13.6%	16%
High School Completion Rate Percentage of students who completed high school within three years of entering Grade 10.	88.9%	91%
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	88.8%	92%
Student Learning Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	92.1%	95%
Catholic Learning Communities Percentage of teachers who believe CLCs are leading to improved student learning.	68.8%	75%

Strategies used to improve rates of PAT and Diploma, High School Completion, Active Citizenship, and Academic Engagement	
NEW STRATEGIES	DESCRIPTION
Digital Expansion of Provincial Assessments	SJC will continue to prepare for the full implementation of digital provincial assessments, including digital PATs and humanities Part A diploma exams. School administration will work with teachers to build familiarity with the provincial digital assessment platform by encouraging the use of digital practice tests, sample questions, and field tests with students. Staff will also be supported through school-based professional learning, shared resources, troubleshooting guides, and opportunities to collaborate with colleagues who have experience using the platform. Administration will monitor readiness by reviewing staff feedback, identifying technical or instructional needs, and ensuring that students have opportunities to practice using the digital tools and question formats before completing provincial assessments.
Dual Credit	As part of the transition to the World of Work that is done at SJC, administration will expand opportunities for qualified students to participate in dual credit programming through a partnership with Medicine Hat College. Students who meet the eligibility requirements will be invited to enroll in an educational psychology course, allowing them to earn both high school and post-secondary credits while exploring topics related to learning, child development, and student well-being. School administration and career counsellors will identify potential candidates, communicate the opportunity to students and families, support students through the registration process, and monitor their progress throughout the course. The school will track student participation, course completion rates, and student feedback to evaluate the effectiveness of the initiative and inform the development of future dual credit opportunities.
Artificial Intelligence	Teachers will receive professional development on Google Gems and other AI tools as supported by the division to enhance instruction and deepen student learning.
Scholarly Saints	SJC faculty will expand the former Academic Angels program (Grade 9), now renamed Scholarly Saints, to support students in Grades 9–12. Through this initiative, students who are experiencing academic challenges will be connected with a caring adult champion within the school who can provide encouragement, monitor progress, help identify barriers to success, and connect students with appropriate supports. Administration and staff will review student achievement, attendance, and engagement data to identify students who may benefit from the program and will monitor progress throughout the year to determine the effectiveness of the support provided.
Grade 9 Team Meetings	SJC Grade 9 teachers will meet regularly to strengthen supports for students transitioning into high school while maintaining appropriate academic rigor and high expectations for learning. These collaborative meetings will focus on identifying the unique needs of students who are new to SJC, reviewing student achievement, attendance, engagement, and work completion data, and coordinating timely interventions where needed. Teachers will share effective instructional strategies, discuss common expectations across courses, and identify opportunities to build students' independence, study habits, and readiness for senior high school. Progress will be monitored through regular review of student data, the implementation of targeted supports, and ongoing reflection on the effectiveness of strategies used to help Grade 9 students experience a successful transition to SJC.
Positive Attendance Initiative	Building on the attendance initiative introduced during the 2025–2026 school year, SJC staff will continue to address attendance concerns by identifying and responding to the underlying barriers that prevent students from attending school consistently.

	This work will build on staff research into school attendance and school refusal, student voice surveys, the implementation of the BrightArrow attendance notification system, the addition of a Connections Worker, and the introduction of positive incentives that recognize improved and consistent attendance. Administration, teachers, student services staff, and the Connections Worker will continue the work done in the 2025-2026 school year as well as attendance data, student and family feedback, and individualized support plans to identify students requiring additional intervention and connect them with appropriate school and community supports. Progress will be measured by comparing monthly and annual attendance rates with the 2025–2026 baseline, tracking the number of students experiencing chronic absenteeism, monitoring changes in the number of attendance letters issued, reviewing the attendance progress of students receiving targeted supports, and gathering student feedback on barriers and school connectedness. SJC will establish annual improvement targets based on these measures and will review progress regularly to refine strategies that help students feel known, supported, and encouraged to attend school.
Multilingual Practice Guide	Administration and the EAL Lead Teacher will ensure that all teachers are versed in and utilizing the CTR multilingual practice guide as part of their practice for working with EAL students.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Divisional Teams Leaders	SJC teachers will continue to actively participate in Divisional Team meetings by working collaboratively with CTR lead teachers to identify, implement, and reflect on high-yield instructional and assessment strategies that positively impact student learning.
Catholic Learning Communities (CLCs)	Each Friday, SJC staff will participate in Catholic Learning Communities (CLCs) focused on improving student learning through collaborative, evidence-informed practice. Teachers will work together to identify priority learning outcomes, implement high-yield instructional and assessment strategies, and examine evidence of student progress to determine the impact of their work. CLC discussions will be guided by three key questions: What do we want students to learn? How will we support them in achieving that learning? What evidence demonstrates that student learning has improved as a result of the CLC focus? Staff will draw on research-informed pedagogy, student work, assessment data, and professional reflection to refine instructional practice and identify next steps.
Readers' and Writers' Workshop	Administration will ensure all English teachers are trained in Readers' and Writers' Workshop and are implementing this programming into their pedagogy.
Assessment for Mastery	As an extension of our Catholic faith, SJC teachers will continue to pursue exploration of assessment practices which allow students to achieve their academic potential. Under the guidance of the division, teachers will work to implement assessment practices that allow for ongoing feedback and opportunities for redemonstration of learning. This initiative will help teachers tailor their approaches to better meet the diverse needs of all students, enhancing student understanding and outcomes.
Career Exploration	SJC administration and career counselors will prioritize career exploration, work experience, and post-secondary transitions to support student success in high school, post-secondary education, and the workforce.
New CTS Courses	Based on identified student needs, student requests, and emerging opportunities, SJC administration will continue to work with targeted teaching staff to develop and expand CTS programming that provides students with practical skills and

	meaningful exposure to the trades. Staff will explore creative delivery models, including new course offerings, project-based learning opportunities, workplace connections, guest speakers, industry partnerships, and access to specialized facilities or equipment where feasible. Administration will monitor growth by reviewing student requests and registration data, tracking the number and variety of CTS courses and learning opportunities offered, measuring student enrollment and completion rates, gathering student feedback, and examining participation in work experience, dual credit, apprenticeship, and post-secondary trades pathways. This information will be reviewed annually to identify areas of demand and guide future programming decisions.
Grade 9 Literacy and Numeracy Programming	All students in Grade 9 will be enrolled in a Learning Strategies course that will focus on continued development of foundational literacy and numeracy skills to help support growth in learning, increase PAT scores, and to prepare students for the academic rigor of high school.
Mathematics Support	SJC administration will continue to work with CTR's Director of Curriculum and Instruction and school-based mathematics teachers to offer and refine a mathematics bridging course for students who require additional support in developing foundational numeracy skills before progressing into high school mathematics. This locally developed course supports students transitioning from Grade 9 to Grade 10 who have successfully completed Math 9 but would benefit from further skill development before entering Math 10C. It also provides targeted support for students arriving from other countries who may have gaps in their prior learning and require additional time to strengthen their understanding of key mathematical concepts. Administration and teachers will review student needs, enrollment data, course outcomes, and teacher feedback annually to determine appropriate placements and identify opportunities to strengthen the program.
Coding	SJC teachers will continue to use available resources, technology, and learning opportunities to strengthen students' computational thinking skills through coding, robotics, and problem-solving activities. Where appropriate, staff will integrate these experiences into classroom learning, CTS programming, clubs, and enrichment opportunities. Growth will be monitored by tracking the number of coding and robotics learning opportunities offered, student participation rates, the variety of grade levels and courses involved, and the completion of student projects or challenges. Staff will also gather student feedback and review examples of student work to assess engagement, skill development, and areas for future expansion.
Classroom Libraries	All classrooms are equipped with Classroom Libraries . Classroom libraries will be inspected and updated by the SJC Librarian as needed.
Intervention Team	SJC administration will continue to use its Intervention Team (administration, FSWL, EAL Lead teacher, Learning Support Coordinator) to address and help remediate significant student academic and attendance concerns.

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

OUTCOMES

Long Term:	SJC's First Nations, Métis, and Inuit students experience achievement increases of 15% or more.
Medium Term:	SJC's First Nations, Métis, and Inuit students experience achievement increases of 10% or more.
Short Term:	SJC's First Nations, Métis, and Inuit students experience achievement increases of 5-10%.

MEASURES	2024-2025 RESULT	2026-2027 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	88%
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	11%
Diploma Acceptable Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard on examinations.	n/a	91%
Diploma Excellence Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the standard of excellence on examinations.	n/a	11%
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	96%
Active Citizenship Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	n/a	96%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	n/a	99%

***Note: Currently, SJC has fewer than five students who identify as First Nation, Metis, or Inuit from Grades 9-12.**

NEW STRATEGIES	DESCRIPTION
Outdoor Education Annual Trip	SJC staff will invite an elder to enrich the outdoor ed trip by providing an Indigenous perspective on the land where the trip is being held as well as inviting the elder to share in any authentic Indigenous practices.

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.	
EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Implementation of Rupertsland Institute Partnership Resources	SJC staff will incorporate Rupertsland resources into classroom instruction, support planning for Indigenous students, and school-based professional learning for teachers. Administration and staff will identify opportunities to use these resources in ways that strengthen understanding of Indigenous histories, perspectives, cultures, and contemporary realities across subject areas. SJC will also explore opportunities to host school-based learning experiences in partnership with Rupertsland, including events involving Knowledge Keepers and Elders, where appropriate, to deepen student and staff learning and strengthen relationships with Indigenous communities.
<u>Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students</u>	All Indigenous youth in care will have their cases reviewed a minimum of two times per year.
Administration Professional Development	SJC administrators will fully engage in the professional development offered at administrator meetings to grow their knowledge and understanding of Foundational Knowledge.
Academic Achievement for First Nation, Métis and Inuit Students and Other Measures	SJC administration will analyze all data available for our Indigenous students to ensure appropriate supports are in place.
School Representative	SJC has a designated <u>First Nations, Métis, and Inuit Lead Teacher</u> who supports the school community by sharing relevant resources, promoting professional learning opportunities, and helping staff strengthen the meaningful inclusion of First Nations, Métis, and Inuit perspectives across school programming. The Lead Teacher also helps guide school-wide awareness, reflection, and action that foster respect, understanding, and a deeper appreciation of Indigenous histories, cultures, and contemporary realities.
Foundational Knowledge Professional Development	All SJC staff has access to <u>Foundational Knowledge Professional Development</u> related to First Nations, Métis, and Inuit education through webinars, sessions led by the school's First Nations, Métis, and Inuit Lead Teacher, Alberta Regional Professional Development Consortium opportunities, cultural awareness events, and resources available through CTR's intranet.
Land Acknowledgment	As part of SJC's commitment to truth and reconciliation, <u>The Land Acknowledgement</u> will be announced weekly, at the start of assemblies, and at Parent Council meetings.
National Truth and Reconciliation Day and Red Dress Day	SJC Indigenous Education Lead Teacher will work to develop lessons that can be taught before the National Day for Truth and Reconciliation and for the Red Dress Day.
Indigenous Culture Days	SJC Indigenous Lead Teacher will work to plan two Indigenous Culture days; one culture day in the fall which will focus on truth and reconciliation and one culture day in the spring which will focus on learning more about Indigenous culture and people.

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	2024-2025 RESULT	2026-2027 TARGET
Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	93.5%	95%
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.	86.4%	90%

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
Teacher Matchmaking	SJC teachers will participate in monthly matchmaking partnerships designed to strengthen professional growth, collaboration, and shared responsibility for student success. During this dedicated time, teachers will discuss areas of success, emerging needs, and opportunities for growth, using their reflections to advance personal professional goals, departmental priorities, school-based initiatives, and divisional goals. These partnerships will also provide opportunities for both formal and informal mentorship, allowing staff to share effective practices, seek feedback, problem-solve collaboratively, and support colleagues who are new to the school or profession. Progress will be monitored by tracking participation, gathering staff feedback, reviewing connections to professional growth plans, and identifying examples of strategies or practices that have been strengthened through these collaborative conversations.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Teacher Leader Alignment	SJC administration will continue to strengthen the school's Team Leader structure by aligning application criteria, role expectations, and professional learning opportunities with the Teaching Quality Standard and the Leadership Quality Standard. Team Leaders will participate in ongoing school-based leadership development focused on collaboration, instructional leadership, assessment practices, communication, mentorship, and the effective support of department and school priorities. Administration will regularly review the effectiveness of the Team Leader model through staff feedback, Team Leader reflection, participation in professional learning, and evidence of progress toward school-based goals.

Aspiring Leaders Program	SJC administration will continue to identify and encourage qualified teachers who are interested in school-based administration or other leadership roles within the division to participate in CTR's Aspiring Leaders program. SJC administration will support interested staff in considering the program as part of their professional growth and future leadership development.
Staff Wellness Supports	SJC's vice-principal will continue to participate in professional learning sessions provided by CTR's Human Resources Department on staff health and well-being and will share this learning through interactive sessions with faculty and staff. School administration will demonstrate an ongoing commitment to staff wellness by considering the <i>13 Factors for Psychological Health and Safety in the Workplace</i> when making leadership decisions, planning staff supports, and identifying areas for growth. Monthly wellness newsletters prepared by the division will also be shared with staff to highlight available internal and external resources and to promote awareness of supports that contribute to a healthy, safe, and supportive workplace.
Leadership Support, Mentorship, and Networking	SJC administration will continue to build leadership capacity by engaging in mentorship, collaboration, and professional learning opportunities aligned with the Leadership Quality Standard. School-based administrators will participate in leadership matchmaking and mentorship opportunities with experienced leaders, while new administrators will receive regular support through reflective conversations, goal setting, and targeted professional learning. These opportunities will help strengthen leadership practice, support succession planning, and ensure that administrators are well prepared to respond to the needs of the school community.
Teacher Supervision, Growth and Evaluation and Enhanced Supervision	SJC administration will continue to support professional growth and accountability through the Teacher Supervision, Growth, and Evaluation process. The principal will work with senior administration as needed when evaluating teachers who are new to the profession or new to the division. In addition, teachers and school-based administrators with continuous contracts will participate in Enhanced Supervision on a four-year cycle. These processes will be supported by clear timelines, consistent expectations, and reflection questions that connect professional practice, student learning, school priorities, and the goals of the Four-Year Education Plan.
New Teacher Orientation	Teachers who are new to SJC will participate in New Teacher Orientation sessions aligned with CTR's commitment to continuous improvement. These sessions will provide professional learning related to Catholic education, assessment practices, differentiation, student regulation, and other areas that support effective teaching and student success. School-based administration will follow up with new teachers throughout the year to review key learning from the orientation sessions, identify areas requiring further support, and connect teachers with appropriate resources, mentorship, or professional learning opportunities. Progress will be monitored through scheduled check-ins, classroom observations, participation in mentorship opportunities, and teacher feedback regarding the effectiveness of the support provided.
Teacher Leader Alignment	SJC administrators and team leads will work with CTR senior administration in professional development with a focus on developing the leadership capacity of all team leads.
TPGP Alignment with TQS/LQS	SJC administration will review how teachers' Professional Growth Plans are aligned to the TQS/LQS and will discuss with teachers this alignment during fall and spring Two on Ones.
Teacher Mentorship	SJC staff will continue to strengthen professional growth through teacher mentorship and peer-to-peer observation opportunities. New and experienced teachers will be encouraged to collaborate, observe effective instructional practices, share feedback, and reflect on strategies that support student learning,

	engagement, assessment, and classroom management. School administration will support this work by identifying mentorship pairings where appropriate, providing time for collaborative conversations, and encouraging staff to set professional learning goals connected to their observations. Progress will be measured by tracking participation in mentorship and peer observation opportunities, gathering teacher feedback, reviewing professional growth plans, and identifying examples of instructional practices that have been adopted or refined as a result of collaborative learning.
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PROVINCIAL DOMAIN: LEARNING SUPPORTS**OUTCOMES**

Long Term:	SJC 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:	SJC 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:	SJC 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	2024-2025 RESULT	2026-2027 TARGET
Safe and Caring: Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.	90%	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.	86.4%	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
English as an Additional Language Professional Development	SJC administration and staff will engage in professional development around and use the new CTR Multilingual Learner Guide to support consistent school-based practices for welcoming, identifying, assessing, coding, and maintaining records for multilingual learners. The guide will be reviewed through school-based professional learning and used by teachers, the English as an Additional Language (EAL) Lead Teacher and Learning Support Lead Teacher(s), and administration to clarify responsibilities, share effective instructional practices, and ensure that students receive appropriate and timely support. Staff will continue to review the guide as emerging needs are identified and will collaborate to strengthen practices that support multilingual learners' academic progress, engagement, and sense of belonging within the school community.

Learning Support Team	SJC administration will continue to develop the newly formed Learning Support Lead Teacher Team to provide coordinated, responsive, and inclusive supports for students with diverse learning needs. In alignment with divisional direction, administration and the team will clarify roles and responsibilities, identify professional learning priorities, and strengthen leadership practices that support consistent school-based processes. The Learning Support Team will work collaboratively with classroom teachers, educational assistants, student services staff, families, external partners, and the Intervention Team to identify barriers to student success, develop appropriate strategies, and connect students with targeted supports and resources. Progress will be measured by tracking student referrals, the implementation and review of individualized support plans, the frequency of case conferences, student attendance and achievement data, and feedback from staff and families. Administration and the Learning Support Team will regularly review student progress to evaluate the effectiveness of interventions and identify opportunities to strengthen school-based supports.
Work Experience Expansion	SJC will continue to expand work experience opportunities for students who wish to earn high school credits while developing practical skills and learning about the world of work. The Work Experience Teacher will collaborate with students to identify placements that align with their interests, strengths, and future goals and will work with community partners to develop meaningful job-site opportunities. The teacher will support students through the application and placement process, maintain regular communication with employers, and complete job-site visits to monitor student progress, workplace safety, and the quality of each learning experience. Progress will be measured by tracking the number of students participating in work experience, the range of community partners and employment sectors represented, the number of credits earned, placement completion rates, and feedback from students and employers. This information will be reviewed annually to identify opportunities to strengthen and expand the program.
Expanded Usage of Nutrition Program	SJC will use nutrition grant money to hire a part time employee to manage and facilitate the nutrition grant including the purchasing and dispensing of food and the upkeep of equipment including a new student-accessible refrigerator. SJC continues to support student wellbeing through a Nutrition Program . This program helps to support the division's overall Healthy Schools initiative.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
#Relationships in a Digital Age	SJC staff will continue to participate in CTR's #Relationships in a Digital Age initiative by using updated materials that reflect current technologies, emerging digital trends, and issues related to students' responsible use of screens. Staff will work collaboratively to ensure that lessons are accessible and meaningful for all learners, with particular attention to the needs of English as an Additional Language (EAL) students. Through the lens of Catholic faith, students will explore healthy relationships, sustained attention, the impact of screens on mental health and well-being, responsible decision making, and the development of balanced digital habits. SJC administration will also use available resources to support parent engagement by sharing information, promoting healthy digital practices at home, and raising awareness of initiatives such as Unplugged Canada .
SIVA Training	SJC administration will continue to support the training of staff who work with students displaying challenging behaviors and complex needs in Supporting Individuals through Valued Attachments (SIVA). SIVA will remain an important part

	of SJC's approach to student support and safety, emphasizing a holistic, relationship-based model focused on collaboration, goal direction, self-management, and healthy empowerment. Through ongoing training and review of practice, staff will strengthen their ability to build positive relationships, respond effectively to complex needs, and create safe, supportive learning environments for students.
Universal Supports Toolkit and Health Supports	Universal mental health support will remain an ongoing priority at SJC. Teachers will continue to build upon the strategies they have previously implemented to promote student well-being and create supportive classroom environments. SJC administration will ensure that staff understand and are able to use the updated divisional universal supports toolkit to provide consistent daily support for all students. Additional professional learning will be provided for teachers and educational assistants to strengthen their ability to respond to students with complex needs through universal, targeted, and individualized supports.
Accessing Community Resources	SJC administration and staff will continue to build and maintain connections with community agencies and service providers to help families access targeted supports for needs that extend beyond the scope of the school or regular school hours. Through clear communication, referrals, and ongoing collaboration, the school will support students and families in identifying and accessing appropriate community-based resources.
Crisis Response Focus	SJC is supported by crisis response protocols at the division and school levels, which ensure proactive and responsive measures are taken.
Family School Liaison Workers (FSLWs) and Connections Workers	SJC continues to have access to services provided by FSLWs and Connections Workers .
Speech Language Pathology, Occupational Therapy, Physical Therapy, Behaviour Analysis, and Low Incidence	SJC will continue to utilize specialized support services , including speech language pathology, occupational therapy, physical therapy, low incidence, and behavior supports from CTR's Student Services as needed.
Behavioral Supports and Professional Learning	SJC will strengthen school-based supports and services for students requiring targeted assistance by participating in ongoing professional learning for teachers, administrators, and educational assistants presented by CTR's Student Services team. This learning will focus on building staff capacity to identify student needs, implement appropriate strategies, respond to complex learning and behavioral concerns, and create inclusive learning environments that support student success.
Implementation of Continuum of Supports and Student Services	SJC administration and staff will continue to refine school-based inclusive education practices by implementing CTR's Framework for Inclusive Education and aligning school processes with divisional administrative procedures, structures, and available resources. Professional learning will be utilized for teachers and educational assistants, with targeted support for SJC's Learning Support Teacher(s), the EAL teacher, Family School Liaison Worker (FSLW), and Connections Worker to strengthen their ability to respond to diverse student needs. SJC will also use the CTR toolkit for supporting students with complex needs, including universal, targeted, and individualized strategies. School-based processes will include regular student intervention meetings, clear communication among classroom teachers, learning support staff, EAL staff, FSLW and Connections Worker, and defined pathways for sharing information before and after meetings. Administration will also review school data, including caseloads, wait lists, referrals, and access to supports, to ensure accurate reporting, consistent communication with the

	division, and ongoing improvement within the school's continuum of supports and services.
Accessing Community Resources	SJC administration and the Learning Support Team will continue to strengthen connections with families and community partners to improve access to targeted supports for students and families whose needs extend beyond the scope of the school or regular school hours. Through ongoing communication, referrals, and collaboration with external agencies, staff will help families identify appropriate resources and navigate available services. The school will regularly review community partnerships and referral pathways to ensure that families are connected with timely, relevant, and responsive supports.
Anti-Oppression Week	As part of SJC's ongoing <i>Many and One</i> strategy, staff will continue to address oppression, discrimination, and exclusion through the foundation of Catholic Social Teaching, including the dignity of the human person, solidarity, and the call to work for justice and peace. This work will remain a sustained school-wide focus throughout the year and will be highlighted through SJC's annual Anti-Oppression Week in the spring. During this week, students will engage in age-appropriate learning opportunities that examine different forms of oppression and persecution in the world, reflect on their responsibility to respond with compassion and action, and consider how they can contribute to more just and inclusive communities. The week will culminate in a prayer vigil for an end to oppression and for all people who experience persecution.
Culture Day	Celebrating the cultural diversity of the SJC community will remain an important school priority. SJC staff will continue to work collaboratively with students, families, and community members from the various cultural groups represented in the school to plan and host an annual Culture Day. This event will provide opportunities for teaching, learning, and meaningful dialogue while celebrating the traditions, histories, and contributions of different cultures. Activities may include expressions of faith, music, dance, storytelling, art, and food, helping to strengthen understanding, respect, and a shared sense of belonging within the school community.
Sensory Room	Students continue to access Sensory Rooms on both a scheduled and as-needed basis.
Student Individual Program Plans	All students who have received an Alberta Education Special Education Code have an Individualized Program Plan on Template A, B or C, as determined by student need.
Divisional Student Services	The Student Services team will continue to meet with the Learning Support Lead Teacher(s) and administration minimally three times per year for Case Conferences and Success in Schools for Youth In Care .
Inclusion Club	Staff and students will continue to run the SJC Inclusion Club if there is student demand.
RAP	SJC counselors will use division-supplied resources to understand and promote the RAP program.
Enhanced Reading	The SJC Enhanced Reading (ER) Lead Teacher will continue to work closely with school administration and Christ the King Academy to identify students who would benefit from additional reading support. Using available student data and transition information, the ER Lead Teacher, alongside the English Department Head and administration, will help determine appropriate placements and develop programming that strengthens reading comprehension, builds literacy skills, and supports student success across subject areas.

ARC	SJC will continue to use Attachment, Regulation, and Competency (ARC) Educational Assistants and a Lead Teacher to deliver both physical and emotional ARC to students identified as needing extra support in this area.
Trauma-Informed and Trauma Sensitive Practices	As a complementary component of SJC's ongoing universal mental health work, staff will be encouraged to continue to deepen their understanding of Adverse Childhood Experiences (ACEs) and the ways childhood trauma can affect learning, behavior, and brain development. Staff will continue to have opportunities to build on their trauma-informed and trauma-sensitive practices. Staff may use praxis time and collaborative learning opportunities to review effective strategies, reflect on student needs, and incorporate appropriate approaches into their daily classroom practice.
*See First Nations, Métis, and Inuit Student Growth and Achievement Domain for more strategies.	

PROVINCIAL DOMAIN: GOVERNANCE**OUTCOMES**

Long Term:	Perspective holders view SJC 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 SJC's successes and seek input about areas to improve. Administration invests in strong partnerships with member groups while also advocating with local organizations to benefit SJC.
Short Term:	New Four-Year Education Plan development is increasingly reflective of input from various perspective holders.

MEASURES

	2024-2025 RESULT	2026-2027 TARGET
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	89.5%	91%

NEW STRATEGIES**DESCRIPTION**

New School Planning	The principal will work collaboratively with CTR senior administration, Alberta Infrastructure, Alberta Education, and the approved architectural firm to advance the planning and development of a new Catholic high school for CTR and the Brooks community. This work will include participating in project meetings, providing school-based input into design priorities, identifying programming and facility needs, consulting with relevant stakeholders, and supporting communication with the school community as the project progresses. Progress will be measured by participation in scheduled planning meetings, the completion of required school-based submissions and consultations, the identification and documentation of key facility and programming priorities, and the achievement of project milestones established by the province and project partners.
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- **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.**

EXISTING ESSENTIAL STRATEGIES**DESCRIPTION**

Telling Our Stories	SJC will continue to prioritize <i>Telling Our Stories</i> by sharing the successes, opportunities, and faith-filled experiences of the school community through social media, local media, school newsletters, and other communication platforms. To support this work, SJC will continue to utilize a Communications Lead Teacher position to help gather and share stories that highlight student learning, extracurricular involvement, faith formation, community partnerships, and school accomplishments. The Communications Lead Teacher will work collaboratively with administration and staff to strengthen communication with families and the broader community while promoting a positive and authentic understanding of school life at SJC.
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Ward Meetings	SJC administration will hold school council meetings eight times per year where the local trustee and administration provides a report, faith information, and engages on various topics of interest to the division and school community. Once in the year on a rotating basis, each Department Head will present an update of what their department is focusing on for student growth and achievement.
School Council Meetings	Meeting eight times a year, our 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. SJC will strengthen communication and engagement with families by continuing to invite Department Heads to provide regular updates to the School Council on learning, programming, and student opportunities within their departments. Throughout the school year, Department Heads will share information about curricular priorities, instructional initiatives, assessment practices, student achievements, extracurricular opportunities, and emerging areas of need. These presentations will also provide opportunities for parents to ask questions and develop a deeper understanding of the learning experiences available to students. Progress will be measured by tracking the number and range of departmental presentations provided each year, recording key questions and feedback from the School Council, identifying follow-up actions arising from these discussions, and gathering feedback from parent members on whether the presentations have strengthened their understanding of school programming and priorities.
Council of Councils	SJC School Council Chair attends two to three times per year at the <i>Council of School Councils</i> meetings.
Superchats	SJC staff will attend an engagement with the Superintendents (called Superchats), joined by the local trustee. After these conversations, administration will use the existing priorities, plans, and feedback on new needs arising in our school that are shared by superintendents to influence the school's Four-Year Education Plan.
Four-Year Education Plan	SJC administration will ensure that administrators, teachers, school staff, parents, and students have opportunities to provide input into the goals and strategies of the Four-Year Education Plan. Feedback will be gathered annually to help refine priorities, identify emerging needs, and strengthen school-based actions. The updated plan will be reviewed with Education Council before full implementation each fall and will also be presented annually to School Council and Ward Committees to support transparency, shared understanding, and ongoing engagement with the school community.
Education Council	The SJC Education Council meets on a monthly basis to support collaborative decision making, strengthen communication, and provide ongoing leadership for school priorities. Meetings provide opportunities for administration and staff representatives to review progress on the Four-Year Education Plan, discuss emerging needs, share information from departments and school-based teams, and identify next steps for implementation. Education Council members also help communicate key information back to staff, support the coordination of school initiatives, and provide feedback that informs planning and continuous improvement.
Community Engagement	SJC administration will continue to build relationships with community leaders and other key partners to promote dialogue and shared understanding around mental health, advocacy for Catholic education, and CTR's foundational principles.
Monthly Newsletter	SJC administration will continue to use the monthly school newsletter as a key communication tool for families and the broader school community. The newsletter will share information about complementary course programming, academic and non-academic supports, healthy school initiatives, and opportunities

	that contribute to student well-being and success. It will also highlight faith formation activities, liturgical celebrations, service opportunities, and other ways students can participate in the Catholic life of the school. Each edition will include a monthly school and athletics calendar, along with information about extracurricular programming, upcoming events, and relevant community activities. Through regular and accessible communication, the newsletter will help families remain informed, connected, and engaged in the life of the school.
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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".