

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



St. Joseph's Collegiate



SCHOOL: 0439 ST. JOSEPH'S COLLEGIATE

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2025-2029



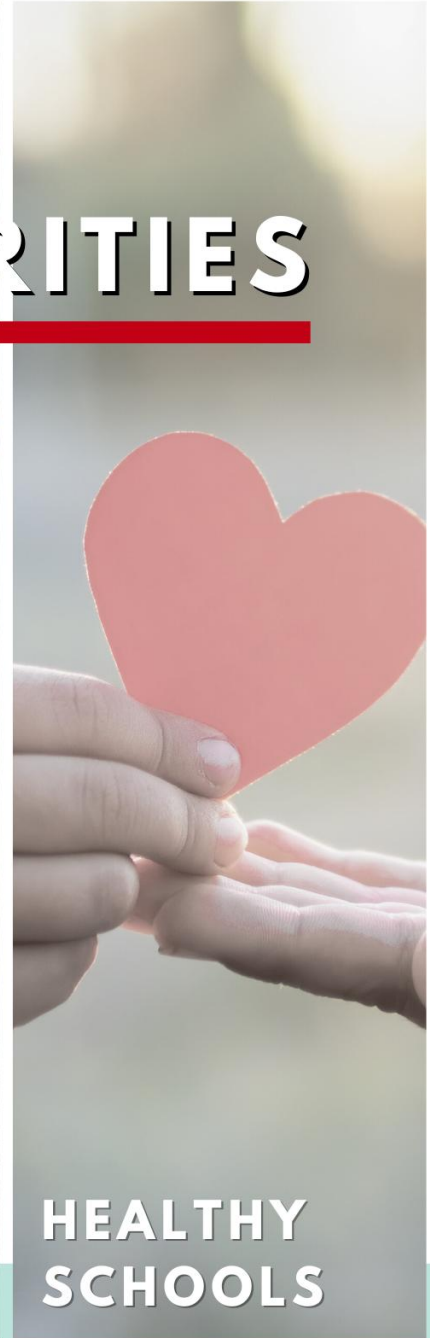
CATHOLIC FAITH

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) enters into year three of our three-year faith theme, Faith Seeking Understanding, inspired by and taken from St. Anselm of Canterbury's Proslogion. This theme seeks to meet the needs expressed in the Diocesan Synthesis of the 2021-2023 Synod on Synodality: the need for Encounter and Formation, service to the Family, and authentic Witness. Encountering the Catholic faith in science, reason, and society will help form staff to witness to the Catholic faith in the subject areas they teach.

HEALTHY SCHOOLS

Healthy Schools 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 review of draft documentation over the course of many months. School administration engagement regarding emergent areas and feedback related to effective education 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	2023-2024 RESULT	2025-2026 TARGET
% of students in Grades 5, 8 and 11 achieving an Acceptable Standard on assessment.	NA	85%
% of students in Grades 5, 8 and 11 achieving an Excellence Standard on assessment.	NA	23%
% of parents, students and teachers who indicate that they are satisfied with the relationship that exists between the school and the local parish.	89%	95%
% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	98%	99%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.	97%	98%
% 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.	94.7%	95%
% 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.	94%	95%
% 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.	98.3%	99%

NEW STRATEGIES	DESCRIPTION
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 administration will liaise with all stakeholders to envision and design new sacred spaces as school-based and senior administration work to plan a new Christ The Redeemer (CTR) high school for Brooks.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Faith Leaders	SJC administration has a designated Faith Leader(s) who, under the supervision of, and in collaboration with school administration, plan and set direction for religious events, teacher faith formation, and related initiatives in the school.
Faith Formation Professional Development Resources	In Catholic Learning Communities (CLCs) sessions or through other formation opportunities, administration and school-based Faith Leads will deliver faith formation resources provided by the division and the Faith Lead of the school.
Many and One School Implementation	SJC staff will continue to implement plans to address racism and discrimination through our Catholic Social Teachings and will use divisional resources supplied to it as part of this implementation. SJC faculty will continue to implement its <i>Many and One</i> plan.
Youth Faith Retreats	SJC staff will support student participation in larger faith retreats.
Faith Permeation	SJC administration will support professional faith learning and faith permeation into all subject areas. Staff will work together in departments and in conjunction with the Faith Lead teacher and Director of Catholic Education to develop robust faith permeation activities for all disciplines. The Faith Lead teacher will develop faith announcements and lessons.
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 and student activities.
Activities Related to Authentic Catholic Education	SJC staff and students will participate in spiritual practices, relationship with the parish, advocacy, and celebration as part of our communal faith and responsibility to uphold Catholic education. These activities include: • Student faith retreats • Eucharistic adoration • Reconciliation • Masses and liturgies corresponding to the liturgical calendar • Celebrating Catholic Education Sunday and Catholic Education Week in October • Administration participating in annual faith retreats held by the Division • Staff Good Works/Staff Retreats • Student Good Works
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.
School Newsletter	Faith formation will be included in the SJC monthly newsletter.

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	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.	52%	60%
Provincial Achievement Test Excellence Standard Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on the test.	6.5%	10%
Diploma Acceptable Standard Overall percentage of students who achieved the acceptable standard on examinations.	78.1%	82%
Diploma Excellence Standard Overall percentage of students who achieved the standard of excellence on examinations.	15%	18%
High School Completion Rate Percentage of students who completed high school within three years of entering Grade 10.	95.3%	97%
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	91.2%	94%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	88.9%	91%
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
Assessment for Mastery	As an extension of our Catholic faith, SJC faculty will pursue exploration of assessment practices which allow students to achieve their academic potential. SJC will work to implement assessment practices that allow for ongoing feedback and re-learning practices. This initiative will help educators tailor their approaches to better meet the diverse needs of all students, enhancing student understanding and outcomes. Department-based plans will be developed and feedback shaping the school's Assessment for Mastery plans will be received which will then be shared with the Division.
Career Exploration and Dual Credit	SJC administration and career counsellors will prioritize career exploration, work experience, post-secondary transitions, and dual credit opportunities to support student success in high school, post-secondary education, and in the workforce.
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 work with CTR's Director of Curriculum and Instruction and school math teachers to implement a mathematics bridging course for students who need extra support to develop their foundational math skills before moving into high school math; this course (LDC 1550) will be for students moving from Grade 9 to Grade 10 who have passed Math 9 but need more math development before entering Math 10C, and for those students coming from other countries who have gaps in their education and need more time to understand basic math before moving into high school math courses.
New CTS Courses	With targeted teaching staff, SJC administration will develop creative ways to offer more CTS programming focused on skills that students will need to enter into the trades.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Divisional Teams	SJC administration will continue to support the divisional team model, encouraging teachers to fully participate with colleagues across the division 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	SJC administration will ensure that all English teachers are trained in Readers' and Writers' Workshop model and will support teachers with classroom visits to help with implementation.
English as an Additional Language (EAL) Best Practices PD	SJC teachers will engage in the third year of a three-year PD cycle on EAL best practices. Focus will be on Sheltered Instruction Observation Protocols best practices around review and assessment and will be coupled with the divisional work on Assessment for Mastery PD.

Coding	SJC teachers will continue to leverage resources to allow students to engage with computational thinking through coding and robotics.
Artificial Intelligence	SJC administration and faculty will continue to support best practices for teachers' and students' use of Artificial Intelligence, as outlined within CTR's administrative procedures.
Classroom Libraries	All classrooms are equipped with Classroom Libraries . Classroom libraries will be inspected and updated by the SJC Librarian as needed.
Academic Angels	SJC faculty will continue to utilize the Academic Angels program for Grade 9s to ensure that all struggling students have an adult champion in the school.
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	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	85%
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	10%
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	10%
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	95%
Active Citizenship Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	n/a	95%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	n/a	98%

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

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	SJC faculty will incorporate Rupertsland resources into classroom lessons, to provide support for Indigenous students, and to enhance teacher foundational learning. These resources have been procured through a partnership with Rupertsland to benefit the students and staff of SJC.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
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 is represented by a First Nations, Métis, and Inuit Lead Teacher responsible for sharing resources and 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 staff to access through webinars, First Nations, Metis, and Inuit Lead Teacher sessions, Alberta Regional PD Consortium sessions, cultural awareness events, and resources available through CTR's Intranet.
Land Acknowledgment	The Land Acknowledgement 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	2023-2024 RESULT	2025-2026 TARGET
Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	92.9%	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.	86.6%	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
Athletic Team Leaders	SJC administrators will work with the Athletic Team Lead to support the tasks associated with providing fulsome athletic programs and leadership within our secondary schools.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
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.
Aspiring Leaders Program	SJC administration will encourage teachers to apply for and attend CTR's Aspiring Leaders cohort-based program for teachers. Held bi-annually, for those who aspire to school-based administration or other leadership roles in CTR at the school or division level, the program includes full-day, in-person sessions with senior administration and site-based leaders. Participants will take part in sessions on the following leadership themes: ● Embodying Catholic Leadership ● Fostering Effective Relationships ● Modelling Commitment to Professional Learning ● Embodying Visionary Leadership ● Leading a Learning Community

	- Supporting the Application of Foundational Knowledge about First Nations, Métis, and Inuit - Providing Instructional Leadership - Developing Leadership Capacity - Managing School Operations and Resources
Staff Wellness Supports	SJC's Vice Principal will attend CTR Human Resources Department's professional development sessions for Vice Principals on staff health and well-being. SJC's Vice Principal will facilitate interactive sessions with SJC's faculty and staff members. Administration 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	SJC administration will evaluate new teachers with the Teacher Supervision, Growth and Evaluation (TSGE) process. In addition, on a four-year cycle, each teacher and administrator with a continuous contract will participate in <i>Enhanced Supervision</i> . These processes will be calibrated with standardized timelines and suggested reflection questions that connect teaching and learning to the Four-Year Education Plan.
Teacher Mentorship	SJC staff will continue to have a commitment to teacher mentorship and peer-to-peer observations for teacher professional growth.
TSGE Presentation to Parent Council	The SJC principal will continue to utilize CTR's Human Resource Department's PowerPoint presentation to explain CTR's TSGE process to the School Council. This presentation will be done on a yearly basis.
Professional Learning Alignment to TQS/LQS	SJC administrators or Department Heads who report at or lead professional learning at CLCs will continue to make explicit references on how the professional development or information presented is an indicator of the Teacher Quality Standard (TQS) or Leadership Quality Standard (LQS).



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	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.	96%	98%
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.	88.4%	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
Behavioral Supports and Professional Learning	SJC staff will provide supports and services for students needing targeted support by ensuring that administration, teachers, and educational assistants participate in CTR-led professional development.
Relaunch #Relationships in a Digital Age	SJC staff will participate in the relaunch of the CTR #Relationships in a Digital Age initiative and will work with updated materials to ensure that they are accessible for all students in the school with an especial focus on our EAL student population.
Universal Supports Toolkit Update	SJC administrators will ensure that teachers understand the updated divisional universal supports toolkit and how to utilize it to provide daily support for all students. Focus will also be on training for teachers and educational assistants for how to fully support students with complex needs including: universal, targeted, and individual supports
SIVA Training	SJC administration will support staff who work with students who display challenging behaviors and complex needs to be trained in <i>Supporting Individuals through Valued Attachments</i> (SIVA). This training program replaces MANDT use in SJC, as it emphasizes a holistic, relationship-based approach that focuses on collaboration, goal direction, self-management, and healthy empowerment to strengthen relationships and create safety for students.
Accessing Community Resources	SJC administration and Learning Support team will establish connections and communications to enable family access to community resources which provide targeted supports to students and families for needs that exist outside the scope of education or school hours.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Family School Liaison Workers (FSLWs) and Connections Workers	SJC continues to have access to services provided by FSLWs and Connections Workers .
Anti-Oppression Week	The SJC Anti-Oppression week will continue in the spring with a focus on educating students to end oppression for all persecuted people. This week will include education on different areas of subjugation in our world and how to end persecution and will include a prayer vigil to end oppression in our world.
Culture Day	SJC staff will continue to work with students and community members from the different ethnic groups in our school to design and run a culture day where all cultures represented in the school are celebrated. This day will include teaching and learning about the different cultures and expressions of those cultures including expressions of faith, dance, and food.
Sensory Room	Students continue to access Sensory Rooms on both a scheduled and as-needed basis.
Specialized Services	SJC continues to have access to specialized support services including Speech Language Pathology, Occupational Therapy, Physical Therapy, Low Incidence and Behavior Supports .

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 meets with the Learning Support team at each school minimally three times per year for Case Conferences and Success in Schools for Youth In Care .
Nutrition Program	SJC continues to support student wellbeing through a Nutrition Program . This program helps to support the division's overall Healthy Schools initiative.
Universal Mental Health Supports	Universal mental health continues to be a focus for SJC and teachers will build upon the mental health strategies they have previously implemented.
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 liaise with administration and SJC's sister school, Christ the King Academy, to identify students who need to take the ER program and will program for those students so that they can get more support in building reading comprehension competencies.
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	School staff will review ACES and the impact childhood trauma has on learning and the brain. SJC teachers will continue to have professional development opportunities around being trauma-informed and trauma-sensitive. They will use praxis time to continue to develop best practices and learn how to implement these strategies as part of their Universal Mental Health work.
*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

	2023-2024 RESULT	2025-2026 TARGET
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.9%	85%

- 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	SJC administration and the Communication Lead will continue to focus on communicating the wonderful stories of our SJC and Brooks community.
Ward Meetings	SJC administration will participate in Ward meetings which include engagement sessions with the local trustee, senior administration, parents, staff, students, and parish priests.
School Council 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.
Superchats	SJC faculty will participate in the CTR Superintendents' and Local Trustee's engagement session (called Superchats). At this session, Superintendents will gather feedback from SJC staff on new needs arising at SJC. These conversations influence the school's Four-Year Education Plan.
Four Year Education Presentations	The Four-Year Education Plan is presented, by SJC Administration, annually to both School Council and Ward Committees.
Four Year Education Plan Review	SJC administration will review on an annual basis the updated Four- Year Education Plan with the Education Council before its full implementation in the fall.
Education Council	The Education Council meets on a monthly basis.
Excellence in Learning Steering Committee	Comprised of the team leaders in English, Science, Math, and Social, the EAL Teacher Lead, and administration, the Excellence in Learning Steering Committee will meet on a monthly basis to advise administration and to plan for professional development for teachers.
Council of Councils	SJC School Council Chair attends two to three times per year at the <i>Council of School Councils</i> meetings.

Community Engagement	SJC administration will continue to engage community influencers about the topics of mental health, advocacy for Catholic education, and CTR's foundational principles.
Monthly Newsletter	SJC administration will continue to use the monthly newsletter to communicate about complementary course programming, non-academic supports, and healthy school initiatives for students.



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".