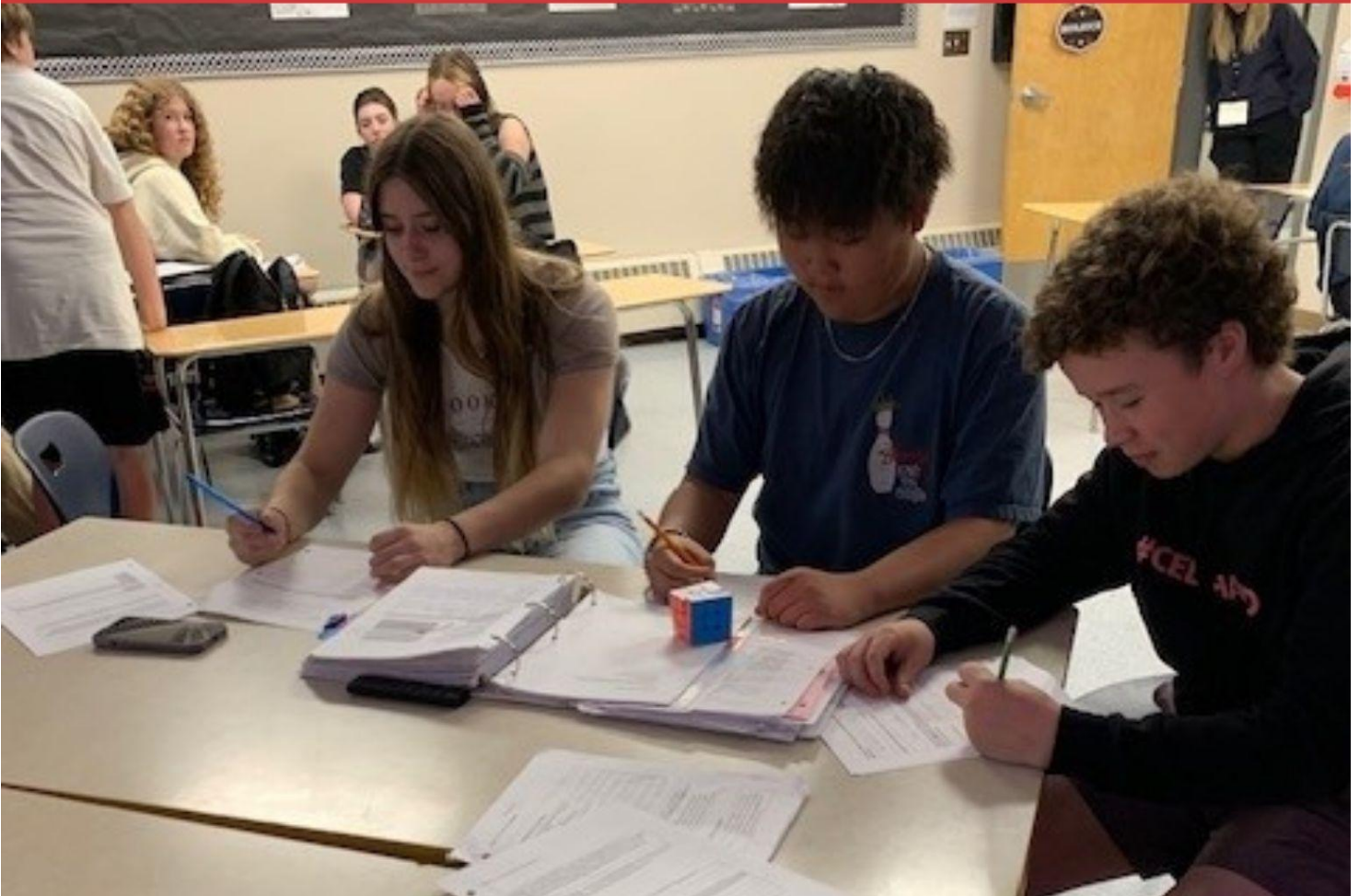


2025-2029 **FOUR-YEAR
EDUCATION
PLAN** *Year One*



SCHOOL: 1281 ST. JOHN PAUL II COLLEGIATE

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2025-2029



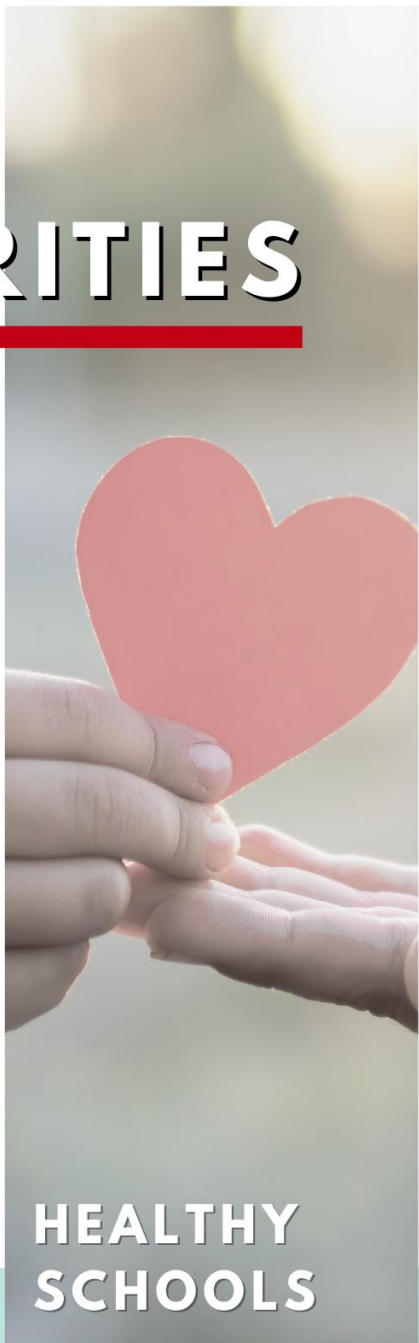
CATHOLIC FAITH

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.

DIVISIONAL PRIORITIES

CATHOLIC FAITH

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

ACADEMIC EXCELLENCE

Alberta Education requires that school divisions actively pursue continuous improvement to support ongoing strategic planning based on evidence informed decision-making. SJPII 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

CTR's Board and administration engages Division Administration, Ward Committees, the ATA Liaison Committee, and Council of School Councils 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. Superintendent and trustee 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 SJPII.
Medium Term:	Perspective holders believe that SJPII continues to have a significant impact in the formation of staff and students in the Catholic faith.
Short Term:	Perspective holders believe that SJPII 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.	92%	93%
% of students in Grades 5, 8 and 11 achieving an Excellence Standard on assessment.	34%	35%
% of parents, students and teachers who indicate that they are satisfied with the relationship that exists between the school and the local parish.	95%	96%
% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	97%	98%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.	92%	93%
% of parents, students, and teachers, who indicate they are satisfied with how they have grown as a Christian as a result of their involvement in Catholic Education. Note: Modification of question from 2024-2025 onward: % of students, parents, and teachers who are satisfied with the level of Catholic faith formation of students in our schools.	97%	98%
% 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.	98%	99%
% 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.	94%	95%

NEW STRATEGIES	DESCRIPTION
Catechesis of the Good Shepherd	SJPII staff will intentionally build in a pre-visit to the church before school Mass for Gr. 7 students occurs. Students will explore 3 stations to better understand the meaning and symbolism within the sacred space of the church.
Mid-day Prayer – Angelus	SJPII teachers along with their classes will pray the Angelus each day as an act of faith devotion and as a common lunchtime prayer.
Faith Permeation	SJPII will provide professional learning and support for all staff in faith permeation to implement in their practice.

Many and One School Implementation	SJPII will continue to implement plans to address racism and discrimination through the promotion of our Catholic Social Teachings in our daily activities, monthly focus, school newsletters, and social media.
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EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Faith Team Lead	SJPII has a designated Faith Leader at our school who, in collaboration with school administration, plan and set direction for faith events and initiatives for our school.
Youth Faith Retreats	SJPII will host several faith-based student retreats.
Celebration of Patron Saint	Our school will continue to commemorate our Patron St. John Paul II's Feast Day, the anniversary of his passing, and his birthday through school-wide prayers, and presentations led by an administrator or a staff member.
Sharing of Faith Formation with Broader Community	SJPII will produce content to be included in school newsletters, the school website and social media, classrooms, graduation, school events, and school liturgies.
Activities Related to Authentic Catholic Education	SJPII will participate in spiritual practices, diocesan relationships, advocacy, and celebration as part of our communal faith and responsibility to uphold Catholic education. These activities include: • Student reading of the daily Gospel broadcast to the school • Eucharistic adoration in schools and as a division • Bishop's Luncheon attended by school principal • Masses and liturgies corresponding to the liturgical calendar • Catholic Education Sunday and Catholic Education Week are celebrated • Promotion of GrACE to staff • Holding several faith CLCs • Adopted Family Program • Staff Good Works projects in December

PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

OUTCOMES

Long Term:	Students will leave school with high academic engagement and achievement, while also being prepared with literacy levels and math skills to enable post-secondary admission or success as they enter the workforce.
Medium Term:	Student performance will be in the “very high” category as measured by aggregate pass and excellence rates on Provincial Achievement Tests and Diploma Exams, and with a continued increase of the three-year average of high school completion rates.
Short Term:	Student performance will be in the “very high” category as measured by aggregate acceptable and excellence rates on Provincial Achievement Tests and Diploma Exams. Additionally, our focus on high school mathematics and science courses will result in increased diploma examination acceptable and excellence rates.

MEASURES	2023-2024 RESULT	2025-2026 TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on the test.	82.1%	83%
Provincial Achievement Test Excellence Standard Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on the test.	23.5%	25%
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	83.8%	85%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	86.8%	88%
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
Artificial Intelligence	SJPII will continue to support best practices for teachers’ and students’ use of Artificial Intelligence, as outlined within our administrative procedures. Using AI as a tool to enhance student learning will be the focus as well as ethical use of technology as part of the learning and teaching process.
Assessment for Mastery	As an extension of our Catholic faith, SJPII will pursue exploration of assessment practices which allow students to achieve their academic potential. SJPII 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 their students, enhancing student understanding and outcomes. School-based plans will be executed and feedback shaping the division’s Assessment for Mastery Framework will be received.
Career Exploration	SJPII will promote career exploration to support student success in high school, post-secondary education, and in the workforce.
Addition of new options	SJPII will add several new student options that help explore the fine arts, career and technology and athletics to enhance the student experience.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Catholic Learning Communities (CLCs)	Every Friday, time is set aside for CLCs where SJPII 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	All ELA teachers as well as new ELA teachers to SJPII will receive professional development in Readers' and Writers' Workshop and follow-up classroom visits to support implementation.
Mathematics Support	Provide support at all levels of mathematics instruction, including: high-yield instructional practices, professional learning opportunities, assessment strategies, Mathology resources, and number sense routines.
Coding	SJPII has adopted Coding as a grade 7 and 8 'wheel' option that all students will take. Coding teachers will leverage resources to allow students to engage with computational thinking through coding and robotics.

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

OUTCOMES

Long Term:	SJPII's First Nations, Métis, and Inuit students experience achievement increases of 15% or more.
Medium Term:	SJPII's First Nations, Métis, and Inuit students experience achievement increases of 10% or more.
Short Term:	SJPII'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.	84.8%	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.	13%	20%
Active Citizenship Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	N/A	85%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	N/A	85%

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

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Division Administrators Professional Development	SJPII administrators will grow their knowledge and understanding of Foundational Knowledge through professional development at administrator meetings.
Indigenous Student Support	There will be a review of the continuum of supports provided for all Indigenous students enrolled in SJPII with an emphasis on individual students.
Success of First Nation, Métis and Inuit Students	SJPII will conduct segregated analysis of all data available for our Indigenous students on a yearly basis to ensure access to appropriate supports are in place.
School Representative	SJPII will be represented by a First Nations, Métis, and Inuit Teacher Representative who is responsible for attending divisional Indigenous meetings. They will share resources and attend professional development opportunities, in addition to leading the school in building awareness and action related to First Nations, Métis, and Inuit perspectives.
Foundational Knowledge Professional Development	Foundational Knowledge Professional Development is available for all SJPII staff to access through webinars, First Nations, Métis, and Inuit Lead Teacher session, Alberta Regional Professional Development Consortium sessions, cultural awareness events, and resources available through CTR's Intranet.

<u>Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students</u>	All Indigenous youth in SJPII care have their cases reviewed a minimum of two times per year.
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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.	91.4%	92%
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.	86.2%	88%

Supervision and Evaluation (processes, strategies, and local measures/data) to demonstrate that the division supports teaching and leadership quality through professional learning, supervision, and evaluation processes.

NEW STRATEGIES	DESCRIPTION
Retention Efforts	SJPII strives to retain new and existing teachers through new teacher mentorship, a supportive supervision and evaluation process, and a high level of collaboration with administration.
Athletic Team Leaders	SJPII Administration will align the Athletic Team Leader roles with CTR's Athletic Handbook. JPII administrators will work with Athletic Team Leads to support the tasks associated with providing fulsome athletic programs and leadership within our secondary schools.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Teacher Leader Alignment	SJPII Administration will align the Team Leader application criteria with the Teacher and Leadership Quality Standards and engage team leads in professional development with a focus on developing the leadership capacity of all team leads.
Aspiring Leaders Program	SJPII administration supports CTR's aspiring leader's program by identifying candidates for this program and encouraging their participation.
Staff Wellness Supports	SJPII Vice Principals will support CTR's initiative by promoting staff health and well-being supports in staff meetings. The school administration will incorporate <i>The 13 Factors for Psychological Health and Safety in the Workplace</i> with staff wellness sessions.
Teacher Supervision, Growth and Evaluation and Enhanced Supervision	The SJPII Principal will be supported by Senior Administration as they evaluate new teachers with the Teacher Supervision, Growth and Evaluation process. In addition, on a four-year cycle, each teacher and administrator with a continuous contract participates in <i>Enhanced Supervision</i> with their Principal or Superintendent. These processes will be calibrated with standardized timelines and suggested reflection questions that connect teaching and learning to the Four-Year Education Plan.

PROVINCIAL DOMAIN: LEARNING SUPPORTS

OUTCOMES

Long Term:	SJPII 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:	SJPII 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:	SJPII 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.	88.3%	90%
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%	90%

- 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
Data Collection and Referral Processes	SJPII will rely on both Divisional and school level data collection and referral processes to ensure structures and supports are cohesive and equitable across all of our schools.
Behavioral Supports and Professional Learning	SJPII will provide support and services for students needing targeted support by providing increased professional development for teachers, administrators, and educational assistants.
Relaunch #Relationships in a Digital Age	The #Relationships in a Digital Age materials have been updated to reflect changes to technology and related resources. Updated lessons reflect current trends and issues that are relevant to student responsible use of screens and positioned within the lens of our Catholic faith. SJPII will integrate these updated lessons into Wellness and Health courses, and program and behavioral planning for students with complex needs.
Universal Supports Toolkit Update	The division-wide delivery of a universal supports toolkit will provide increased understanding of universal learning, mental health, and regulation supports for SJPII teachers to provide in the classroom as part of their daily support of all students.

Crisis Response Focus	SJPII will refine and implement crisis response protocols at the school level and ensure proactive and responsive measures are taken.
SIVA Training	SJPII staff who work with students who display challenging behaviors and complex needs will be trained in <i>Supporting Individuals through Valued Attachments</i> (SIVA). This training program replaces MANDT use in CTR, 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	Through our FSLW, Connections and Administration, SJPII will establish connections and communications to enable family access to community resources which provide targeted support 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	SJPII students will continue to have access to services provided by FSLWs and Connections Workers .
Universal Mental Health Supports	Universal mental health continues to be a focus for SJPII, and SJPII teachers will build upon the mental health strategies they have previously implemented.
Sensory Rooms	Students within SJPII continue to have access to our sensory rooms on both a scheduled and as-needed basis. Professional learning and equipping of spaces will continue to ensure cohesive approaches at each site.
Speech Language Pathology, Occupational Therapy, Physical Therapy, and Low Incidence	SJPII will continue to have access to specialized support services , speech language pathology, occupational therapy, physical therapy, low incidence, and behavior supports. Student Services will support school professional learning through lunch and learn professional development and a catalogue of learning opportunities.
*See First Nations, Métis, and Inuit Student Growth and Achievement Domain for more strategies.	

PROVINCIAL DOMAIN: GOVERNANCE**OUTCOMES**

Long Term:	Perspective holders view SJPII 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 SJPII successes and seek input about areas to improve. The Board of Trustees and administration invest in strong partnerships with member groups and co-terminus boards, while also advocating with local government to benefit CTR.
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.	80.5%	82%

- 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	SJPII administrators and staff will continue to focus on Telling Our Stories, locally at the school levels, and more broadly across the division.
Ward Meetings	SJPII administration will attend Ward meetings which include engagement sessions with principals, parents, staff, students, and parish priests. SJPII will encourage active participation from our stakeholders.
School Council Meetings	SJPII will hold regular School Council meetings. The Principal along with the School Council Chair will provide a report on Faith, Academic Excellence and Healthy Schools as our pillars.
Superchats	SJPII teaching staff and Administration will participate in a Superchat event with Senior Administration. Superintendents schedule one engagement with each school's staff each year, joined by the local trustee. At these conversations, Superintendents share existing priorities and plans and gather feedback on new needs arising in our schools. These conversations influence the division's Four-Year Education Plan. SJPII will engage in conversations about being a joyful witness as educators in our school.
Four-Year Education Plan Input	SJPII Administrators, teachers, school staff, parents, and students are provided with opportunities for input regarding the goals and strategies within the upcoming Four-Year Education Plan.
Council of School Councils Meetings	Our SJPII School Council Chair will attend <i>Council of School Councils</i> Meetings, in which parents are provided information and the opportunity to engage on various topics essential to the Four-Year Education Plan and other emergent areas requiring parental feedback.

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".