



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



SCHOOL: 1281 ST. JOHN PAUL II COLLEGIATE

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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.



OUR PRIORITIES

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) will follow the division's new three-year faith theme of Synodality: Communion, Participation, and Mission. Together, these themes reinforce a coherent approach to faith formation—journeying together, discerning together, and being sent forth—ensuring that our schools continue to form missionary disciples and serve as vibrant communities of faith, encounter, and witness. Rooted in the Church's call to journey together, this framework reflects a deepening of our Catholic identity and aligns closely with the diocesan renewal. This first year will focus on communion, emphasizing belonging, unity, and shared identity in Christ within our school communities.

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	2024-2025 RESULT	2026-2027 TARGET
% of students in Grade 8 achieving an Acceptable Standard on assessment.	92%	93%
% of students in Grade 8 achieving an Excellence Standard on assessment.	50%	51%
% of parents, students and teachers who indicate that they are satisfied with the relationship that exists between the school and the local parish.	88%	90%
% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	88%	90%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.	83%	90%
% of students, parents, and teachers who are satisfied with the level of Catholic faith formation of students in our schools.	83%	95%
% of teachers who are satisfied with the level of Catholic faith formation of staff in our schools.	80%	95%
% of students, parents, and teachers who are satisfied with efforts to live out Catholic Social Teaching in our schools.	88%	95%

NEW STRATEGIES	DESCRIPTION
Faith Formation Professional Development Resources	SJPII administrators and Faith Lead will utilize divisional faith formation resources for delivery in Catholic Learning Communities sessions or through other formation opportunities.
Implementation of New Religious Education Resources	SJPII teachers will be onboarded with the new grade 9 <i>Growing In Faith Growing In Christ</i> religious education resources.
Bishop’s Assurance Review	We will participate in the Bishop’s Assurance Review as part of the program review process. This comprehensive division- and school-based examination of Catholic permeation and accountability will generate meaningful feedback at both the system and school levels, while also contributing to the provincial emphasis on collaborative mission between dioceses and Catholic school divisions in Catholic education.
Chapel Revitalization	SJPII is committed to a chapel revitalization initiative renewing a focus on teachers bringing students into the space, celebrating the Illuminate Student Art Contest with artwork adorning the walls, and encouraging staff to gather for meaningful personal faith formation and reflection together daily.
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. The Angelus has been beautifully displayed in each classroom and common space in the school as well as the Great Hall for all staff and students to be witness to.

Faith Permeation	SJPII will provide professional learning and support for all staff in faith permeation to implement in their practice. Faith focused CLC's, good works and service projects such as The Coldest Night of the Year Walk, The Terry Fox Run etc., will build strong community ties and faith formation for staff and students.
Many and One School Implementation	SJPII continues to provide warm and welcoming environments for all our students through the promotion of our Catholic Social Teachings in our daily activities, monthly focus, school newsletters, and social media.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Sharing of Faith Formation with Broader Community	Division produced content will be included in school newsletters. This content will be focused on faith formation and correspond to the season or significant religious celebration in each month of the year. Additional faith formation materials will be shared on the division's website and through social media platforms.
Working Group for Divisional Religious Education Assessments	Teachers will be supported by grade-level team leaders (teachers) regarding the refinement of standardized assessments administered annually in targeted grades (5, 8 and 11).
Faith Days	Teachers and administrators will attend Faith Days, a two-day event hosted by the division focusing on faith formation.
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. A new banner of SJPII has been hung in the great hall allowing students to pass by him as he watches over our school community.
Activities Related to Authentic Catholic Education	<p>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:</p> <ul style="list-style-type: none"> • 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 • Illuminate Art Contest (Annual)

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	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.	83.9%	85%
Provincial Achievement Test Excellence Standard Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on the test.	20.7%	25%
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	80.2%	85%
Student Learning Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	87.4%	90%
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
Digital Expansion of Provincial Assessments	SJPII will prepare for the full implementation of digital provincial assessments, including digital PATs. Teachers and students will be encouraged to use digital practice tests and field tests within the provincial digital assessment platform to build familiarity with the format, tools, and question types, helping ensure successful administration and increased student readiness for provincial assessments. Our teachers will continue to receive onboarding through professional development and online support from the division’s learning department.
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. SJPII students and staff will participate in engagement opportunities divisionally and externally helping to set the course for the use of AI in CTR.
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. A school-based plan that allows for individual disciplines to function with autonomy around the best reassessment practices per subject area.
Career Exploration	SJPII will promote career exploration to support student success in high school, post-secondary education, and in the workforce. A student career fair is being planned for the 2026-2027 school year to encourage students to begin exploring career paths as they move towards starting high school.
Addition of New Options	SJPII will add several new student options that help explore the fine arts, career and technology and athletics to enhance student experience. New options added this year have provided greater depth and diversity to student learning.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Divisional Teams	SJPII teachers will be supported by CTR lead teachers who will work to collaboratively focus on high-yielding instructional and assessment strategies which positively impact student learning. Several SJPII staff serve as divisional leads offering their skill and expertise to the greater good of the division.
Catholic Learning Communities (CLCs)	Every Friday, SJPII teachers have time 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	Several new SJPII teachers have received professional development around Readers and Writers workshop. SJPII teachers are well versed in this area with several being part of the divisional teaching and PD for new teachers around this CTR pillar.
Mathematics Support	Support will be provided at all levels of mathematics instruction, including high-yield instructional practices, professional learning opportunities, assessment strategies, 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. Significant resources have been invested into PD for teachers and materials for student learning in this subject.

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	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.	90.8%	92%
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.	25.6%	26%
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	Administrators will grow their knowledge and understanding of Foundational Knowledge through professional development at administrators' meetings.
Indigenous Student Support	There will be a review of the continuum of supports provided for all Indigenous students with an emphasis on individual students.
School Representative	Our school has 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.
<u>Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students</u>	All Indigenous youth in our care have their cases reviewed a minimum of two times per year.
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.

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.
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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	2024-2025 RESULT	2026-2027 TARGET
Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	90.7%	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%	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
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. A culture of community and family creates a welcoming and caring work environment.
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
Recruitment Initiatives	The culture of SJPII makes it an inspiring place to be a teacher. Significant, ongoing efforts from division office will continue to support the recruitment of teachers in our community. These efforts include pre-hiring opportunities, staff referrals, Human Resources team participation in hiring fairs, incentives for teachers involved in rural communities, proactive assignments and scheduling for new teachers, a New Teacher Orientation and mentorship program, and ongoing support and development for new teachers through the evaluation process.
Teacher Leader Alignment	SJPII administrators will work with senior administration to promote the alignment of team leader application criteria with the Teaching Quality Standard and the Leadership Quality Standard and will engage team leads in ongoing professional development focused on strengthening the leadership capacity of all team leads. Supports for our AD will be put in place to recognize the time commitment of this role within our school.

<p>Aspiring Leaders Program</p>	<p>Teachers at SJPII who aspire to school-based administration or other leadership roles within the division can participate in Aspiring Leaders, a cohort-based program. The program includes full-day, in-person sessions facilitated by senior administration and site-based leaders. Participants engage in learning aligned to the following leadership themes:</p> <ul style="list-style-type: none"> • 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
<p>Staff Wellness Supports</p>	<p>Our VP will attend professional development sessions conducted by CTR’s Human Resources Department on staff health and well-being. Our VP will facilitate interactive sessions with our faculty and staff members. Our 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. Monthly newsletters prepared by the division, highlighting the internal and external supports available are also shared with staff.</p>
<p>Leadership Support, Mentorship, and Networking</p>	<p>Our administrators will continue to participate in leadership matchmaking sessions incorporated into monthly administrators’ meetings. Any new administrators will also attend regular mentorship sessions hosted by CTR senior administration with a focus on the Leadership Quality Standard.</p>
<p>Teacher Supervision, Growth and Evaluation and Enhanced Supervision</p>	<p>SJPII administration together with support from senior administration, will 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.</p>
<p>New Teacher Orientation</p>	<p>New teachers to SJPII will attend New Teacher Orientation Sessions. Sessions will align with CTR’s focus on continuous improvement, including professional development on Catholic education, assessment, differentiation, and student regulation.</p>

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	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.	84.7%	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.	84.6%	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	Division-level data collection and referral processes will be defined and implemented to ensure structures and supports are cohesive and equitable across all CTR schools.
English as an Additional Language Professional Development	A Multilingual Guide outlines the intake process, assessment practices, coding, and record-keeping procedures for multilingual learners. This document will be implemented through PD and used by teachers to provide clear best practices that ensure consistent identification and support.
Learning Support Teacher Review	The division will review and explore responsibilities, professional learning needs, and leadership expectations among Learning Support Teachers to ensure cohesive and appropriate resources are provided to teachers to address diverse student needs. Our school will also ensure our Learning Support Teacher practices align with the division's direction.
Implementation of Continuum of Supports and Student Services	Continued refinement and support will be provided to our school to: <ul style="list-style-type: none"> • Implement CTR's Framework for Inclusive Education • Implement an administrative procedure outlining structures, processes, and access to resources

	<ul style="list-style-type: none"> • Provide professional development for teachers and educational assistants, and targeted professional development for Learning Support and English as an Additional Language (EAL) teachers, as well as Family School Liaison and Connections workers. This will equip staff with the tools to better meet the needs of all learners • Implement a toolkit to support schools in their work with complex needs students, including universal, targeted, and individual supports • Support school-based processes that include student intervention meetings, communication between classroom, learning support, EAL, FSLW/Connections workers, pathways for information and communication prior to and after meetings, and a representation of each school’s continuum of support and services • Review division level processes and data and ensure data kept and shared between the schools and division are consistent (e.g. wait lists, caseloads)
Community Supports	We will work with community partners to create services for early learners and families within our school settings, including before and after school care, and pre-kindergarten services.
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.

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 . Our counseling suite is vital to the safe and caring culture of our school. Students access this area for needs related to their mental health and school connection.
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	2024-2025 RESULT	2026-2027 TARGET
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.	82.9%	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
Ward Meetings	The Principal or delegate from SJPII will participate in ward meetings which include engagement sessions with the superintendent, principals, parents, staff, students, and parish priests.
School Council Meetings	Our SJPII 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.
Superchats	Our SJPII staff will attend an engagement with the Superintendents (called Superchats), 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.
Four-Year Education Plan Input	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, with input requested annually to refine goals and strategies.
Joint Use Agreements	CTR will create and revisit joint use agreements with our community. SJPII will cooperate with serving our community’s needs through the use of our building and its facilities.
Council of School Councils Meetings	Our SJPII school council chair (or alternate) will attend Council of School Councils 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”.