



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



SCHOOL: 5370 ÉCOLE GOOD SHEPHERD SCHOOL

Contents

DIVISIONAL PRIORITIES	4
CATHOLIC FAITH	4
HEALTHY SCHOOLS	4
ACADEMIC EXCELLENCE	4
COMMITMENT TO ENGAGEMENT	4
LOCAL DOMAIN: CATHOLIC FAITH	5
PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT	7
PROVINCIAL DOMAIN: FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT	10
PROVINCIAL DOMAIN: TEACHING AND LEADING	12
PROVINCIAL DOMAIN: LEARNING SUPPORTS	14
PROVINCIAL DOMAIN: GOVERNANCE	17

2025-2029



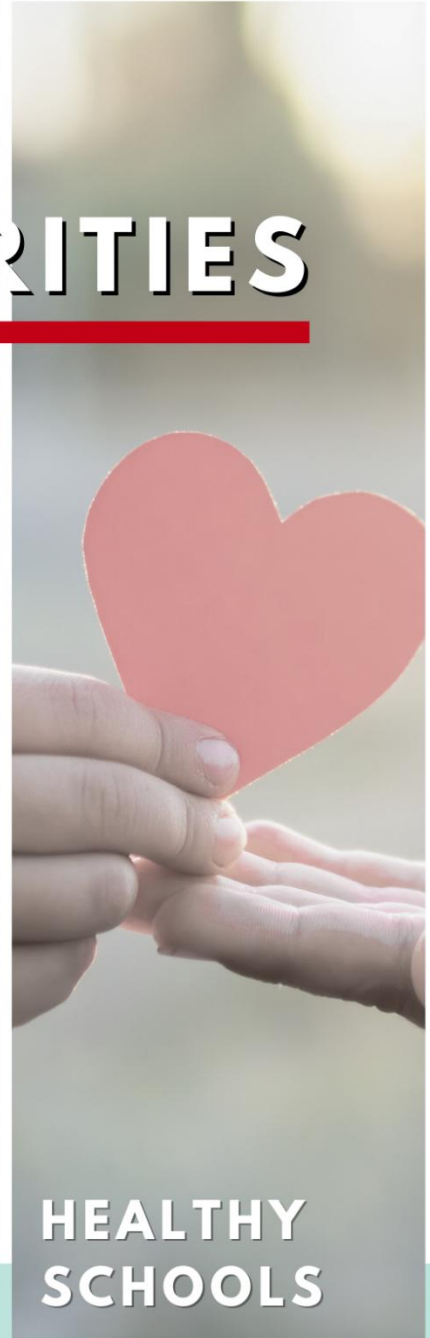
CATHOLIC FAITH

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

École Good Shepherd School (ÉGSS), 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 division priority as it centers our faith lived out to provide care and support for our ÉGSS community. Healthy schools promote the spiritual, emotional, social, intellectual, and physical wellness of staff and students. Our Healthy School 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. ÉGSS, as part of CTR, 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 6 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 ÉGSS.
Medium Term:	Perspective holders believe that ÉGSS continues to have a significant impact in the formation of staff and students in the Catholic faith.
Short Term:	Perspective holders believe that ÉGSS 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 5 achieving an Acceptable Standard on assessment.	96%	98%
% of students in Grade 5 achieving an Excellence Standard on assessment.	57%	60%
% of parents, students and teachers who indicate that they are satisfied with the relationship that exists between the school and the local parish.	95%	98%
% 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.	97%	98%
% of students, parents, and teachers who are satisfied with the level of Catholic faith formation of students in our schools.	94%	96%
% of teachers who are satisfied with the level of Catholic faith formation of staff in our schools.	88%	90%
% of students, parents, and teachers who are satisfied with efforts to live out Catholic Social Teaching in our schools.	95%	97%

NEW STRATEGIES	DESCRIPTION
Faith Formation Professional Development Resources	Our administrators and Faith Leads will utilize divisional faith formation resources for delivery in Catholic Learning Communities sessions or through other formation opportunities.
Many and One School Implementation	We will continue to implement plans to support our Catholic Social Teachings.
Youth Faith Retreats	We will support student participation in faith retreats.
Faith Permeation	We will utilize divisional professional learning and support provided for faith permeation into additional subject areas, as well as supports for resource discernment.
Implementation of New Religious Education Resources	Our teachers will be onboarded with the new <i>Blessed and Beloved</i> family life resources starting with grade 1 in 2026. Additional grades to follow in subsequent years.
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.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Sharing of Faith Formation with Broader Community	Division produced content will be included in the ÉGSS school newsletter. This content will be focused on faith formation and correspond to the season or significant religious celebration in each month of the year. Additional faith formation materials will be shared on the division's website and through social media platforms.
Working Group for Divisional Religious Education Assessments	Our teachers will be supported by grade-level team leaders (teachers) regarding the refinement of standardized assessments administered annually in targeted grades (5).
Establishment and Use of Sacred Spaces in Schools	Our administrators and Faith Leads, in cooperation with the Director of Catholic Education, will ensure the establishment and use of sacred spaces in our school in accordance with diocesan guidelines. With our new building scheduled to open in 2027, our focus will be planning for the dedicated chapel space in the plans for this building.
Faith Days	Our teachers and administrators will attend Faith Days, a two-day event hosted by the division focusing on faith formation.
Faith Leaders	Our Faith Leaders, under the supervision of the division and in collaboration with our administrators, will plan and set direction for religious events, teacher faith formation, and related initiatives.
Activities Related to Authentic Catholic Education	We will participate in spiritual practices, diocesan relationships, advocacy, and celebration as part of our communal faith and responsibility to uphold Catholic education. These activities include: ● Student faith retreats ● Eucharistic adoration ● Principal attendance at the Bishop's Luncheon with priests, trustees, and senior administration ● Principal participation in "Marked By God" CCSSA provincial conference. ● Masses and liturgies corresponding to the liturgical calendar ● Catholic Education Sunday and Catholic Education Week celebrations ● Continued focus on inviting members of the church into our school to strengthen the parish-school connection

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 who achieved the acceptable standard on the test.	N/A	90%
Provincial Achievement Test Excellence Standard Overall percentage of students in Grades 6 who achieved the standard of excellence on the test.	N/A	28%
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	92.4%	94%
Student Learning Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	91.6%	94%
Catholic Learning Communities Percentage of teachers who believe CLCs are leading to improved student learning.	92%	94%

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, ÉGSS will pursue exploration of assessment practices which allow students to achieve their academic potential. Under the guidance of the division, we will work to implement assessment practices that allow for ongoing feedback and opportunities for redemonstration of learning. This initiative will help teachers tailor their approaches to better meet the diverse needs of all students, enhancing student understanding and outcomes.
Expanded Literacy and Numeracy Screening	We will support the expansion of literacy and numeracy screening and targeted interventions into Grades 4 and 5, aligning with upcoming provincial screening expectations beginning in 2026–27.
Digital Expansion of Provincial Assessments	We 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. ÉGSS teachers will continue to receive onboarding through professional development and online support from the division's learning department.
--	---

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
New Elementary Social Studies Curriculum Implementation	ÉGSS teachers will utilize the divisional support received for the new Grades 4-6 Social Studies curriculum implementation through professional development and Curriculum Support Documents.
Elementary Literacy	ÉGSS is committed to fostering cohesion and developing best practices for literacy interventions within classrooms, in both our English and French Immersion programs. Our focus is on enhancing the capacity of classroom teachers to deliver these interventions directly in their classrooms. This approach prioritizes targeted support for students while remaining in their learning environment, thereby avoiding disruptions in their learning. By empowering teachers with the necessary skills and strategies, we aim to make literacy support more integrated and effective. ÉGSS teachers are supported with CTR's literacy framework which blends the Science of Reading, UFLI Resources, and an effective enhanced reading intervention structure with the engagement and authenticity of the Readers' and Writers' Workshop. This ensures students master foundational skills—phonemic awareness, phonics, fluency, vocabulary, and comprehension—while also developing identity, choice, engagement, stamina, and purpose as readers and writers. The next plan will continue to support: • Structured early reading interventions (ERI) in K–2 • Enhanced Reading and Precision Reading for Grades 3–6 • Daily opportunities for authentic reading, writing, conferring, and feedback • Structured support for language development in French Immersion programming This balance ensures students learn both how reading works and why reading matters, leading to stronger outcomes and more equitable progress across classrooms.
Elementary Numeracy	ÉGSS is dedicated to enhancing the understanding of foundational number sense among both teachers and students. To support this, we will integrate professional learning opportunities both inside and outside the classroom, both in French and in English. This approach allows teachers to apply new strategies in real-time and reflect on their practice in a variety of settings, ensuring a comprehensive understanding and implementation of these essential skills that impact student learning. Our teachers are supported by CTR's balanced mathematics model which emphasizes: • Conceptual understanding (building meaning before memorization) • Foundational skills and fluency (accuracy, flexibility, deliberate practice) • Problem solving and reasoning (multi-step thinking, perseverance, communication). We will continue to strengthen: • Consistent numeracy workshop structures that blend direct instruction with guided exploration • Rich problem-solving experiences that demand reasoning and justification • Division-wide use of screening tools to target interventions and enrichment • Opportunities for students to re-demonstrate learning and reflect on their understanding.

	Oral language development the support numeracy development in French Immersion programs This approach ensures that students build deep number sense while also developing the confidence and independence needed to apply mathematics flexibly across contexts.
Elementary Teacher Professional Learning	Our teachers are supported through targeted professional learning focused on curriculum implementation, PAT preparation in new curriculum areas, and assessment for mastery practices. The three key priorities identified were: strengthening balanced numeracy to address student learning gaps and improve PAT outcomes, tightening K–2 literacy foundations to reduce the number of students behind by Grade 3, and supporting fluency, vocabulary development, and implementation of the new K–6 curriculum. Teachers will utilize resources provided by the division including practical toolkits—ready-to-use agendas, slides, and instructional routines—to support learning. Support will be provided by division leads, who will assist with launching priority work, modeling effective instructional practices, and supporting alignment in key areas. We will also make use of the Toolkit provided by the Divisional French team with resources specific to French programming in these areas.
Divisional Teams	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. With almost 40% of our staff teaching in the French Immersion program, the support of the divisional French team will be essential to guide our practice and maintain alignment with French Immersion programming across the division.
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	An additional cohort of teachers will receive professional development in Readers’ and Writers’ Workshop and follow-up classroom visits to support implementation.
Artificial Intelligence	Teachers are utilizing AI-supported tools, including Google Gems as supported by the division, to enhance instruction and deepen student learning. Educators are integrating AI to support planning, differentiation, and assessment practices, allowing for more personalized and responsive instruction. These tools are being used to support the creation of targeted resources, provide timely feedback, and support diverse learners across subject areas. At the same time, teachers are fostering responsible and ethical AI use by developing students’ critical thinking, digital citizenship, and understanding of academic integrity.
School-based Team Leaders	ÉGSS will continue to utilize team leads to collaboratively focus on high-yielding instructional and assessment strategies which positively impact student learning.
Coding	ÉGSS teachers will continue to 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:	ÉGSS' First Nations, Métis, and Inuit students experience achievement increases of 15% or more.
Medium Term:	ÉGSS' First Nations, Métis, and Inuit students experience achievement increases of 10% or more.
Short Term:	ÉGSS' 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 who achieved the acceptable standard on the test.	N/A	90%
Provincial Achievement Test Excellence Standard Overall percentage of First Nations, Métis, and Inuit students in Grades 6 who achieved the standard of excellence on the test.	N/A	28%
Active Citizenship Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	N/A	94%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	N/A	94%

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Implementation of Rupertsland Institute Partnership Resources	Rupertsland resources will be incorporated into classroom lessons, support for Indigenous students, and teacher foundational learning. Opportunities to have Rupertsland host an event at the school with Knowledge Keepers and Elders will also be considered.
Implementation of K to 6 Social Studies Curriculum Support Documents (CSDs)	Teachers will be supported by Curriculum Support Documents prepared by the division for the new social studies curriculum that include First Nations, Métis, and Inuit outcomes, foundational knowledge, and perspectives. These documents have been created in collaboration with Elders, Knowledge Keepers, and Indigenous Educators.
Division Administrators' Professional Development	Administrators will grow their knowledge and understanding of Foundational Knowledge through professional development at 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.
Success of First Nation, Métis and Inuit Students	There will be a 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	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.

Foundational Knowledge Professional Development	Professional development is available for our staff through webinars, First Nations, Métis, and Inuit Lead Teacher sessions, Alberta Professional Learning Consortium sessions, cultural awareness events, and CTR's Intranet.
<u>Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students</u>	All Indigenous youth in care have their cases reviewed a minimum of two times per year.

PROVINCIAL DOMAIN: TEACHING AND LEADING**OUTCOMES**

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

MEASURES	2024-2025 RESULT	2026-2027 TARGET
Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	96.2%	98%
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.	94.0%	96%

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Recruitment Initiatives	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.
Retention Efforts	Employee retention continues to be a priority in reducing teacher vacancies. Ongoing divisional efforts include accommodating teacher transfers where possible, providing administrative support for teaching assignments, and offering sustained professional development and support for staff.
Teacher Leader Alignment	Our 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.
Aspiring Leaders Program	Teachers 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: • 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	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.
Leadership Support, Mentorship, and Networking	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.
Teacher Supervision, Growth and Evaluation and Enhanced Supervision	Our 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.
New Teacher Orientation	New teachers 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.

PROVINCIAL DOMAIN: LEARNING SUPPORTS**OUTCOMES**

Long Term:	ÉGSS 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:	ÉGSS 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:	ÉGSS 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.	95.7%	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.	87.4%	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	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 schools to provide clear best practices that ensure consistent identification and support across schools.
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: - Implement CTR's Framework for Inclusive Education - Implement an administrative procedure outlining structures, processes, and access to resources

	• 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. ÉGSS has a strong relationship with local community resources and will continue to provide support to students and their families through learning opportunities inside and outside of the classroom.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
#Relationships in a Digital Age	The #Relationships in a Digital Age materials have been updated to reflect changes to technology and related resources. To assist teachers' understanding of the changes, the division will share the resources to elevate their utility in educating students toward building positive relationships, developing a capacity for sustained attention, being conscious of the impacts of screens on mental health, and responsible decision making around screen time. Lessons reflect current trends and issues that are relevant to student responsible use of screens and positioned within the lens of our Catholic faith. Our principal will be provided with resources to support parent engagement on #Relationships in a Digital Age, including the promotion of Unplugged Canada, a parent-led group striving to raise parent awareness and encourage actions to build healthy digital habits.
SIVA Training	Staff who work with students who display challenging behaviours 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	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.
Crisis Response Focus	Our school is supported by crisis response protocols at the division and school levels, which ensure proactive and responsive measures are taken.
Family School Liaison Workers (FSLWs) and Connections Workers	Our school continues to have access to services provided by FSLWs and Connections Workers .

Universal Mental Health Supports and Universal Supports Toolkit Update	Universal mental health continues to be a focus and teachers will be supported to build upon the mental health strategies they have previously implemented. ÉGSS teachers will utilize the divisional universal supports toolkit to provide increased understanding of universal learning, mental health, and regulation supports for teachers to provide in the classroom as part of their daily support of all students.
Sensory Rooms	Students continue to access sensory rooms on both a scheduled and as-needed basis. Professional learning and equipping of spaces will continue to ensure cohesive approaches.
Screening and Early Intervention	All Kindergarten students are invited to participate in a screening and early intervention process , this initiative aims to identify students who may benefit from early support services, particularly in the areas of occupational therapy and speech-language development. Students identified through this screening will be considered for early intervention programs designed to enhance their academic readiness and overall developmental progress.
Speech Language Pathology, Occupational Therapy, Physical Therapy, Behaviour Analysis, and Low Incidence	We continue to have access to specialized support services , including speech language pathology, occupational therapy, physical therapy, low incidence, and behavior supports from Student Services.
Behavioral Supports and Professional Learning	We will enable supports and services for students needing targeted support by offering increased professional development for teachers, administrators, and educational assistants.
*See First Nations, Métis, and Inuit Student Growth and Achievement Domain for more strategies.	

PROVINCIAL DOMAIN: GOVERNANCE	
OUTCOMES	
Long Term:	Perspective holders view ÉGSS 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 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 ÉGSS.
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.	87.6%	90%

- 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	We will continue to focus on Telling Our Stories through social and local media.
Ward Meetings	We will participate in ward meetings which include engagement sessions with the superintendent, principals, parents, staff, students, and parish priests.
School Council Meetings	Our School Council will develop an increased focus on supporting the parent community through building connections with families and providing meaningful opportunities for dialogue, learning, and feedback.
Superchats	Our 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.
Council of School Councils Meetings	Our 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".