



2025-2029

FOUR-YEAR EDUCATION PLAN

Year Two

Holy
Family
ACADEMY



SCHOOL: 5374 HOLY FAMILY ACADEMY



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2025-2029

OUR PRIORITIES

CATHOLIC FAITH

CTR permeates our Catholic faith in all that we do to recognize all of our students as created in the image of God. We welcome any student/family that desires a faith-based education.

ACADEMIC EXCELLENCE

CTR schools have high academic results, outperforming the province on all assurance measures. We continually strive to further improve student learning experiences within our classrooms.

HEALTHY SCHOOLS

CTR nurtures Healthy Schools that support our students' intellectual, mental, social, emotional, spiritual, and physical wellbeing. In CTR, everyone is treated with love and respect.

SCHOOL PRIORITIES

CATHOLIC FAITH

Holy Family Academy (HFA) 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 school priority as it centers our faith lived out to provide care and support for our HFA 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. HFA 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 4 and supporting their transition into the future.

COMMITMENT TO ENGAGEMENT

HFA's administration will initiate processes to engage parents, community influencers, students, and staff in reviewing results, identifying key issues, and developing strategies for improvement.

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 HFA.
Medium Term:	Perspective holders believe that HFA continues to have a significant impact in the formation of staff and students in the Catholic faith.
Short Term:	Perspective holders believe that HFA has an impact in the formation of staff and students in the Catholic faith.

MEASURES	2024-2025 RESULT	2026-2027 TARGET
% of parents, students and teachers who indicate that they are satisfied with the relationship that exists between the school and the local parish.	98%	99%
% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	98%	99%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.	99%	100%
% 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 the level of Catholic faith formation of staff in our schools.	100%	100%
% of students, parents, and teachers who are satisfied with efforts to live out Catholic Social Teaching in our schools.	98%	99%

NEW STRATEGIES	DESCRIPTION
Faith Formation Professional Development Resources	Our administrators and Faith Lead will utilize divisional faith formation resources for delivery in Catholic Learning Communities sessions or through other formation opportunities.
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	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 school-based examination of Catholic permeation and accountability will generate meaningful feedback at the school level, while also contributing to the provincial emphasis on collaborative mission between dioceses and Catholic school divisions in Catholic education.
Many and One School Implementation	HFA will continue to implement plans to support our Catholic Social Teachings using resources provided by the divisional committee.
Youth Faith Retreats	HFA will support student participation in a faith retreat or a summit.
Staff Faith Retreat	HFA staff will have the opportunity to participate in an off-site staff faith retreat.

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.
Establishment and Use of Sacred Spaces in Schools	Our administrators and Faith Lead, 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.
Faith Days	Teachers and administrators will attend Faith Days, a two-day event hosted by the division focusing on faith formation.
Faith Leader	Our Faith Leader, 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	<p>HFA’s staff and students 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 faith retreats • Eucharistic adoration • Reconciliation offered in the school twice a year • Monthly parent prayer group hosted in the school • Bishop’s Luncheon with priests, board of trustees, senior administration, and principals • Masses and liturgies, corresponding to the liturgical calendar • Grade 3 rosary making with Totus Tuus Rosary Makers Association • Grade 4 bible blessing • Catholic Education Sunday and Catholic Education Week are celebrated in October at St. Mary’s Parish • HFA Staff participate in a monthly after school mass in our chapel, celebrated by our local priest in St. Anne’s chapel. Parishioners are invited to join this monthly 3:45pm mass. • Each classroom has a chosen Saint, the picture is displayed outside the classroom and the feast day is recognized. • Grade 3 hosts the Living Rosary • Fr. Eli blesses our classroom doors for Epiphany • Grade 2 makes crosses during the season of Lent and Fr. Eli blesses them • Fr. Eli leads a Eucharistic Procession through the halls of Holy Family Academy twice a year.

PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

OUTCOMES

Long Term:	Students will leave HFA with high academic engagement and achievement, while also being prepared with literacy and math skills.
Medium Term:	Student performance will be in the “very high” category as measured by the annual standardized literacy and numeracy assessments.
Short Term:	Student performance will be in the “very high” category as measured by the annual standardized literacy and numeracy assessments.

MEASURES	2024-2025 RESULT	2026-2027 TARGET
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	92.8%	93%
Student Learning Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	92.9%	94%
Catholic Learning Communities Percentage of teachers who believe CLCs are leading to improved student learning.	100%	100%

Strategies used to improve rates of Active Citizenship and Academic Engagement

NEW STRATEGIES	DESCRIPTION
Expanded Literacy and Numeracy Screening	We will support the expansion of literacy and numeracy screening and targeted interventions into Grade 4, aligning with upcoming provincial screening expectations beginning in 2026–27.
Assessment for Mastery	As an extension of our Catholic faith, HFA will pursue exploration of assessment practices which allow students to achieve their full academic potential. HFA teachers will work with school administration and CEC staff to implement assessment practices that allow for ongoing feedback and re-learning practices. This initiative will help educators tailor their approaches to better meet the diverse needs of all students, enhancing student understanding and outcomes.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Elementary Literacy	<p>Teachers are supported with CTR’s literacy framework which blends the Science of Reading, Layers of Literacy, 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:</p> <ul style="list-style-type: none"> • Structured early reading interventions (ERI) in K–2 • Enhanced Reading and Precision Reading for Grades 3–12 • Daily opportunities for authentic reading, writing, conferring, and feedback <p>Clear alignment between foundational skills and higher-level literacy behaviors through Layers of Literacy.</p>

	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	<p>Our teachers are supported by CTR’s balanced mathematics model which emphasizes:</p> <ul style="list-style-type: none"> • Conceptual understanding (building meaning before memorization) • Foundational skills and fluency (accuracy, flexibility, deliberate practice) • Problem solving and reasoning (multi-step thinking, perseverance, communication). <p>We will continue to strengthen:</p> <ul style="list-style-type: none"> • 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. <p>This approach ensures that students build deep number sense while also developing the confidence and independence needed to apply mathematics flexibly across contexts.</p>
Elementary Teacher Professional Learning	Our teachers are supported through targeted professional learning focused on assessment for mastery practices. The three key priorities identified were: strengthening balanced numeracy to address student learning gaps, 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–4 curriculum. Teachers will utilize resources provided by the division including practical toolkits—ready-to-use agendas, slides, and instructional routines—to support learning.
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.
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.
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.
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.
Coding	HFA will invite a lead teacher to learn about and become a leader in the area of coding. Led by CTR’s divisional STEM lead teacher, this opportunity will allow students to engage with computational thinking through coding and robotics.
Artificial Intelligence	HFA will continue to support best practices for teachers’ and students’ use of Artificial Intelligence, as outlined within our division administrative procedures.
Response to Intervention	HFA’s administration, FSLW, Learning Support Lead Teacher, and EAL Lead Teacher meet about every 6 weeks with Grade teams to discuss students at risk and strategize action plans to address concerns brought forward.
I-Team	HFA’s administration, FSLW, Learning Support Lead Teacher, and EAL Lead Teacher meet weekly to discuss students at risk and strategize action plans to address concerns brought forward.

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

OUTCOMES

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

MEASURES	2024-2025 RESULT	2026-2027 TARGET
Active Citizenship Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	N/A	93.0%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	N/A	89.0%

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	HFA 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 students and staff.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Implementation of K to 4 Social Studies Curriculum Support Documents (CSDs)	HFA will continue implementation of CSDs for 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 enrolled at HFA 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	HFA is 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 HFA 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.
Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students	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.	98%	98.5%
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.	94.7%	96.0%

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.	
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 supporting seats in post-secondary education programs, 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	HFA's 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	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: <ul style="list-style-type: none"> - Embodying Catholic Leadership - Fostering Effective Relationships - Modelling Commitment to Professional Learning - Embodying Visionary Leadership - Leading a Learning Community

	<ul style="list-style-type: none"> - 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	CTR Human Resources Department will lead professional development sessions for Vice Principals on staff health and well-being. Vice Principals will facilitate interactive sessions with their faculty and staff members. HFA’s Vice Principal 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.
Leadership Support, Mentorship, and Networking	HFA’s administration will facilitate regular mentorship sessions with cohorts of new teaching staff and experienced to the grade teachers with a focus on the Leadership Quality Standard. Leadership Matchmaking will continue to be incorporated in monthly administrator meetings attended by HFA’s administration.
Teacher Supervision, Growth and Evaluation and Enhanced Supervision	HFA’s administration 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	HFA’s new teaching staff will attend New Teacher Orientation Sessions. These sessions will focus on continuous improvement, including professional development on assessment, differentiation, and student regulation.
Catholic Learning Communities (CLC’s) Presentations Alignment with Teacher Quality Standards (TQS) or Leadership Quality Standards (LQS)	HFA Administrators and Team Leads who report or lead professional learning at CLC’s make explicit references on how the professional development or information presented is an indicator of the TQS or LQS.

PROVINCIAL DOMAIN: LEARNING SUPPORTS	
OUTCOMES	
Long Term:	HFA 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:	HFA 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:	HFA will provide students with strong universal supports that allow for classroom and school-based intervention, with triaging to divisional supports as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services.

MEASURES	2023-2024 RESULT	2025-2026 TARGET
Safe and Caring: Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.	96.2%	97.0%
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.	90.5%	93.0%

- **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	Our school will be supported by a Complexity Team in response to increasing student complexity through coordinated expertise, consultation, and continued resourcing. 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.

<p>Implementation of Continuum of Supports and Student Services</p>	<p>Continued refinement and support will be provided to our school to:</p> <ul style="list-style-type: none"> • 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)
<p>Community Supports</p>	<p>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.</p>
<p>Behavioral Supports and Professional Learning</p>	<p>Behavioural supports and services for students needing targeted support by providing increased professional development for teachers, administrators, and educational assistants.</p>
<p>Relaunch #Relationships in a Digital Age</p>	<p>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.</p> <p>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.</p>
<p>Universal Supports Toolkit Update</p>	<p>HFA staff will utilize the division-wide universal supports toolkit to provide increased understanding of universal learning, mental health, and regulation supports in their classrooms as part of their daily support of all students.</p>
<p>Student Services Program Review Implementation</p>	<p>Following the 2024-2025 Board of Trustees’ program review of Student Services, five recommendations will continue to be implemented in the 2026-2027 school year:</p> <ul style="list-style-type: none"> • Use the newly developed structured framework for inclusive education • Follow the administrative procedure outlining the process and supports by defining the procedure and access to resources • Engage in targeted professional development from the division for Learning Support and English as an Additional Language (EAL) teachers, equipping them with the tools to better meet the needs of all learners

	<ul style="list-style-type: none"> Utilize the divisionally developed toolkit to support schools in their work with complex needs students, including: universal, targeted, and individual supports Incorporate school-based processes at HFA 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 HFA’s continuum of support and services
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EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
SIVA Training	Staff who work with students who display challenging behaviours and complex needs will be trained in <i>Supporting Individuals through Valued Attachments (SIVA)</i> . 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)	HFA continues to have access to services provided by FSLWs and Connections Workers . HFA has access to support from our FSLW. HFA currently does not have a Connections Worker.
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.
Universal Mental Health Supports	Universal mental health continues to be a focus for HFA and teachers will build upon the mental health strategies they have previously implemented.
Sensory Rooms	Students at HFA 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 at each site.
Speech Language Pathology, Occupational Therapy, Physical Therapy, Behaviour Analysis, and Low Incidence	HFA continues 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.
Nutrition Program	HFA will continue to support student well being through a nutrition program. This program helps to support the divisions overall healthy schools initiative.
*See First Nations, Métis, and Inuit Student Growth and Achievement Domain for more strategies.	

PROVINCIAL DOMAIN: GOVERNANCE	
OUTCOMES	
Long Term:	Perspective holders view HFA 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 HFA’s 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 HFA.
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.	93%	95%

- **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
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.
Telling Our Stories	Administration and HFA Communications Lead will use digital communications, HFA social media, monthly newsletter, and sign board to communicate the realization of our school, district, and parish priorities.
Ward Meetings	HFA Principal will attend Ward meetings which include engagement sessions with principals, parents, staff, students, and parish priests.
School Council Meetings	HFA engages parents in a bi-monthly school council meeting. We engage parents on various topics of interest to our school community.
Superchats	HFA staff participate in one engagement (called a Superchat) with CTR Superintendent’s each year. At these conversations, staff provide feedback on specific questions to help influence priorities moving forward.
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.
Brooks Administrators Monthly Meetings	Brooks administrators meet on a bi-monthly basis to discuss relevant topics that affect all 3 traditional schools.

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”.