

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



SCHOOL: 5970 ASSUMPTION ROMAN CATHOLIC SCHOOL

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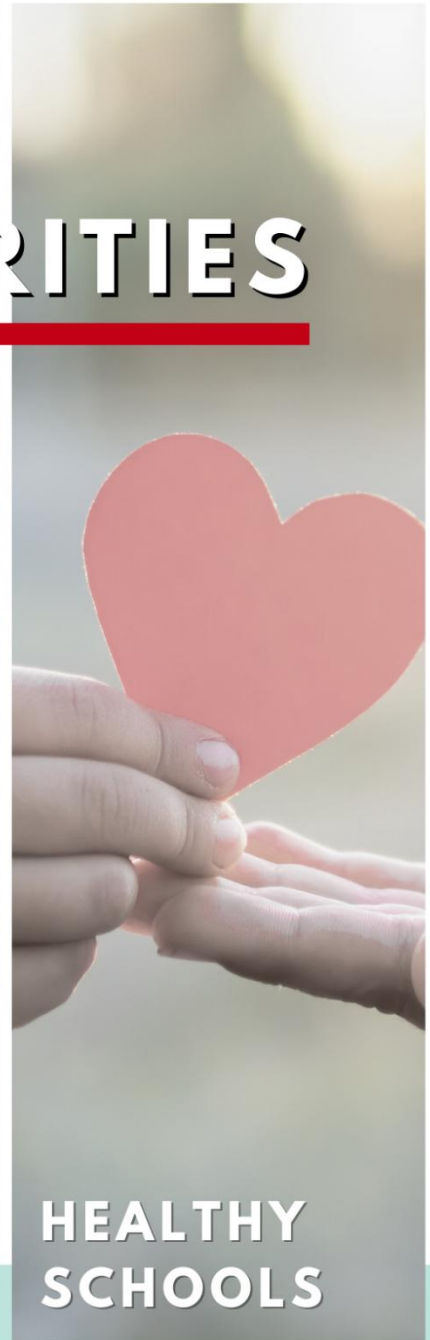
2025-2029



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.



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.



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

Assumption Roman Catholic (ARC) 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 centres our faith lived out to provide care and support for our ARC 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. ARC 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

ARC administration engages Parent Council and the Ward committee to engage parents, priests, students, and staff in reviewing results, identifying key issues, and developing strategies for improvement. The development of ARC's four-year education plan has involved input from stakeholders, survey results to encompass school and division priorities. Throughout the school year, ARC administration regularly engages with parents, staff, and students to gather feedback and address emerging areas related to school priorities and student supports.

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 ARC.
Medium Term:	Perspective holders believe that ARC school continues to have a significant impact in the formation of staff and students in the Catholic faith.
Short Term:	Perspective holders believe that ARC 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.	N/A	80%
% of students in Grade 5 achieving an Excellence Standard on assessment.	N/A	10%
% of parents, students and teachers who indicate that they are satisfied with the relationship that exists between the school and the local parish.	100%	100%
% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	100%	100%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.	93%	100%
% of students, parents, and teachers who are satisfied with the level of Catholic faith formation of students in our schools.	93%	100%
% 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.	93%	100%

NEW STRATEGIES	DESCRIPTION
Implementation of New Religious Education Resources	ARC staff 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	ARC staff 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.
Faith Formation Professional Development Resources	ARC Admin and Faith Lead will lead faith formation professional development using resources developed by CTR Catholic.
Many and One School Implementation	ARC staff will continue to immerse students in Catholic Social Teachings.
Youth Faith Retreats	ARC students will participate in a school wide faith retreat, with support from Division
Faith Permeation	ARC staff will participate in professional learning and support for faith permeation into additional subject areas.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Working Group for Divisional Religious Education Assessments	ARC staff will be supported by grade-level team leaders, provided by division, regarding the refinement of standardized assessments administered annually in grade 5.
Sharing of Faith Formation with Broader Community	ARC will share faith content through the school newsletter and email updates. 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	ARC Admin 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	ARC teachers will continue to attend CTR’s Faith Days, a two-day event hosted by the division to continue investing in their own personal faith formation.
Faith Leaders	ARC has a designated Faith Leader who in collaboration with school administration and under supervision of the division will plan and set direction for religious events, teacher faith formation, and related initiatives across the division and in their school.
Activities Related to Authentic Catholic Education	<p>ARC 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 in schools and as a division ● Bishop’s Luncheon with priests, board of trustees, senior administration, and principals ● Masses and liturgies corresponding to the liturgical calendar ● Catholic Education Sunday and Catholic Education Week are celebrated in October by local Catholic parishes, schools, families, and the division ● Faith retreats are held annually for administrators and trustees. Principal participation in “Marked By God” CCSSA provincial conference.

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.

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	35%
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	86.9%	92%
Student Learning Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	75.2%	90%
Catholic Learning Communities Percentage of teachers who believe CLCs are leading to improved student learning.	100%	100%

Strategies used to improve rates of PAT and Diploma, High School Completion, Active Citizenship, and Academic Engagement	
NEW STRATEGIES	DESCRIPTION
Expanded Literacy and Numeracy Screening	ARC staff 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 at ARC 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.
K-3 Social Studies Curriculum Implementation	Throughout the year, ARC teachers will collaborate on implementing the K–3 Social Studies curriculum using professional development and Curriculum Support Documents (CSDs). ARC teachers will connect with CTR teachers to collaborate on new curriculum, units, assessment, and instruction.

Assessment for Mastery	As an extension of our Catholic faith, we will pursue exploration of assessment practices which allow students to achieve their academic potential. Under the guidance of the division, ARC staff will work to implement assessment practices that allow for ongoing feedback and opportunities for redemonstration of learning. This initiative will help our teachers tailor their approaches to better meet the diverse needs of all students, enhancing student understanding and outcomes.
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EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
New Elementary Social Studies Curriculum Implementation	Our ARC staff will utilize the divisional support received for the new Grades 4-6 Social Studies curriculum implementation through professional development and Curriculum Support Documents.
Elementary Teacher Professional Learning	Our ARC 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.
Divisional Teams	ARC 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.
Elementary Literacy	ARC 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. Provincial literacy screening and interventions will complement ARC’s focus in this area.
Elementary Numeracy	<p>We will integrate professional learning opportunities both inside and outside the classroom. Our ARC 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. Provincial numeracy screening and interventions will complement CTR’s focus in this area.</p>

Catholic Learning Communities (CLCs)	ARC professional learning days and after school sessions are 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	Selected ARC teachers will receive professional development in Readers' and Writers' Workshop and follow-up classroom visits to support implementation.
Mathematics Support	ARC will address mathematics instruction, including high-yield instructional practices, professional learning opportunities, assessment strategies, digital and other resources, and number sense routines as decided by a team during CLC.
Coding	ARC teachers will continue to leverage resources to allow students to engage with computational thinking through coding.
Artificial Intelligence	ARC will continue to support best practices for teachers' and students' use of Artificial Intelligence, as outlined within CTR's administrative procedures. Our teachers are utilizing Google Gems as supported by the division to enhance instruction and deepen student learning.

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

OUTCOMES

Long Term:	ARC's First Nations, Métis, and Inuit students experience achievement increases of 15% or more.
Medium Term:	ARC's First Nations, Métis, and Inuit students experience achievement increases of 10% or more.
Short Term:	ARC'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.	N/A	85%
Provincial Achievement Test Excellence Standard Overall percentage of First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the standard of excellence on the test.	N/A	30%
Active Citizenship Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	N/A	90%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	N/A	90%

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	ARC school 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 ARC. ARC will work with Rupertsland and the division to try and provide as many opportunities to have Rupertsland host an event at the school with Knowledge Keepers and Elders will also be considered.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Implementation of K to 6 Social Studies Curriculum Support Documents (CSDs)	ARC will continue implementation of CSDs for 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	Our ARC Administrator will grow their knowledge and understanding of Foundational Knowledge through professional development at administrator meetings.
Indigenous Student Support	When ARC has Indigenous students enrolled, ARC staff will review the continuum of supports provided for all Indigenous students enrolled in ARC with an emphasis on individual students.

Success of First Nation, Métis and Inuit Students	When ARC has Indigenous students enrolled, ARC staff will conduct 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 Representatives	ARC 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 ARC staff to access through webinars, First Nations, Métis, and Inuit leader teacher sessions, 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	When ARC has Indigenous youth in their care, ARC staff will review their cases 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 at ARC 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 at ARC 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 at ARC 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.	86.9%	93%
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.	75.9%	85%

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
Recruitment Initiatives	Significant, ongoing efforts from the 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.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
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	ARC Admin will meet with team leads and senior administration to promote and review 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	ARC will continue to encourage any staff who aspires to school-based administration or other leadership roles within the division to 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 - 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	ARC principal will attend professional development sessions conducted by CTR's Human Resources Department on staff health and well-being. The principal will facilitate interactive sessions with the staff members 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	ARC Admin will attend regular mentorship sessions with cohorts of new Principals and new Vice Principals with a focus on the Leadership Quality Standard.
Teacher Supervision, Growth and Evaluation and Enhanced Supervision	ARC Principals 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	Teachers new to ARC will attend CTR's New Teacher Orientation Session lead by Administrators, Directors and Superintendents who present sessions focused on CTR's continuous improvement, including professional development on Catholic education, assessment, differentiation, and student regulation.

PROVINCIAL DOMAIN: LEARNING SUPPORTS

OUTCOMES

Long Term:	ARC will provide students with strong universal support that allows for classroom and school-based intervention; triaging divisional support as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to support and services. Division data will refine areas of support and need.
Medium Term:	ARC will provide students with strong universal support that allows for classroom and school-based intervention; triaging divisional support as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to support and services. Division data will be established to understand areas of support and need.
Short Term:	ARC will provide students with strong universal support that allows for classroom and school-based intervention, with triaging to divisional support as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to support 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.	85.9%	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.	82.4%	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
English as an Additional Language Professional Development	ARC staff will use a Multilingual Guide that 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	ARC Learning Support teacher and 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 ● 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

	<p>Connections workers. This will equip ARC staff with the tools to better meet the needs of all learners</p> <ul style="list-style-type: none"> ● Implement a toolkit to support ARC 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	ARC will work with community partners to create services for early learners and families within our school settings, including the establishment of daycare programming, and the continuation of pre-kindergarten services.
Data Collection and Referral Processes	ARC utilizes school level data collection and referral processes to ensure structures and supports are cohesive and equitable across all of our grades.
Behavioral Supports and Professional Learning	ARC 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	ARC teachers will use updated #Relationships in a Digital Age lessons that reflect current trends and issues that are relevant to student responsible use of screens and positioned within the lens of our Catholic faith.
Universal Supports Toolkit Update	ARC teachers will use the CTR universal supports toolkit. This will 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.
Crisis Response Focus	ARC Admin will refine and implement crisis response protocols to ensure proactive and responsive measures are taken.
SIVA Training	ARC staff who work with students who display challenging behaviors 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	ARC Admin and the FSLW assigned to ARC will establish connections and communications to enable family access to community resources which provide targeted supports to students and families, for needs that exist outside the scope of education or school hours.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
#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 <i>#Relationships in a Digital Age</i> , including the promotion of Unplugged Canada , a parent-led group striving to raise parent awareness and encourage actions to build healthy digital habits.
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	ARC has access to services provided by FSLWs and Connections Workers , on a biweekly basis to support students through one-on-one sessions.
Universal Mental Health Supports	Universal mental health continues to be a focus for ARC and teachers will be supported and will build upon the mental health strategies they have previously implemented.
Sensory Rooms	ARC students will access sensory rooms on both a scheduled and as-needed basis, as directed by ARC Learning Support and ARC Admin. Professional learning and equipping of spaces will continue to ensure cohesive approaches.
Screening and Early Intervention	All ARC Kindergarten students are invited to participate in screening and early intervention , 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, and Low Incidence	ARC continues to have access to specialized support services , including speech language pathology, occupational therapy, physical therapy, low incidence, and behavior supports. ARC staff will be invited to participate in professional learning through zoom professional development and a catalogue of learning opportunities as offered by CTR Student Services department.
*See First Nations, Métis, and Inuit Student Growth and Achievement Domain for more strategies.	

PROVINCIAL DOMAIN: GOVERNANCE	
OUTCOMES	
Long Term:	Perspective holders view ARC 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 ARC’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 CTR.
Short Term:	New Four-Year Education Plan development is increasingly reflective of input from various perspective holders at ARC.

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.	73.7%	98%

- **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.
Telling Our Stories	All leaders within ARC will continue to focus on Telling Our Stories, locally at the school levels, in our community, and more broadly across the division.
Ward Meetings	ARC principal will attend Ward meetings which include engagement sessions with the superintendent, principals, parents, staff, students, and parish priest.
School Council Meetings	ARC principal attends ARC School Council meetings. ARC principal provides a school report, faith information, and engages on various topics of interest to the division and school community. 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	ARC teachers will take part in their yearly Superchat meetings with CTR Superintendents and are 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	ARC’s Administrator will work with teachers, school staff, parents, and students to gather input regarding the goals and strategies within the upcoming Four-Year Education Plan, with input requested annually to refine goals and strategies.
Council of School Councils Meetings	ARC’s School Council Chair 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”.