

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

Holy Spirit  
Academy



SCHOOL: 5373 HOLY SPIRIT ACADEMY

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2025-2029



## CATHOLIC FAITH

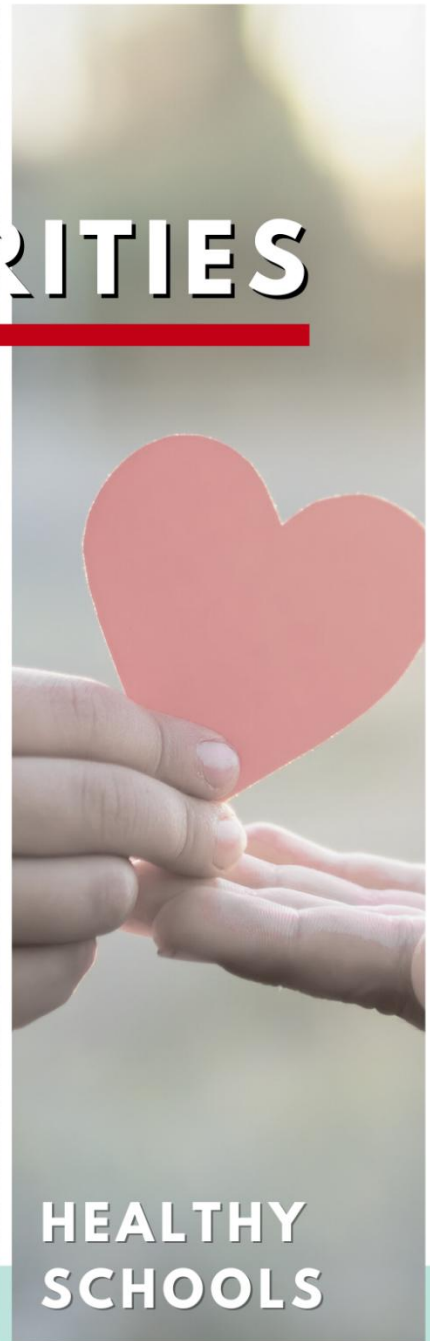
CTR permeates our Catholic faith in all that we do to recognize all of our students as created in the image of God. We welcome any student/family that desires a faith-based education.



## OUR PRIORITIES

## ACADEMIC EXCELLENCE

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



## HEALTHY SCHOOLS

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

## SCHOOL PRIORITIES

### CATHOLIC FAITH

Holy Spirit Academy (HSA) 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 a division priority, as it centres our faith lived out in providing care and support for our HSA 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 and reflecting the image and likeness of God.

### ACADEMIC EXCELLENCE

Alberta Education requires that school divisions actively pursue continuous improvement to support ongoing strategic planning informed by evidence. HSA 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.

### NEW CURRICULUM

HSA's teachers will continue to implement the English Language Arts and Literature, Mathematics, Physical Education and Wellness, Social Studies, and Science curricula for Kindergarten through Grade 6. Teachers will continue to utilize the Curriculum Support Documents (CSDs) created by CTR educators to support instruction.

### STAKEHOLDER ENGAGEMENT

HSA and administration engages parents, priests, students, and staff at Ward Committees, Education Council, and School Council & Fundraising Society Meetings, identifying key issues, and developing strategies for improvement.

## LOCAL DOMAIN: CATHOLIC FAITH

### OUTCOMES

<b>Long Term:</b>	Perspective holders believe that students and staff are well-formed in the Catholic faith as a result of being a part of HSA.
<b>Medium Term:</b>	Perspective holders believe that HSA continue to have a significant impact in the formation of staff and students in the Catholic faith.
<b>Short Term:</b>	Perspective holders believe that HSA has an impact in the formation of staff and students in the Catholic faith.

MEASURES	2024-2025 RESULT	2026-2027 TARGET
% of students in Grades 5 achieving an Acceptable Standard on assessment.	99%	99%
% of students in Grades 5 achieving an Excellence Standard on assessment.	72%	73%
% of parents, students and teachers who indicate that they are satisfied with the relationship that exists between the school and the local parish.	95%	96%
% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	97%	98%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.	97%	98%
% of students, parents, and teachers who are satisfied with the level of Catholic faith formation of students in our schools.	96%	97%
% 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.	97%	98%

NEW STRATEGIES	DESCRIPTION
<b>Faith Formation Professional Development Resources</b>	HSA's administrators and Faith Lead will utilize divisional faith formation resources for delivery in Catholic Learning Communities sessions or through other formation opportunities.
<b>Many and One School Implementation</b>	We will continue to implement plans to support our Catholic Social Teaching.
<b>Faith Permeation</b>	We will utilize divisional professional learning and support provided for faith permeation into additional subject areas, as well as support for resource discernment.
<b>Implementation of New Religious Education Resources</b>	Teachers will also 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.
<b>Bishop's Assurance Review</b>	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.
<b>Building Parish Connection</b>	HSA will further build parish connection through class visits with Father. Our goal is to have Father visit each class at least once per year.
<b>Divisional Religious Education Assessments CLC</b>	Teachers at Holy Spirit Academy will engage in professional learning focused on the Grade 5 divisional Religious Education assessment. Grade 5 teachers will lead the

	learning by highlighting the assessment process, sharing key insights, and exploring how vertical planning across grade levels can strengthen student understanding and support continued success in Religious Education.
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<b>EXISTING ESSENTIAL STRATEGIES</b>	<b>DESCRIPTION</b>
<b>Sharing of Faith Formation with the Broader Community</b>	Division-produced content will be included in school newsletters. This content will focus on faith formation and correspond to the season or a 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.
<b>Youth Faith Retreats</b>	HSA students participate in a school-wide faith retreat led by Face-to-Face Ministries, a central component of our Student Faith Days. These retreats offer meaningful opportunities for students to grow in their relationship with Christ and deepen their understanding of Catholic values. Looking ahead, we will expand this experience by offering grade-based retreats tailored to students' developmental and spiritual needs at each stage.
<b>Working Group for Divisional Religious Education Assessments</b>	Teachers will be supported by grade-level team leaders (teachers) in refining standardized assessments administered annually in grade 5.
<b>Establishment and Use of Sacred Spaces in Schools</b>	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.
<b>Faith Days</b>	Teachers and administrators will attend Faith Days, a two-day event hosted by the division focusing on faith formation.
<b>Faith Leaders</b>	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.
<b>Activities Related to Authentic Catholic Education</b>	Our school 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: <ul style="list-style-type: none"> <li>• Student faith retreats</li> <li>• Eucharistic adoration</li> <li>• Principal attendance at the Bishop’s Luncheon with priests, trustees, and senior administration</li> <li>• Principal participation in “Marked By God” CCSSA provincial conference.</li> <li>• Masses and liturgies corresponding to the liturgical calendar</li> <li>• Catholic Education Sunday and Catholic Education Week celebrations</li> </ul>
<b>Catholic Learning Communities</b>	HSA devotes several of their weekly Friday Catholic Learning Communities to Faith for staff.
<b>Fruits of the Spirit</b>	HSA celebrates staff and students who embody the Fruits of the Holy Spirit through monthly recognition at our award assemblies, connecting these virtues to Catholic Social Teachings through our Many and One initiatives.
<b>Living Out Our Faith</b>	Throughout the year, students participate in a variety of engaging, hands-on activities that bring Catholic teachings to life. Initiatives such as our Easter Scavenger Hunt help students deepen their understanding of the season’s spiritual significance in an interactive and meaningful way. HSA also leads Good Works projects, which encourage students to put their faith into action by serving others with compassion and kindness, embodying the Gospel message.

<b>Mass at the Parish</b>	Each class at HSA attends morning Mass at St. Francis de Sales Church twice per year, fostering a deeper connection to our parish community and the celebration of the Eucharist.
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## PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

### OUTCOMES

<b>Long Term:</b>	Students will leave HSA 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.
<b>Medium Term:</b>	Student performance will be in the “very high” category as measured by aggregate pass and excellence rates on Provincial Achievement Test.
<b>Short Term:</b>	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
<b>Provincial Achievement Test Acceptable Standard</b> Overall percentage of students in Grades 6 who achieved the <b>acceptable</b> standard on the test.	N/A	89%
<b>Provincial Achievement Test Excellence Standard</b> Overall percentage of students in Grades 6 who achieved the standard of <b>excellence</b> on the test.	N/A	20%
<b>Active Citizenship:</b> Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	95%	96%
<b>Student Learning Engagement</b> Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	89.4%	91%
<b>Catholic Learning Communities</b> Percentage of teachers who believe CLCs are leading to improved student learning.	N/A	95%

Strategies used to improve rates of PAT and Diploma, High School Completion, Active Citizenship, and Academic Engagement	
NEW STRATEGIES	DESCRIPTION
<b>Assessment for Mastery</b>	As an extension of our Catholic faith, we will explore assessment practices that 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.
<b>Expanded Literacy and Numeracy Screening</b>	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.
<b>Digital Expansion of Provincial Assessments</b>	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. Our teachers will continue to receive onboarding through professional development and online support from the division’s learning department.

<b>Numeracy Professional Development</b>	Teachers at HSA will participate in targeted numeracy professional development to strengthen instructional practices and build collective efficacy in teaching numeracy to students across Kindergarten to Grade 6.
<b>Vertical Planning</b>	We will implement a more targeted vertical planning approach, particularly in response to curriculum changes, to ensure alignment in assessment practices, student expectations, and universal instructional strategies across grade levels.
<b>Awards Assembly Refresh</b>	HSA will refresh its monthly awards assemblies with a renewed focus on celebrating student success in both academics and faith formation. Each class will recognize one student for academic achievement and one student for demonstrating faith-based values, while one additional HSA award will be presented at each grade level. Teachers will share personalized comments highlighting the qualities, growth, and achievements that led to each student receiving their award.

<b>EXISTING ESSENTIAL STRATEGIES</b>	<b>DESCRIPTION</b>
<b>New Elementary Curriculum Implementation</b>	Our teachers will use the divisional support received to continue implementing the new curriculum through Curriculum Support Documents.
<b>Elementary Literacy</b>	<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"> <li>• Structured early reading interventions (ERI) in K–2</li> <li>• Enhanced Reading for Grades 3–12</li> <li>• Daily opportunities for authentic reading, writing, conferring, and feedback</li> <li>• Clear alignment between foundational skills and higher-level literacy behaviours through Layers of Literacy.</li> </ul> <p>This balance ensures students learn both how reading works and why reading matters, leading to stronger outcomes and more equitable progress across classrooms.</p>
<b>Elementary Numeracy</b>	<p>Our teachers are supported by CTR’s balanced mathematics model, which emphasizes:</p> <ul style="list-style-type: none"> <li>• Conceptual understanding (building meaning before memorization)</li> <li>• Foundational skills and fluency (accuracy, flexibility, deliberate practice)</li> <li>• Problem solving and reasoning (multi-step thinking, perseverance, communication).</li> </ul> <p>We will continue to strengthen:</p> <ul style="list-style-type: none"> <li>• Consistent numeracy workshop structures that blend direct instruction with guided exploration</li> <li>• Rich problem-solving experiences that demand reasoning and justification</li> <li>• Division-wide use of screening tools to target interventions and enrichment</li> <li>• Opportunities for students to re-demonstrate learning and reflect on their understanding.</li> </ul> <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>
<b>Elementary Teacher Professional Learning</b>	Our teachers are supported through targeted professional learning focused on curriculum implementation, PAT preparation in new curriculum areas, and mastery-based assessment 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 the 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.
<b>Divisional Teams</b>	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.
<b>Catholic Learning Communities (CLCs)</b>	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.
<b>Readers’ and Writers’ Workshop</b>	An additional cohort of teachers will receive professional development in <a href="#">Readers’ and Writers’ Workshop</a> and follow-up classroom visits to support implementation.
<b>Mathematics Support</b>	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.
<b>Artificial Intelligence</b>	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

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

MEASURES	2024-2025 RESULT	2026-2027 TARGET
<b>Provincial Achievement Test Acceptable Standard</b> Overall percentage of First Nations, Métis, and Inuit students in Grades 6 who achieved the <b>acceptable</b> standard on the test.	N/A	89%
<b>Provincial Achievement Test Excellence Standard</b> Overall percentage of First Nations, Métis, and Inuit students in Grades 6 who achieved the standard of <b>excellence</b> on the test.	N/A	20%
<b>Active Citizenship</b> Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	N/A	96%
<b>Academic Engagement</b> Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	N/A	91%

**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
<b>Indigenous People's Celebration of Culture and Games</b>	HSA will host a full day of Indigenous games and cultural learning activities to foster student understanding, appreciation, and engagement with Indigenous perspectives and traditions. Interactive stations will be set up throughout the school and in outdoor spaces, and an Elder will be invited to support and facilitate student learning.
<b>Resource Alignment</b>	Teachers will be provided with designated CLC time to explore Indigenous resources and collaboratively develop a document aligning these resources with the new curriculum outcomes. Holy Spirit Academy will also secure additional Indigenous resources to address gaps and further support authentic learning opportunities for students and staff.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
<b>Implementation of Rupertsland Institute Partnership Resources</b>	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.
<b>Implementation of K to 6 Social Studies Curriculum Support Documents (CSDs)</b>	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.

<b>Division Administrators' Professional Development</b>	Administrators will deepen their understanding of Foundational Knowledge through professional development during administrators' meetings.
<b>Indigenous Student Support</b>	There will be a review of the continuum of supports provided for all Indigenous students with an emphasis on individual students.
<b>Success of First Nation, Métis and Inuit Students</b>	There will be a segregated analysis of all available data for our Indigenous students on an annual basis to ensure that appropriate supports are in place.
<b>School Representative</b>	HSA 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 taking action on First Nations, Métis, and Inuit perspectives.
<b>Foundational Knowledge Professional Development</b>	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.

<b>PROVINCIAL DOMAIN: TEACHING AND LEADING</b>	
<b>OUTCOMES</b>	
<b>Long Term:</b>	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.
<b>Medium Term:</b>	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.
<b>Short Term:</b>	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.

<b>MEASURES</b>	<b>2024-2025 RESULT</b>	<b>2026-2027 TARGET</b>
<b>Education Quality:</b> Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	95%	96%
<b>School Improvement:</b> 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.	N/A	90%

<b>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.</b>	
<b>NEW STRATEGIES</b>	<b>DESCRIPTION</b>
<b>Teacher Showcase &amp; CLC Breakout Sessions</b>	HSA will host at least two teacher showcase opportunities throughout the school year, providing staff with the opportunity to demonstrate leadership by highlighting successful instructional practices and initiatives within their classrooms. Teachers will be able to sign up for breakout sessions to visit colleagues' classrooms, observe effective practices in action, and engage in collaborative professional learning.

<b>EXISTING ESSENTIAL STRATEGIES</b>	<b>DESCRIPTION</b>
<b>Recruitment Initiatives</b>	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.
<b>Retention Efforts</b>	Employee retention remains a priority for 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.
<b>Teacher Leader Alignment</b>	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.

<p><b>Aspiring Leaders Program</b></p>	<p>Teachers who aspire to school-based administration or other leadership roles within the division can participate in <b>Aspiring Leaders</b>, a cohort-based program. The program includes full-day, in-person sessions facilitated by senior administration and site-based leaders. Participants engage in learning aligned to the following leadership themes:</p> <ul style="list-style-type: none"> <li>- Embodying Catholic Leadership</li> <li>- Fostering Effective Relationships</li> <li>- Modelling Commitment to Professional Learning</li> <li>- Embodying Visionary Leadership</li> <li>- Leading a Learning Community</li> <li>- Supporting the Application of Foundational Knowledge about First Nations, Métis, and Inuit</li> <li>- Providing Instructional Leadership</li> <li>- Developing Leadership Capacity</li> <li>- Managing School Operations and Resources</li> </ul>
<p><b>Staff Wellness Supports</b></p>	<p>Our VP will attend professional development sessions conducted by CTR’s Human Resources Department on staff health and well-being. Our VP will facilitate interactive sessions with our faculty and staff members. Our administration will demonstrate a commitment to staff health and wellness by incorporating <i>The 13 Factors for Psychological Health and Safety in the Workplace</i> into leadership decision-making. Monthly newsletters prepared by the division, highlighting the internal and external supports available, are also shared with staff. HSA administration will facilitate interactive sessions with their faculty and staff members on career-long self-care, occupational health and well-being.</p>
<p><b>Leadership Support, Mentorship, and Networking</b></p>	<p>Our administrators will continue to participate in leadership matchmaking sessions incorporated into monthly administrators’ meetings. Any new administrators will also attend regular mentorship sessions hosted by CTR senior administration with a focus on the Leadership Quality Standard.</p>
<p><b>Teacher Supervision, Growth and Evaluation and Enhanced Supervision</b></p>	<p>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 <a href="#">teacher</a> and <a href="#">administrator</a> with a continuous contract participates in <i>Enhanced Supervision</i> with their principal or superintendent. These processes will be calibrated with standardized timelines and suggested reflection questions that connect teaching and learning to the Four-Year Education Plan.</p>
<p><b>New Teacher Orientation</b></p>	<p>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.</p>
<p><b>Leadership Quality Standard</b></p>	<p>HSA administrators who report at or lead professional learning at staff meetings make explicit references to how the professional development or information presented is an indicator of the Leadership Quality Standard.</p>

## PROVINCIAL DOMAIN: LEARNING SUPPORTS

### OUTCOMES

<b>Long Term:</b>	HSA 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.
<b>Medium Term:</b>	HSA 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.
<b>Short Term:</b>	HSA 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
<b>Safe and Caring:</b> Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.	92%	93%
<b>Access to Supports and Services:</b> 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%	92%

- **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
<b>Data Collection and Referral Processes</b>	HSA will be supported by a Complexity Team to address increasing 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.
<b>English as an Additional Language Professional Development</b>	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.
<b>Learning Support Teacher Review</b>	The division will review and explore the responsibilities, professional learning needs, and leadership expectations of Learning Support Teachers to ensure cohesive, 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.
<b>Implementation of Continuum of Supports and Student Services</b>	Continued refinement and support will be provided to our school to: <ul style="list-style-type: none"> <li>• Implement CTR's Framework for Inclusive Education</li> </ul>

	<ul style="list-style-type: none"> <li>• Implement an administrative procedure outlining structures, processes, and access to resources</li> <li>• 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</li> <li>• Implement a toolkit to support schools in their work with complex needs students, including universal, targeted, and individual supports</li> <li>• 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</li> </ul> <p>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>
<b>Community Supports</b>	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.
<b>PBIS &amp; Behaviour Matrix</b>	Holy Spirit Academy will begin implementation of its PBIS framework, <i>The HSA Way</i> , to promote positive behaviour, school connectedness, and consistent expectations across the school community. Behaviour matrices will be introduced and explicitly taught to students at the beginning of the school year, and student success will be celebrated through Saint House points, recognition, and school-wide rewards.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
<b>Life Skills Learning Hub</b>	The Life Skills Learning Hub is a space designed to provide targeted social, emotional, and behavioural support for students. It will provide a safe and welcoming environment where students can access personalized strategies and interventions that promote self-regulation, resilience, and readiness to learn. This reflects our ongoing efforts to meet the diverse needs of our student population and ensure that every learner is supported in reaching their full potential.
<b>#Relationships in a Digital Age</b>	<p>The <a href="#"><i>#Relationships in a Digital Age</i></a> materials have been updated to reflect changes to technology and related resources. To assist teachers' understanding of the changes, the division will share resources to enhance their effectiveness in educating students to build positive relationships, develop sustained attention, be conscious of the impacts of screens on mental health, and make responsible decisions about screen time. Lessons reflect current trends and issues relevant to students' responsible use of screens and are positioned through the lens of our Catholic faith.</p> <p>Our principal will be provided with resources to support parent engagement on <i>#Relationships in a Digital Age</i>, including promoting Unplugged Canada, a parent-led group that aims to raise parent awareness and encourage actions to build healthy digital habits.</p>
<b>SIVA Training</b>	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, emphasizing a holistic, relationship-based approach that focuses on collaboration, goal direction, self-

	management, and healthy empowerment to strengthen relationships and create safety for students.
<b>Accessing Community Resources</b>	Establish connections and communication to enable family access to community resources that provide targeted supports to students and families for needs outside the scope of education or school hours.
<b>Crisis Response Focus</b>	Our school is supported by crisis response protocols at the division and school levels, which ensure proactive and responsive measures are taken.
<b>Family School Liaison Workers (FSLWs) and Connections Workers</b>	Our school continues to have access to services provided by <a href="#">FSLWs and Connections Workers</a> .
<b>Universal Mental Health Supports</b>	Universal mental health continues to be a focus, and teachers will be supported to build upon the mental health strategies they have previously implemented.
<b>Sensory Rooms</b>	Students continue to access <a href="#">sensory rooms</a> on both a scheduled and as-needed basis. Professional learning and equipping of spaces will continue to ensure cohesive approaches.
<b>Screening and Early Intervention</b>	All Kindergarten students are invited to participate in a <a href="#">screening and early intervention process</a> . 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.
<b>Speech Language Pathology, Occupational Therapy, Physical Therapy, Behaviour Analysis, and Low Incidence</b>	We continue to have access to <a href="#">specialized support services</a> , including speech-language pathology, occupational therapy, physical therapy, low-incidence, and behaviour supports, from Student Services.
<b>Behavioural Supports and Professional Learning</b>	We will enable supports and services for students needing targeted support by offering increased professional development for teachers, administrators, and educational assistants.
<b>Reading to Dogs</b>	HSA continues to access the Reading to Dogs program to promote regulation and provide additional reading practice for students.
<b>Attachment, Regulation, and Competency (ARC)</b>	HSA remains committed to advancing the ARC (Attachment, Regulation, and Competency) framework through ongoing professional learning for school staff. This research-based approach supports the social, emotional, and academic success of all students by addressing core developmental needs. As part of this work, HSA continues to implement Movement and Regulation Circuits, helping students recognize and respond to their internal states while offering sensory experiences that calm the nervous system and prepare them for learning.
<b>Nutrition Program</b>	HSA continues to support student well-being through a Nutrition Program. This program helps to support the division's overall Healthy Schools initiative.
<b>*See First Nations, Métis, and Inuit Student Growth and Achievement Domain for more strategies.</b>	

<b>PROVINCIAL DOMAIN: GOVERNANCE</b>	
<b>OUTCOMES</b>	
<b>Long Term:</b>	Perspective holders view HSA as strong in the areas of faith, learning, creating safe and caring schools, and stewardship, and feel valued and heard through the engagement process.
<b>Medium Term:</b>	Engagement initiatives communicate HSA’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.
<b>Short Term:</b>	New Four-Year Education Plan development is increasingly reflective of input from various perspective holders.

<b>MEASURES</b>	<b>2024-2025 RESULT</b>	<b>2026-2027 TARGET</b>
<b>Parental Involvement:</b> Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.	89%	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.**

<b>STRATEGIES</b>	<b>DESCRIPTION</b>
<b>Telling Our Stories</b>	We will continue to focus on Telling Our Stories through social and local media.
<b>Ward Meetings</b>	We will participate in ward meetings, which include engagement sessions with the superintendent, principals, parents, staff, students, and parish priests.
<b>School Council Meetings</b>	Our School Council will place greater emphasis on supporting the parent community by building connections with families and providing meaningful opportunities for dialogue, learning, and feedback.
<b>Superchats</b>	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.
<b>Four-Year Education Plan Input</b>	Administrators, teachers, school staff, parents, and students are provided opportunities to provide input on the goals and strategies in the upcoming Four-Year Education Plan, with input requested annually to refine them.
<b>Joint Use Agreements</b>	CTR will create and revisit joint use agreements with our community.
<b>Council of School Councils Meetings</b>	Our school council chair (or alternate) will attend Council of School Councils meetings, where parents receive information and the opportunity to engage on topics essential to the Four-Year Education Plan and other emergent areas requiring parental feedback.
<b>Education Council</b>	HSA’s leadership team will meet monthly to present LQS topics, discuss emergent issues, plan upcoming school events and CLCs, and receive reports and feedback from team leads about issues that impact teaching and learning.

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”.