



HOLY CROSS COLLEGIATE

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



SCHOOL: 1231 HOLY CROSS COLLEGIATE

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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.

DIVISIONAL PRIORITIES

CATHOLIC FAITH

Holy Cross Collegiate (HCC) 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 HCC 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. HCC utilizes collective professional learning through Catholic Learning Communities (CLCs) as a method to achieve continuous improvement. Every Friday, time is set aside for CLCs where teachers collaborate to improve student learning by examining evidence from the implementation of high-yielding instructional strategies. CLCs answer the following questions: 1) What do we want our students to learn? 2) How do we ensure they learn it? 3) What evidence shows that student learning has improved as a result of the CLC focus? There is a focus on using research-proven pedagogy to set goals, implement strategies, and gather evidence of success. Teachers are then given time to collaboratively reflect on the impact of their practice on student learning, which creates cycles of continuous improvement in teacher practice and consideration of student supports. Through these efforts and other divisional areas of focus on professional development, teachers demonstrate their dedication to meeting the needs of all students on their journey through kindergarten to grade 12 and supporting their transition into the future.

COMMITMENT TO ENGAGEMENT

CTR's Board and administration engages Division Administration, Ward Committees, the ATA Liaison Committee, and Council of School Councils to engage parents, priests, students, and staff in reviewing results, identifying key issues, and developing strategies for improvement. The development of this four-year education plan has involved significant input from all of these community members through engagement sessions, surveys, focus groups, and review of draft documentation over the course of many months. Superintendent and trustee engagement regarding emergent areas and feedback related to effective education practices and student supports occurs regularly throughout the school year.

LOCAL DOMAIN: CATHOLIC FAITH**OUTCOMES**

Long Term:	Perspective holders believe that students and staff are well-formed in the Catholic faith as a result of being a part of HCC.
Medium Term:	Perspective holders believe that HCC continues to have a significant impact in the formation of staff and students in the Catholic faith.
Short Term:	Perspective holders believe that HCC 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 8 and 11 achieving an Acceptable Standard on assessment.	83%	85%
% of students in Grades 8 and 11 achieving an Excellence Standard on assessment.	18%	25%
% of parents, students and teachers who indicate that they are satisfied with the relationship that exists between the school and the local parish.	97.2%	100%
% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	98.2%	100%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.	90.2%	95%
% of students, parents, and teachers who are satisfied with the level of Catholic faith formation of students in our schools.	92.5%	95%
% 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.	95.5%	100%

NEW STRATEGIES	DESCRIPTION
Youth Faith Retreats	We will support student participation in faith retreats.
Implementation of New Religious Education Resources	Our teachers will be onboarded with the new grade 9 <i>Growing In Faith Growing In Christ</i> religious education resources.
Bishop's Assurance Review	We will participate in the Bishop's Assurance Review as part of the program review process. As we are involved in the mini-pilot in the spring of 2026, the results and recommendations will be implemented within the 2026-2027 school year. 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 and Catholic Social Teaching Professional Development	Holy Cross Collegiate administration and the school-based Faith Lead will work in collaboration with the division regarding staff faith formation. In addition, Father Cristino will lead Holy Cross staff in 4-5 CLCs throughout the year that continue to focus of Catholic Social Justice Teachings. Specifically with a focus on how this can be permeated into the curriculums we teach.
Faith Permeation	Holy Cross staff will continue to use ideas that we heard from Brett Salkeld who spoke to us during Faith Days. Finding ways to incorporate our Catholic Faith into our subject areas will continue to be an area of growth.

Use of Our Chapel	Holy Cross will utilize our school Chapel by having student Mass once a month. We are also encouraging staff to take advantage of our beautiful space and take their classes to the Chapel whenever they can.
Partnership with Sacred Heart Parish	Administration of Holy Cross and the school Faith lead will meet with Father to support and endorse the youth group at Sacred Heart Parish.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Sharing of Faith Formation with Broader Community	Division produced content will be included in school newsletters. This content will be focused on faith formation and correspond to the season or significant religious celebration in each month of the year. Additional faith formation materials will be shared on the division's website and through social media platforms.
Working Group for Divisional Religious Education Assessments	Teachers will be supported by grade-level team leaders (teachers) regarding the refinement of standardized assessments administered annually in targeted grades (8 and 11).
Activities Related to Authentic Catholic Education	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: • Student faith retreats • Eucharistic adoration • Principal attendance at the Bishop's Luncheon with priests, trustees, and senior administration • Principal participation in "Marked By God" CCSSA provincial conference. • Masses and liturgies corresponding to the liturgical calendar • Catholic Education Sunday and Catholic Education Week celebrations
Eucharistic Adoration/Liturgies and Masses	HCC will continue with two full days of Eucharistic Adoration and the Sacrament of Reconciliation. HCC continues to celebrate six Masses and other religious celebrations throughout the school year such as The Crowning of Mary and school wide Rosaries. Providing opportunities for prayers and Church sacraments is vital for the spiritual formation of staff and students.
Faith Days	Holy Cross staff will attend Faith Days, a two-day event hosted by CTR.
Faith Leaders	Holy Cross has a designated Faith Leader who, under the supervision of the Director of Catholic Education and in collaboration with school administration, plans and sets direction for religious events, teacher faith formation, and related initiatives across the division and in their school. Furthermore, the Faith Leader acts as a vital bridge between the school and the parish, ensuring that spiritual growth remains a collaborative and central priority for both students and staff.
Student Faith Formation	HCC will continue the practice of Young Men's Bible Study, Magdelina Bible Study, Dead Philosophers Society, 25-hour Famine, Loonies for Lent, Charity Drives, Student-lead Prayers and guest speakers. By participating in these diverse social and spiritual initiatives, students move to a lived experience of the Gospel, allowing their personal faith to take root in tangible, real-world actions, such as alms giving. These opportunities serve as a catalyst for genuine discipleship, empowering young leaders to articulate their beliefs and integrate their spiritual values into their daily lives and decision-making.
Many and One School Implementation	We will continue to implement plans to support our Catholic Social Teaching.

PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT	
OUTCOMES	
Long Term:	Students will leave school with high academic engagement and achievement, while also being prepared with literacy levels and math skills to enable post-secondary admission or success as they enter the workforce.
Medium Term:	Student performance will be in the “very high” category as measured by aggregate pass and excellence rates on Provincial Achievement Tests and Diploma Exams, and with a continued increase of the three-year average of high school completion rates.
Short Term:	Student performance will be in the “very high” category as measured by aggregate acceptable and excellence rates on Provincial Achievement Tests and Diploma Exams. Additionally, our focus on high school mathematics and science courses will result in increased diploma examination acceptable and excellence rates.

MEASURES	2024-2025 RESULT	2026-2027 TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of students in Grade 9 who achieved the acceptable standard on the test.	85.7%	88%
Provincial Achievement Test Excellence Standard Overall percentage of students in Grade 9 who achieved the standard of excellence on the test.	29%	35%
Diploma Acceptable Standard Overall percentage of students who achieved the acceptable standard on examinations.	74.6%	78%
Diploma Excellence Standard Overall percentage of students who achieved the standard of excellence on examinations.	14.9%	20%
High School Completion Rate Percentage of students who completed high school within three years of entering Grade 10.	95.8%	95%
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	90.8%	95%
Student Learning Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	90%	93%
Catholic Learning Communities Percentage of teachers who believe CLCs are leading to improved student learning.	89%	92%

Strategies used to improve rates of PAT and Diploma, High School Completion, Active Citizenship, and Academic Engagement	
NEW STRATEGIES	DESCRIPTION
Digital Expansion of Provincial Assessments	We will prepare for the full implementation of digital provincial assessments, including digital PATs and humanities Part A diploma exams. 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.

Assessment for Mastery	Holy Cross Collegiate in partnership with CTR will pursue exploration of assessment practices which allow students to achieve their academic potential. Holy Cross Collegiate Admin and Ed Council Leads will work with colleagues 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. Holy Cross will create plans that will be implemented in the fall of 2026 and use feedback to shape the school's Assessment for Mastery Framework going forward.
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EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
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.
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.
Divisional Teams	HCC teachers will take part in meetings with divisional subject leaders and bring best practices back to Holy Cross.
Artificial Intelligence	Holy Cross Collegiate will continue to support best practices for teachers' and students' use of Artificial Intelligence, as outlined within our administrative procedures. As this is an ever-evolving area, AI is a continuous conversation.
Champions Meetings	Holy Cross admin, learning support and the FSLW staff member will meet throughout the year to review students who require extra support; academically, socially and mental health to determine how we can best support the students at Holy Cross.
Student Directed Learning (SDL)	Holy Cross has revamped the SDL practice at Sr. High. Students will report to a teacher from the Teacher Advisory Group and show them their PowerSchool to ensure they are caught up with assignments. Students missing work will be asked to stay and complete the work.
Active Citizenship	Holy Cross will work with the Town of Strathmore and different organizations to find ways to be involved in the community to provide service.
Career Exploration and Dual Credit	Holy Cross admin will work with CTR representatives to explore Career Exploration and Dual Credit opportunities. Holy Cross Collegiate in partnership with CTR and the Strathmore Agriculture Society will explore dual credit opportunity with Lakeland College starting in 2027.
Coding	Holy Cross has a designated lead teacher who will implement Coding practices at HCC to leverage resources to allow students to engage with computational thinking through coding and robotics.

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

OUTCOMES

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

MEASURES	2024-2025 RESULT	2026-2027 TARGET
Diploma Acceptable Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard on examinations.	N/A	N/A
Diploma Excellence Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the standard of excellence on examinations.	N/A	N/A
High School Completion Rate Percentage of First Nations, Métis, and Inuit students who completed high school within three years of entering Grade 10.	N/A	N/A
Active Citizenship Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	N/A	N/A
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	N/A	N/A

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
National Day of Truth and Reconciliation	Father will speak to the staff and students of Holy Cross Collegiate on National Day of Truth and Reconciliation Day. Our staff will incorporate activities throughout the day and week to bring attention to this day and continue the healing journey.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Indigenous Student Support	There will be a review of the continuum of supports provided for all Indigenous students with an emphasis on individual students.
Success of First Nation, Métis and Inuit Students	There will be a segregated analysis of all data available for our Indigenous students on a yearly basis to ensure access to appropriate supports are in place.
Foundational Knowledge Professional Development	Professional development is available for our staff through webinars, First Nations, Métis, and Inuit Lead Teacher sessions, Alberta Professional Learning Consortium sessions, cultural awareness events, and CTR's Intranet.
<u>Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students</u>	All Indigenous youth in care have their cases reviewed a minimum of two times per year.
School Representatives	Holy Cross Collegiate has a First Nations, Métis, and Inuit Teacher Representative who is responsible for attending divisional Indigenous meetings. They 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.
Division Administrators Professional Development	Holy Cross administration will grow their knowledge and understanding of Foundational Knowledge through professional development at administrator meetings.
Implementation of Rupertsland Partnership Resources	Holy Cross Collegiate Admin will receive professional development to share with the staff at Holy Cross. The goal being to 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 HCC.

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.	94.1%	95%
School Improvement: Percent of teachers, parents and students indicate that their school and schools in their jurisdiction have improved or stayed the same the last three years.	91%	95%

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
Vice Principal Mentorship	Holy Cross Collegiate Principal will work closely with division in providing mentorship and guidance to the Vice Principal of Holy Cross.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Recruitment Initiatives	Significant, ongoing efforts from division office will continue to support the recruitment of teachers in our community. These efforts include pre-hiring opportunities, staff referrals, Human Resources team participation in hiring fairs, incentives for teachers involved in rural communities, proactive assignments and scheduling for new teachers, a New Teacher Orientation and mentorship program, and ongoing support and development for new teachers through the evaluation process.
Retention Efforts	Employee retention continues to be a priority in reducing teacher vacancies. Ongoing divisional efforts include accommodating teacher transfers where possible, providing administrative support for teaching assignments, and offering sustained professional development and support for staff.
Leadership Support, Mentorship, and Networking	Our administrators will continue to participate in leadership matchmaking sessions incorporated into monthly administrators' meetings. Any new administrators will also attend regular mentorship sessions hosted by CTR senior administration with a focus on the Leadership Quality Standard.
New Teacher Orientation	New teachers will attend New Teacher Orientation Sessions. Sessions will align with CTR's focus on continuous improvement, including professional development on Catholic education, assessment, differentiation, and student regulation.

Teacher Leader Alignment	HCC Administration will select team leads based on Teacher and Leadership Quality Standards. Holy Cross administrators will engage team leaders in professional development with a focus on developing the leadership capacity of all team leads.
Aspiring Leaders Program	Selected Holy Cross Collegiate staff may have the opportunity to participate in full-day, in-person sessions facilitated by senior administration and experienced site leaders, participants will deepen their expertise across several core competencies. Holy Cross administration looks forward to engaging in purposeful dialogue with staff members interested in this professional growth opportunity. The program curriculum is structured around key leadership pillars, including: • Faith & Vision: Embodying Catholic leadership and visionary guidance. • Culture & Community: Fostering effective relationships, leading learning communities, and supporting foundational knowledge of First Nations, Métis, and Inuit. • Instructional Excellence: Providing instructional leadership and modeling a commitment to continuous professional learning. • Organizational Management: Developing leadership capacity and managing school operations and resources.
Teacher Supervision, Growth and Evaluation and Enhanced Supervision	Holy Cross Collegiate Principal and Vice Principal will be supported by Senior Administration as they evaluate new teachers with the Teacher Supervision, Growth and Evaluation process. In addition, on a four-year cycle, each teacher and administrator with a continuous contract participates in <i>Enhanced Supervision</i> with their Principal or Superintendent. These processes will be calibrated with standardized timelines and suggested reflection questions that connect teaching and learning to the Four-Year Education Plan.
Staff Wellness Supports	Administration at Holy Cross Collegiate will promote a healthy and sustainable work environment. Holy Cross is committed to prioritizing staff wellness through initiatives that balance professional demands with physical, emotional, and spiritual renewal. By fostering a culture of mutual support and open communication, we ensure that our educators are replenished and empowered to bring their best selves to both the classroom and the community.

PROVINCIAL DOMAIN: LEARNING SUPPORTS

OUTCOMES

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

MEASURES	2024-2025 RESULT	2026-2027 TARGET
Safe and Caring: Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.	92.6%	95%
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.	90.9%	95%

- Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis, and Inuit student success and ensuring all students, teachers, and school leaders learn about First Nations, Métis, and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. - Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.	
NEW STRATEGIES	DESCRIPTION
Data Collection and Referral Processes	Division-level data collection and referral processes will be defined and implemented to ensure structures and supports are cohesive and equitable across all CTR schools.
English as an Additional Language Professional Development	A Multilingual Guide outlines the intake process, assessment practices, coding, and record-keeping procedures for multilingual learners. This document will be implemented through PD and used by teachers to provide clear best practices that ensure consistent identification and support.
Learning Support Teacher Review	The division will review and explore responsibilities, professional learning needs, and leadership expectations among Learning Support Teachers to ensure cohesive and appropriate resources are provided to teachers to address diverse student needs. Our school will also ensure our Learning Support Teacher practices align with the division's direction.
Implementation of Continuum of Supports and Student Services	Continued refinement and support will be provided to our school to: - 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)
FSLW Presentations	The FSLW staff member at Holy Cross Collegiate will lead presentations for our junior high students about proper use of social media. As well students have received the MindUp presentation dealing with stress/anxiety and how the brain works.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
#Relationships in a Digital Age	The #Relationships in a Digital Age materials have been updated to reflect changes to technology and related resources. To assist teachers' understanding of the changes, the division will share the resources to elevate their utility in educating students toward building positive relationships, developing a capacity for sustained attention, being conscious of the impacts of screens on mental health, and responsible decision making around screen time. Lessons reflect current trends and issues that are relevant to student responsible use of screens and positioned within the lens of our Catholic faith. Our Principal will be provided with resources to support parent engagement on #Relationships in a Digital Age, including the promotion of Unplugged Canada, a parent-led group striving to raise parent awareness and encourage actions to build healthy digital habits.
SIVA Training	Staff who work with students who display challenging behaviours and complex needs will be trained in <i>Supporting Individuals through Valued Attachments</i> (SIVA). This training program replaces MANDT use in CTR, as it emphasizes a holistic, relationship-based approach that focuses on collaboration, goal direction, self-management, and healthy empowerment to strengthen relationships and create safety for students.
Universal Mental Health Supports	Universal mental health continues to be a focus, and teachers will be supported to build upon the mental health strategies they have previously implemented.
Speech Language Pathology, Occupational Therapy, Physical Therapy, Behaviour Analysis, and Low Incidence	We continue to have access to specialized support services , including speech language pathology, occupational therapy, physical therapy, low incidence, and behavior supports from Student Services.
Family School Liaison Workers (FSLWs) and Connections Workers	HCC students will continue to have access to services provided by FSLWs and Connections Workers .
Champions Meetings	Holy Cross admin and learning support will meet regularly with division appointed student services during our Champions Meetings.

Psychological Assessments	HCC students have access to CTR's divisional Psychologist through the Request for Support process for Psychological Assessments for students.
Registered Apprenticeship Program (RAP)	The counselor at Holy Cross will understand RAP possibilities and develop a communication campaign aimed at both industry partners and students to promote RAP programming. Along with this Holy Cross will work with division in promoting career exploration opportunities.
Universal Supports Toolkit Update	Holy Cross staff will access the universal support toolkit, which 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	Holy Cross Collegiate Administration will receive information to refine and implement crisis response protocols at school level and ensure proactive and responsive measures are taken.
Behavioral Supports and Professional Learning	Holy Cross Collegiate Administration along with CTR will work collaboratively in terms of behavioral supports and services making sure students needing targeted support are established. This will be accomplished by providing increased professional development for teachers, administrators, and educational assistants along with accessing CTR specialized supports.

PROVINCIAL DOMAIN: GOVERNANCE**OUTCOMES**

Long Term:	Perspective holders view HCC and feel valued and heard through the engagement process.
Medium Term:	Engagement initiatives communicate HCC's successes and seek input about areas to improve.
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.	94.5%	97%

- 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 with 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	All staff at Holy Cross Collegiate will continue to focus on Telling Our Stories, locally at the school levels, and more broadly across the division through social media platforms. We have asked our parents to tell their story as well both verbally in conversation but also if the opportunity arises through social media.
Parent Council Meetings	HCC Administration will attend school council meetings. Administration provides a report, faith information, and engages on various topics of interest to the division and school community.
Superchats	Holy Cross Collegiate Staff participate in engagement (called Superchats) with the four Superintendents. At these conversations, the 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 priorities.
Four-Year Education Plan Input	All HCC teachers are consulted about Four-Year Education Plan strategies and priorities via the Superchat process and staff meetings.
Ward Committee Meetings	Holy Cross Collegiate staff, students and administration will meet three times a year with CTR senior administration along with other stakeholders to hear the insights of students, staff and parents. This information will help form our plans for continuous improvement.

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".