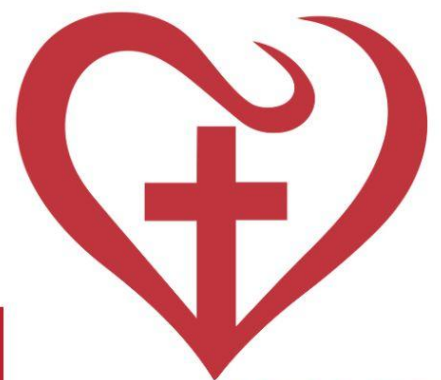


2025-2029

FOUR-YEAR EDUCATION PLAN

Year One



SacredHEART
ACADEMY



SCHOOL: 0593 SACRED HEART ACADEMY

Contents

DIVISIONAL PRIORITIES	4
CATHOLIC FAITH.....	4
HEALTHY SCHOOLS.....	4
ACADEMIC EXCELLENCE	4
COMMITMENT TO ENGAGEMENT	4
LOCAL DOMAIN: CATHOLIC FAITH	5
PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT	7
PROVINCIAL DOMAIN: FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT	9
PROVINCIAL DOMAIN: TEACHING AND LEADING.....	11
PROVINCIAL DOMAIN: LEARNING SUPPORTS	12
PROVINCIAL DOMAIN: GOVERNANCE	14

2025-2029



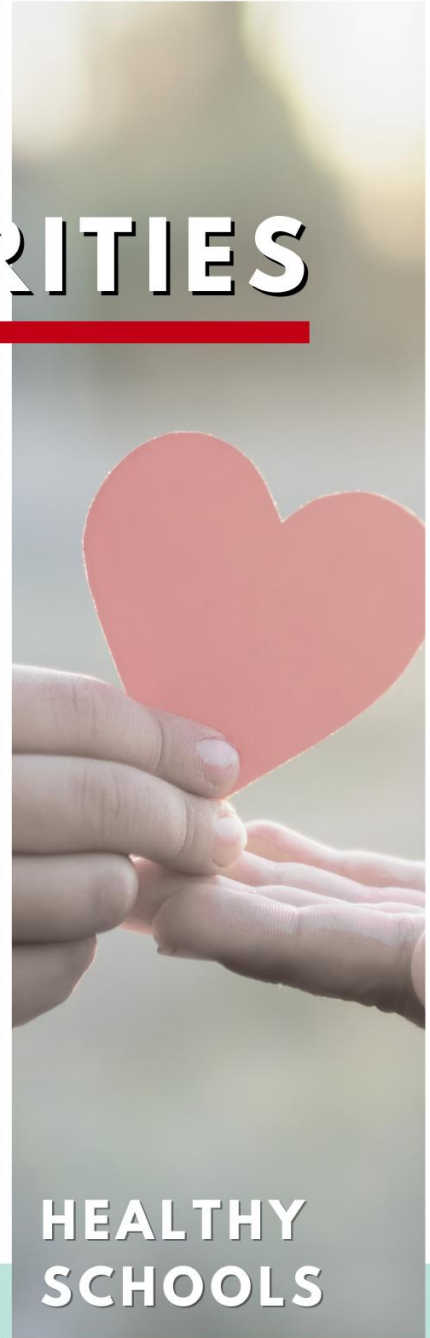
CATHOLIC FAITH

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



ACADEMIC EXCELLENCE

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



HEALTHY SCHOOLS

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

DIVISIONAL PRIORITIES

CATHOLIC FAITH

Sacred Heart Academy (SHA) enters into year three of our three-year faith theme, Faith Seeking Understanding, inspired by and taken from St. Anselm of Canterbury's Proslogion. This theme seeks to meet the needs expressed in the Diocesan Synthesis of the 2021-2023 Synod on Synodality: the need for Encounter and Formation, service to the Family, and authentic Witness. Encountering the Catholic faith in science, reason, and society will help form staff to witness to the Catholic faith in the subject areas they teach.

HEALTHY SCHOOLS

Healthy Schools remains as a division priority as it centres our faith lived out to provide care and support for our SHA 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. SHA 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 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 SHA.
Medium Term:	Perspective holders believe that SHA continues to have a significant impact in the formation of staff and students in the Catholic faith.
Short Term:	Perspective holders believe that SHA has an impact in the formation of staff and students in the Catholic faith.

MEASURES	2023-2024 RESULT	2025-2026 TARGET
% of students in Grades 5 achieving an Acceptable Standard on assessment.	86%	90%
% of students in Grades 5 achieving an Excellence Standard on assessment.	11%	15%
% 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.	100%	100%
% of parents, students, and teachers, who indicate they are satisfied with how they have grown as a Christian as a result of their involvement in Catholic Education. Note: Modification of question from 2024-2025 onward: % of students, parents, and teachers who are satisfied with the level of Catholic faith formation of students in our schools.	100%	100%
% of teachers who are satisfied with how they have grown as a Christian as a result of their involvement in Catholic Education. Note: Modification of question from 2024-2025 onward: % 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 the efforts of your child's school to do all things as Jesus would want them done. Note: Modification of question from 2024-2025 onward: % of students, parents, and teachers who are satisfied with efforts to live out Catholic Social Teaching in our schools.	97.5%	100%

NEW STRATEGIES	DESCRIPTION
Faith Formation Professional Development Resources	SHA Admin, SHA Faith Lead, and Sacred Heart Parish Priest will deliver CLC sessions focused on staff faith formation, aligned with CTR's Faith Plan and resources.
Many and One School Implementation	At SHA, we are committed to addressing racism and discrimination through the lens of Catholic Social Teachings. Each month, our Faith Lead will guide staff through the designated Social Teaching during professional development and provide classroom teachers with curriculum-aligned resources. Teachers will dedicate time each month to explore and embed Catholic Social Teaching with their students, incorporating it across the curriculum and throughout the school day.

	Opportunities to highlight these teachings will be embraced, whether they align with the monthly focus or not.
Youth Faith Retreats	SHA will support student participation in a faith retreat for grades K-6. This is planned independently for Grade 6 Students. We will continue with our SHA Faith Days as a retreat focus for K- 5.
Faith Permeation	SHA teachers will use the professional learning and support provided for faith permeation into additional subject areas.
EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Sharing of Faith Formation with Broader Community	SHA will share faith content through the school newsletter. This content will be focused on faith formation and correspond to the season or significant religious celebration in each month of the year. Additional faith formation materials will be shared on the division's website and through social media platforms.
Working Group for Divisional Religious Education Assessments	SHA Grade 5 teachers will participate in annual refinement of standardized assessments.
Establishment and Use of Sacred Spaces in Schools	SHA administration and Faith Lead, in cooperation with the Director of Catholic Education, will ensure the establishment and use of sacred spaces in each of our schools in accordance with diocesan guidelines.
Faith Days	SHA staff annually attends Faith Days, a two-day event to offer faith formation.
Faith Leaders	SHA will designate one Faith Leader who, in collaboration with school administration, plan and set direction for religious events, teacher faith formation, and related initiatives in SHA.
Activities Related to Authentic Catholic Education	SHA 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 in schools and as a division • Bishop's Luncheon with priests, board of trustees, senior administration, and principals • Masses and liturgies as corresponding to the liturgical calendar • Catholic Education Sunday and Catholic Education Week are celebrated in October by Sacred Heart Parish, SHA families, and the division • Faith retreats are held annually for SHA administrators and trustees

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

	2023-2024 RESULT	2025-2026 TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on the test.	87.8%	100%
Provincial Achievement Test Excellence Standard Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on the test.	46.9%	50%
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	98.7%	100%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	93.6%	94%
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
K-3 Social Studies Curriculum Implementation	During CLC time, SHA teachers will collaborate on implementing the K–3 Social Studies curriculum using professional development and Curriculum Support Documents (CSDs). Grades 1–2 and 3–4 Social Studies teachers will take a team-based, cross-curricular approach to develop a year plan that integrates ELAL reading and writing outcomes.
Assessment for Mastery	During CLC, SHA teachers will pursue exploration of assessment practices which allow students to achieve their academic potential. SHA will implement assessment practices that allow for ongoing feedback and re-learning practices. These initiatives will help teachers tailor their approaches to better meet the diverse needs of all students, enhancing student understanding and outcomes. Our school-based plan will be executed. Teacher feedback to help shape the division’s Assessment for Mastery Framework will be received.
Career Exploration	At SHA, career exploration in K–6 will be addressed through a focus on personal interests, strengths, and real-world connections. In Grades K–3, students will develop an awareness of roles in the community and begin to recognize their own

	skills through classroom activities, stories, and integrated lessons in Wellness and Social Studies. In Grades 4–6, students will explore pathways by setting personal goals, reflecting on their strengths, and making connections between school learning and future careers. In Grades 5–6, Career and Technology Foundations (CTF) outcomes will be met through hands-on projects, design thinking, and cross-curricular learning that encourage students to explore a variety of career possibilities.
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EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Elementary Literacy	SHA is committed to fostering cohesion and developing best practices for literacy interventions within classrooms. Our focus is on enhancing the capacity of classroom teachers to deliver these interventions directly in their classrooms. This approach prioritizes targeted support for students while remaining in their learning environment, thereby avoiding disruptions in their learning. By empowering teachers with the necessary skills and strategies, we aim to make literacy support more integrated and effective across the division. Provincial literacy screening and interventions will complement SHA's focus in this area. Best practices for developing Elementary Literacy competencies during SHA CLCs.
Elementary Numeracy	SHA is dedicated to enhancing the understanding of foundational number sense among both teachers and students. To support this, we will integrate professional learning opportunities both inside and outside the classroom. This approach allows teachers to apply new strategies in real-time and reflect on their practice in a variety of settings, ensuring a comprehensive understanding and implementation of these essential skills that impact student learning. Provincial numeracy screening and interventions will complement our focus in this area. Best practices for developing Elementary Numeracy competencies will be shared during SHA CLCs.
Catholic Learning Communities (CLCs)	Every Friday, time is set aside for CLCs where SHA 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 SHA teachers will join a cohort to receive professional development in Readers' and Writers' Workshop and follow-up classroom visits to support implementation.
Mathematics Support	SHA will address mathematics instruction, including high-yield instructional practices, professional learning opportunities, assessment strategies, Mathology resources, and number sense routines as decided by a team during CLC.
Coding	SHA teachers will continue to leverage resources to allow students to engage with computational thinking through coding and robotics.
Artificial Intelligence	SHA will continue to support best practices for teachers' and students' use of Artificial Intelligence, as outlined within CTR's administrative procedures.

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

OUTCOMES

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

MEASURES	2023-2024 RESULT	2025-2026 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	15%
Active Citizenship Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	N/A	100%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	N/A	100%

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	SHA teachers 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 CTR.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Implementation of K to 6 Social Studies Curriculum Support Documents (CSDs)	SHA staff will continue implementation of CSDs for Social Studies curriculum that include First Nations, Métis, and Inuit outcomes, foundational knowledge, and perspectives. These documents have been created in collaboration with Elders, Knowledge Keepers, and Indigenous Educators.
Professional Development	SHA staff will grow their knowledge and understanding of Foundational Knowledge through professional development during our Many & One monthly meetings and CLC.
Indigenous Student Support	There will be a review of the continuum of supports provided for all Indigenous students enrolled in SHA with an emphasis on individual students.
Success of First Nation, Métis and Inuit Students	There will be a segregated analysis of all data available for our Indigenous students on a yearly basis to ensure access to appropriate supports are in place.
School Representative	SHA will be 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 SHA staff to access through webinars, First Nations, Métis, and Inuit Lead Teacher session, Alberta Regional Professional Development Consortium sessions, cultural awareness events, and resources available through CTR's Intranet.
Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students	All Indigenous youth in care have their cases reviewed a minimum of two times per year.

PROVINCIAL DOMAIN: TEACHING AND LEADING

OUTCOMES

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

MEASURES	2023-2024 RESULT	2025-2026 TARGET
Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	97.4%	98%
School Improvement: Percent of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	97.6%	98%

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Teacher Leader Alignment	SHA staff interested in being a Team Leader, will complete an application using criteria of the Teacher and Leadership Quality Standards and engage with SHA school-based administrators in professional development with a focus on developing the leadership capacity of all team leads.
Aspiring Leaders Program	SHA principal will approach specific staff to participate in the CTR Aspiring Leaders program. This is a cohort-based program for teachers held bi-annually, for those who aspire to school-based administration or other leadership roles in CTR at the school or division level.
Staff Wellness Supports	The Vice Principal will facilitate, as directed by CTR HR, with staff members regarding Staff Wellness and CTR Supports.
Teacher Supervision, Growth and Evaluation and Enhanced Supervision	SHA 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 CTR will attend CTR's New Teacher Orientation Session led by Administrators, Directors and Superintendents who present sessions focused on continuous improvement, including professional development on assessment, differentiation, and student regulation.

PROVINCIAL DOMAIN: LEARNING SUPPORTS**OUTCOMES**

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

MEASURES	2023-2024 RESULT	2025-2026 TARGET
Safe and Caring: Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.	97.9%	98%
Access to Supports and Services: Percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at schools, including inclusive education.	96.9%	97%

- 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	SHA 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	SHA 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 Grades 4-6	The <i>#Relationships in a Digital Age</i> materials have been updated to reflect changes to technology and related resources. To assist teachers' understanding of the changes, the division will relaunch 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. SHA teachers will use updated lessons which 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	SHA 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	SHA Admin will participate in implementing the CTR crisis response protocols at the school level and ensure proactive and responsive measures are taken coherently.
Student Services Program Review Implementation	SHA teachers will implement CTR's Student Services recommendations.
SIVA Training	Selected SHA staff who work with students who display challenging behaviors and complex needs will be trained in <i>Supporting Individuals through Valued Attachments</i> (SIVA).
Accessing Community Resources	SHA Admin and SHA FSLW 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
Family School Liaison Workers (FSLWs)	SHA has access to services provided by FSLWs . SHA has scheduled FSLW into classrooms as a tier one intervention. FSLW will be involved in supporting students in using the SHA Calm Room and SHA ARC Room as directed by SHA Admin and SHA Learning Support to support dysregulated students.
Universal Mental Health Supports	Universal mental health continues to be a focus for SHA and teachers will build upon the mental health strategies they have previously implemented.
Sensory Rooms	SHA students will access sensory rooms on both a scheduled and as-needed basis, as directed by SHA Learning Support and SHA Admin.
Screening and Early Intervention	All Kindergarten students are invited to participate in screening and early intervention , if identified during the screening process, specifically in the areas of occupational and speech language therapy.
Speech Language Pathology, Occupational Therapy, Physical Therapy, and Low Incidence	SHA continues to have access to specialized support services , speech language pathology, occupational therapy, physical therapy, low incidence, and behavior supports. SHA staff will be invited to participate in professional learning through lunch and learn 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 SHA 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 SHA'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.

MEASURES

	2023-2024 RESULT	2025-2026 TARGET
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	92.6%	93%

- Processes, strategies, and local measures/data to demonstrate that the school authority has effectively managed its resources including collaboration with other school authorities, municipalities, and community agencies.
- Processes, strategies, and local measures/data to demonstrate that perspective holders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the School Councils Regulation, Section 12.

STRATEGIES	DESCRIPTION
Telling Our Stories	SHA staff leaders will continue to focus on Telling Our Stories, locally at the school levels, and more broadly across the division.
Ward Meetings	Ward meetings occur three times a year, and these meetings include engagement sessions with principals, parents, staff, students, and parish priests. SHA Principal will invite SHA parents and students to participate and provide reflection questions in advance.
School Council Meetings	The SHA Principal and teacher rep attend School Council Meetings. The principal provides a report, shares faith information, and engages on various topics of interest to the division and school community.
Superchats	SHA teaching staff participate in one engagement (called Superchats) with CTR superintendents each year, joined by the local trustee. At these conversations, Superintendents share existing priorities and plans and gather feedback from SHA Staff on new needs arising in our schools. These conversations influence the division's Four-Year Education Plan.
Four-Year Education Plan Input	SHA Administrators, teachers, school staff, parents, and students are provided with opportunities for input regarding the goals and strategies within the upcoming Four-Year Education Plan.
Council of School Councils Meetings	SHA School Council Chair will be encouraged to attend <i>Council of School Councils</i> 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".