

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



SCHOOL: 1784 CHRIST THE KING 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.



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

Christ The King Academy (CTK) 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 centers our faith lived out to provide care and support for our CTK 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. CTK 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.

COMMITMENT TO ENGAGEMENT

At Christ the King Academy, our administration actively seeks input from students, parents, staff, and parish partners to reflect on school results, identify priorities, and guide planning for improvement. The development of our school's four-year education plan has included meaningful engagement through surveys, feedback sessions, focus groups, and the review of planning documents. These opportunities have allowed our school community to share insights, raise concerns, and shape direction collaboratively. We continue to meet regularly with stakeholders throughout the year to reflect on student supports, academic achievement, and best practices for teaching and learning at CTK.

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 CTK Schools.
Medium Term:	Perspective holders believe that CTK Schools continue to have a significant impact in the formation of staff and students in the Catholic faith.
Short Term:	Perspective holders believe that CTK Schools have 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 and 8 achieving an Acceptable Standard on assessment.	81.5%	85%
% of students in Grades 5 and 8 achieving an Excellence Standard on assessment.	31%	35%
% of parents, students and teachers who indicate that they are satisfied with the relationship that exists between the school and the local parish.	99%	99%
% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	98%	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.	93%	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.	93%	95%

NEW STRATEGIES	DESCRIPTION
Bishop's Assurance Review	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.
Faith Formation Professional Development Resources	CTK will utilize faith formation resources provided by the division to support growth in our Catholic Learning Community. These resources will be shared and explored by staff during CLC sessions and other school-based formation opportunities, led by administration and our Faith Lead.
Many and One School Implementation	CTK will implement school-based plans that promote inclusion rooted in our Catholic Social Teachings. We will access and adapt resources to support these efforts in meaningful ways that reflect the needs of our school community.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
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 (5 and 8).
Faith Permeation	CTK will support staff in the integration of faith across all subject areas. Professional learning opportunities and collaborative planning will focus on meaningful and intentional permeation of Catholic values throughout the curriculum.
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
Sharing of Faith Formation with Broader Community	CTK will share faith-based content throughout the year in alignment with the liturgical seasons and key religious celebrations. Messages will be featured in our newsletters, school calendar, and social media to support faith formation within our school community.
Establishment and Use of Sacred Spaces in Schools	CTK's administration and Faith Lead will ensure the intentional use and reverence of our school chapel as a sacred space for prayer, reflection, and spiritual growth. The chapel will be integrated into school life in meaningful ways, aligned with diocesan guidelines, to foster a deeper sense of faith and connection within our school community.
Faith Days	CTK staff annually attend Faith Days, a two-day event dedicated to spiritual renewal and faith formation for all trustees, teachers, and administrators. It is a time to pause, reflect, and deepen our shared commitment to Catholic education.
Faith Leaders	CTK has a designated Faith Lead who works closely with school administration to plan and guide religious events, staff faith formation, and spiritual initiatives within the school. This role helps ensure that faith remains central to the life and culture of CTK.
Youth Faith Retreats	CTK is committed to offering students opportunities to grow in their faith through participation in larger-scale faith retreats or summits, such as NET or Face2Face.
Weekly Community Mass	CTK and our sister schools celebrate weekly morning mass every Wednesday to grow together in faith and parish connection.
Sacraments	CTK celebrates the adult and student sacraments as a community.

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 Grades 6 who achieved the acceptable standard on the test.	54%	65%
Provincial Achievement Test Excellence Standard Overall percentage of students in Grades 6 who achieved the standard of excellence on the test.	2%	10%
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	87.5%	90%
Student Learning Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	91.9%	95%
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
Assessment for Mastery	As an extension of our Catholic faith, we will pursue exploration of assessment practices which allow students to achieve their academic potential. Under the guidance of the division, 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.
Expanded Literacy and Numeracy Screening	We will support the expansion of literacy and numeracy screening and targeted interventions into Grade 5, aligning with upcoming provincial screening expectations beginning in 2026–27.
Digital Expansion of Provincial Assessments	We will prepare for the full implementation of digital provincial assessments, including digital PATs. Teachers and students 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.
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EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Readers' and Writers' Workshop	An additional cohort of teachers will receive professional development in Readers' and Writers' Workshop and follow-up classroom visits to support implementation.
Catholic Learning Communities (CLCs)	At CTK, weekly Collaborative Learning Communities (CLCs) focus on improving student learning through the SIOP model. Teachers collaborate to implement high-impact, research-based strategies that support both language and content development. CLCs address key questions around student learning, instructional practices, and evidence of growth, ensuring a focused and reflective approach to teaching.
Coding	CTK teachers will continue to leverage resources to allow students to engage with computational thinking through coding and robotics.
Artificial Intelligence	CTK will continue to support best practices for teachers' and students' use of Artificial Intelligence, as outlined within our administrative procedures.
Response to Intervention (RTI)	CTK is implementing a Response to Intervention Plan to target student literacy. RTI will allow for 20 min/ 3 times weekly for intentional strategies based on best teaching practices.
Numeracy Interventions	CTK will implement intentionally scheduled numeracy interventions that provide layered support to meet the varied learning needs of students. Through strategic planning and targeted instruction, numeracy skills will be strengthened across all levels. This tiered approach ensures foundational understanding while offering opportunities for reinforcement, enrichment, and responsive intervention.
Literacy Interventions	CTK will prioritize the intentional scheduling of literacy interventions, ensuring a layered approach to literacy instruction and support. Through coordinated planning, targeted strategies will be delivered at multiple levels to address diverse learner needs. This structure allows for focused literacy development across all grades, reinforcing core skills while providing responsive intervention and enrichment where needed.
EAL Workshop	CTK will implement a new options class specifically designed for EAL students, focused on building connections through hands-on workshop experiences. This initiative aims to support student identity, foster belonging, and strengthen connections to both the school and the wider community.
Homeroom Connections	Students will receive dedicated time in their homerooms to strengthen relationships, revisit executive functioning strategies, and connect with trusted adults who offer consistent support, guidance, and a sense of belonging rooted in our Catholic faith and school community.

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

OUTCOMES

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

MEASURES	2024-2025 RESULT	2026-2027 TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the acceptable standard on the test.	N/A	88%
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	38%
Active Citizenship Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	N/A	90%
Student Learning Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	N/A	94%

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 Indigenous People's Culture Day Celebration	CTK has implemented a day of worldview and cultural celebration in June. CTK staff and students chose an activity that highlights indigenous culture, history, art, sports and stories and music. Three Indigenous leaders will be present at the school doing presentations to students and teachers during CLC time.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
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.
Implementation of Rupertsland Partnership Resources	CTK schools 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 CTK.
Division Administrators Professional Development	Administrators will grow their knowledge and understanding of Foundational Knowledge through professional development at administrator meetings.
Indigenous Student Support	There will be a review of the continuum of supports provided for all Indigenous students enrolled in CTK with an emphasis on individual students.
School Representatives	CTK is represented by a First Nations, Métis, and Inuit Teacher Representative who is responsible for attending divisional Indigenous meetings. They will share resources and attend professional development opportunities, in addition to leading the school in building awareness and action related to First Nations, Métis, and Inuit perspectives.

Foundational Knowledge Professional Development	Foundational Knowledge Professional Development is available for all CTK 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 CTK's Intranet.
Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students	All Indigenous youth in care have their cases reviewed a minimum of two times per year.

PROVINCIAL DOMAIN: TEACHING AND LEADING**OUTCOMES**

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

MEASURES	2024-2025 RESULT	2026-2027 TARGET
Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	90.9%	93%
School Improvement: Percent of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	93.8%	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
Retention Efforts	CTK is committed to staff retention by reducing teacher vacancies through responsive administrative support, thoughtful teaching assignments, and ongoing professional learning and mentorship opportunities.
Athletic Team Leaders	CTK's Athletic Team Leader roles will be aligned with the expectations outlined in the CTK Athletic Handbook. School administration will collaborate with Athletic Team Leads to support the planning, organization, and leadership required to deliver well-rounded athletic programs within our school community.
EAL Alignment	CTK will implement a robust EAL strategy centered on timely Benchmarks 2.0 data collection and scaffolded student evidence. By analyzing authentic writing samples across core competencies as outlined in the Multilingual Practice Guide by CTR.
EAL Intake Assessments	CTK will implement the student-centered intake assessment protocols defined by the CTR Multilingual Practice Guide. This initial one-on-one diagnostic will allow us to accurately establish baseline Benchmarks 2.0 levels, secure appropriate EAL coding, and integrate immediate language accommodations into core subjects.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Recruitment Initiatives	Significant, ongoing efforts from division office will continue to support the recruitment of teachers in our community. These efforts include supporting seats in post-secondary education programs, pre-hiring opportunities, staff referrals, Human Resources team participation in hiring fairs, incentives for teachers involved in rural communities, proactive assignments and scheduling for new teachers, a New Teacher Orientation and mentorship program, and ongoing support and development for new teachers through the evaluation process.

Retention Efforts	Employee retention continues to be a priority in reducing teacher vacancies. Ongoing divisional efforts include accommodating teacher transfers where possible, providing administrative support for teaching assignments, and offering sustained professional development and support for staff.
Aspiring Leaders Program	Teachers who aspire to school-based administration or other leadership roles within the division can participate in Aspiring Leaders , a cohort-based program. The program includes full-day, in-person sessions facilitated by senior administration and site-based leaders. Participants engage in learning aligned to the following leadership themes: - Embodying Catholic Leadership - Fostering Effective Relationships - Modelling Commitment to Professional Learning - Embodying Visionary Leadership - Leading a Learning Community - Supporting the Application of Foundational Knowledge about First Nations, Métis, and Inuit - Providing Instructional Leadership - Developing Leadership Capacity - Managing School Operations and Resources
Staff Wellness Supports	CTK will meaningfully implement and regularly revisit strategies that support staff health and well-being. Vice Principals will engage in professional development on staff wellness, then lead interactive sessions with their school teams. Wellness will be intentionally embedded into CLC time, creating space for reflection, connection, and care. These efforts will be guided by <i>The 13 Factors for Psychological Health and Safety in the Workplace</i> , which will be purposefully integrated into leadership decisions and daily practice.
Leadership Support, Mentorship, and Networking	CTK will provide regular mentorship for new teachers and school leaders, rooted in the Leadership Quality Standard. Ongoing collaboration, peer support, and leadership matchmaking will be integrated into staff and administrator meetings to foster growth and connection.
Teacher Supervision, Growth and Evaluation and Enhanced Supervision	Principals will evaluate new teachers using the Teacher Supervision, Growth, and Evaluation process alongside senior admin. Teachers and administrators with continuous contracts will participate in Enhanced Supervision every four years. Both processes will follow standardized timelines and include reflection questions aligned with the Four-Year Education Plan to strengthen the connection between teaching and learning.

PROVINCIAL DOMAIN: LEARNING SUPPORTS

OUTCOMES

Long Term:	CTK 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:	CTK 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:	CTK 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.	91.3%	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.	87.8%	90%

- Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis, and Inuit student success and ensuring all students, teachers, and school leaders learn about First Nations, Métis, and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
- Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

NEW STRATEGIES	DESCRIPTION
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)
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EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Accessing Community Resources	Establish connections and communications to enable family access to community resources which provide targeted supports to students and families, for needs that exist outside the scope of education or school hours.
Crisis Response Focus	Our school is supported by crisis response protocols at the division and school levels, which ensure proactive and responsive measures are taken.
Behavioral Supports and Professional Learning	We will enable supports and services for students needing targeted support by offering increased professional development for teachers, administrators, and educational assistants.
Family School Liaison Workers (FSLWs) and Connections Workers	CTK's schools continue to have access to services provided by FSLWs and Connections Workers .
Universal Mental Health Supports	Universal mental health continues to be a focus for CTK and teachers will build upon the mental health strategies they have previously implemented.
Sensory Rooms	CTK students continue to access sensory rooms on both a scheduled and as-needed basis. Professional learning and equipping of spaces will continue to ensure cohesive approaches at each site.
Accessing Community Resources	Establish connections and communications to enable family access to community resources which provide targeted supports to students and families, for needs that exist outside the scope of education or school hours.
Speech Language Pathology, Occupational Therapy, Physical Therapy, and Low Incidence	CTK's schools continue to have access to specialized support services , speech language pathology, occupational therapy, physical therapy, low incidence, and behavior supports. Student Services will support school professional learning through lunch and learn professional development and a catalogue of learning opportunities.
ACES	CTK will build staff capacity in trauma-informed practices by providing professional learning on Adverse Childhood Experiences (ACEs) and the impact of trauma on brain development and student learning. Through this training, staff will develop strategies to support regulation, resilience, and engagement in the classroom.
SIVA Training	CTK staff who work with students who display challenging behaviors and complex needs will be trained in Supporting Individuals through Valued Attachments (SIVA). This training program replaces MANDT use in CTK, 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.
*See First Nations, Métis, and Inuit Student Growth and Achievement Domain for more strategies.	

PROVINCIAL DOMAIN: GOVERNANCE**OUTCOMES**

Long Term:	Perspective holders view CTK 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 CTK'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 CTK.
Short Term:	New Four-Year Education Plan development is increasingly reflective of input from various perspective holders.

MEASURES

	2024-2025 RESULT	2026-2027 TARGET
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	93.1%	95%

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

STRATEGIES	DESCRIPTION
Ward Meetings	We will participate in ward meetings which include engagement sessions with the superintendent, principals, parents, staff, students, and parish priests.
Joint Use Agreements	CTR will create and revisit joint use agreements with our community.
Council of School Councils Meetings	Our school council chair (or alternate) will attend Council of School Councils meetings, in which parents are provided information and the opportunity to engage on various topics essential to the Four-Year Education Plan and other emergent areas requiring parental feedback.
Communications Lead	CTK will continue to support a communications lead to streamline communications to public and parent community through a targeted and active social media presence including Facebook and Instagram. The principal will collaborate and work closely to envision an online presence that reflects school culture.
Telling Our Stories	All teachers at Christ the King Academy will continue to focus on <i>Telling Our Stories</i> by intentionally sharing school-based successes, faith experiences, and student growth. These stories will be shared locally within the CTK community and more broadly across the division to foster connection, celebrate impact, and strengthen our Catholic identity.
School Council Meetings	CTK principal attends school council meetings to provide a school report, faith information, and engage on topics of interest to division and school communities.
Superchats	CTK 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 on new needs arising in our school. These conversations influence the division's Four-Year Education Plan and provide an opportunity for CTK staff to showcase their accomplishments in different areas.

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".