

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



SCHOOL: 5770 ST. ANTHONY'S SCHOOL

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2025-2029



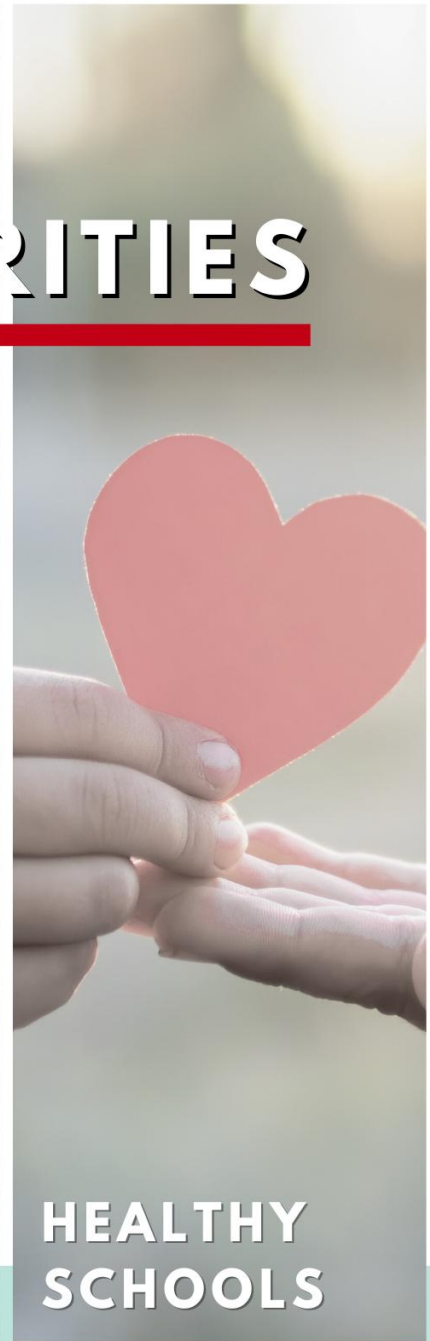
CATHOLIC FAITH

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.

SCHOOL PRIORITIES

CATHOLIC FAITH

St. Anthony's School (SAS) 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 a school priority as it centres our faith lived out to provide care and support for our school 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. St. Anthony's 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 and school 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 our St. Anthony's school community 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 St. Anthony's School.
Medium Term:	Perspective holders believe that St. Anthony's School continues to have a significant impact in the formation of staff and students in the Catholic faith.
Short Term:	Perspective holders believe that St. Anthony's School has an impact in the formation of staff and students in the Catholic faith.

MEASURES	2023-24 RESULT	2025-2026 TARGET
% of students in Grades 5, 8, and 11 achieving an Acceptable Standard on assessment.	80% (Gr. 5 and 8 only)	83%
% of students in Grades 5, 8, and 11 achieving an Excellence Standard on assessment.	18% (Gr. 5 and 8 only)	20%
% of parents, students and teachers who indicate that they are satisfied with the relationship that exists between the school and the local parish.	90%	92%
% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	96%	97%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.	95%	96%
% 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.	92%	93%
% 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.	92%	93%
% 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.	96%	97%

NEW STRATEGIES	DESCRIPTION
Faith Formation Professional Development	SAS Administration and Faith Leads will deliver faith formation and professional development during Catholic Learning Community (CLC) sessions and offer other formation opportunities.
Many and One School Implementation	We will continue to implement plans to address racism and discrimination through our Catholic Social Teachings. Administration will continue to implement the resources provided by the divisional committee as appropriate within our local context.
Youth Faith Retreats	St. Anthony's students will participate in a faith retreat.

Faith Permeation	Professional development and support for faith permeation will be provided to teachers in all subject areas.
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EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Sharing of Faith Formation with Broader Community	Faith formation content will be included in our 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	St. Anthony's teachers will have the opportunity to review and refine standardized assessments, which CTR administers annually in targeted grades (5, 8, and 11).
Establishment and Use of Sacred Spaces in Schools	School administration, in cooperation with the Director of Catholic Education, will ensure the establishment and use of sacred spaces in our school in accordance with diocesan guidelines.
Faith Days	Teachers will attend Faith Days, a two-day event that offers faith formation.
Activities Related to Authentic Catholic Education	We will participate in spiritual practices, foster parish 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 school • Principal will attend the Bishop's Luncheon with priests, board of trustees, senior administration, and other principals from across the division. • Masses and liturgies in the school corresponding to the liturgical calendar • Catholic Education Sunday and Catholic Education Week are celebrated in October at our local parish. • Administrators faith retreat

PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

OUTCOMES

Long Term:	Students will leave St. Anthony's 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.	Gr. 6 - 79.5%	Gr. 6 - 82%
	Gr. 9 - 83.6%	Gr. 9 - 85%
Provincial Achievement Test Excellence Standard Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on the test.	Gr. 6 - 20.5%	Gr. 6 - 22%
	Gr. 9 - 19.8%	Gr. 9 - 21%
Diploma Acceptable Standard Overall percentage of students who achieved the acceptable standard on examinations.	69.3%	80%
Diploma Excellence Standard Overall percentage of students who achieved the standard of excellence on examinations.	5.7%	10%
High School Completion Rate Percentage of students who completed high school within three years of entering Grade 10.	76.7%	90%
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	89.6%	92%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	89.6%	92%
Catholic Learning Communities Percentage of teachers who believe CLCs are leading to improved student learning.	88%	91%

Strategies used to improve rates of PAT and Diploma, High School Completion, Active Citizenship, and Academic Engagement	
NEW STRATEGIES	DESCRIPTION
K-6 Social Studies Curriculum Implementation	St. Anthony's K-6 teachers will participate in professional development for the new Social Studies curriculum and utilize resources such as Curriculum Support Documents (CSDs).
Assessment for Mastery	As an extension of our Catholic faith, St. Anthony's will pursue exploration of assessment practices which allow students to achieve their academic potential. We will 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. School-based plans will be executed and feedback shaping the division's Assessment for Mastery Framework will be received.
Career Exploration and Dual Credit	St. Anthony's will prioritize career exploration, work experience, and post-secondary transitions to support student success in high school, post-secondary education, and in the workforce.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Elementary Literacy	St. Anthony's 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 our focus in this area.
Elementary Numeracy	St. Anthony's 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.
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.
Readers' and Writers' Workshop	St. Anthony's teachers new to teaching Language Arts will receive professional development in Readers' and Writers' Workshop and follow-up classroom visits to support implementation.
Mathematics Support	Provide support at all levels of mathematics instruction, including: high-yield instructional practices, professional learning opportunities, assessment strategies, Mathology resources, and number sense routines.
Coding	St. Anthony's teachers will continue to leverage resources to allow students to engage with computational thinking through coding and robotics.
Artificial Intelligence	We will continue to support best practices for teachers' and students' use of Artificial Intelligence, as outlined within our administrative procedures.

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

OUTCOMES

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

MEASURES	2023-2024 RESULT	20-2026 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	80%
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	10%
Diploma Acceptable Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard on examinations.	N/A	75%
Diploma Excellence Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the standard of excellence on examinations.	N/A	10%
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	100%
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
Implementation of Rupertsland Partnership Resources	St. Anthony's staff 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)	We will continue to implement 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.
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 at St. Anthony's with an emphasis on individual students.
Success of First Nation, Métis and Inuit Students	When available, 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 Representatives	St. Anthony's school 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 St. Anthony's 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	Indigenous youth in care will 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.	93.2%	95%
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.	88.1%	90%

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
New Teacher Success	St. Anthony's administration will work to support the success of new hires by proactively creating assignments suited to teachers' strengths.
Athletic Team Leaders	St. Anthony's administration will work with Athletic Team Leads to ensure our practices align with CTR's new Athletic Handbook and to support the tasks associated with providing fulsome athletic programs and leadership within our school.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Teacher Leader Alignment	St. Anthony's administration will engage team leads in professional development with a focus on developing the leadership capacity.
Aspiring Leaders Program	St. Anthony's administration will promote and support teachers who are interested in enhancing their leadership by participating in the Aspiring Leaders program.
Staff Wellness Supports	Vice Principals will facilitate interactive sessions with their faculty and staff members. Administrators will demonstrate a commitment to staff health and wellness by incorporating <i>The 13 Factors for Psychological Health and Safety in the Workplace</i> as part of leadership decisions.
Teacher Supervision, Growth and Evaluation and Enhanced Supervision	Principals, with the support of Senior Administration, will 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.

PROVINCIAL DOMAIN: LEARNING SUPPORTS

OUTCOMES

Long Term:	St. Anthony's 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:	St. Anthony's 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:	St. Anthony's 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	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.	91.5%	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.	87.3%	92%

- Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis, and Inuit student success and ensuring all students, teachers, and school leaders learn about First Nations, Métis, and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. - Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.	
NEW STRATEGIES	DESCRIPTION
Behavioral Supports and Professional Learning	Administration and Learning Support will work with CTR's Learning Support department, including the new behaviouralist, to support and program for students with complex needs.
Relaunch #Relationships in a Digital Age	Teachers will utilize the updated #Relationships in a Digital Age materials that reflect changes to technology and related resources. These resources have been relaunched 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. Updated lessons 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	Universal supports toolkits will be provided to teachers to increase understanding of universal learning, mental health, and regulation supports.
Crisis Response Focus	St. Anthony's will refine and implement crisis response protocols to ensure proactive and responsive measures are taken.

Student Services Program Review Implementation	St. Anthony's will follow and implement the recommendations of the CTR's 2024-2025 Board of Trustees' program review of Student Services, including: • A structured framework for inclusive education • Learning Support and English as an Additional Language (EAL) teachers will participate in Professional Development equipping them with the tools to better meet the needs of all learners. • Refine school-based processes that include: student intervention meetings, communication between classroom, learning support, EAL, FSLW, and Administration.
SIVA Training	Staff who work with students who display challenging behaviors 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.
Accessing Community Resources	With support from CTR's Student Services Department, we will work to 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) and Connections Workers	St. Anthony's School continue to have access to services provided by our FSLW.
Universal Mental Health Supports	Teachers will build upon the mental health strategies they have previously implemented.
Sensory Rooms	St. Anthony's students continue to access sensory rooms on both a scheduled and as-needed basis.
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	St. Anthony's will 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 in these areas.
*See First Nations, Métis, and Inuit Student Growth and Achievement Domain for more strategies.	

PROVINCIAL DOMAIN: GOVERNANCE**OUTCOMES**

Long Term:	Perspective holders view St. Anthony's 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 St. Anthony's successes and seek input about areas to improve. School administration, along with CTR's Board of Trustees and division administration, invest in strong partnerships within the community.
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.	88.5%	90%

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

STRATEGIES	DESCRIPTION
Telling Our Stories	Our Communication Lead will continue to focus on Telling Our Story.
Ward Meetings	Our Principal will participate in Ward meetings which include engagement sessions with principals, parents, staff, students, and parish priests. The Principal will also support by organizing stakeholder participation in these meetings.
School Council Meetings	School administration will engage parents at school council meetings on various topics of interest to the division and school community. When possible, our local Trustee will attend school council meetings to provide a report from the board and faith information.
Superchats	St. Anthony's teachers will participate in Superchats. During these conversations, Superintendents share existing priorities and plans and gather feedback on new needs arising in our schools. These conversations influence both St. Anthony's and CTR's Four-Year Education Plan.
Four-Year Education Plan Input	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	St. Anthony's School Council Chair will be invited to attend the <i>Council of School Councils</i> meetings where they 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.
ATA Liaison Committee	ATA Liaison committee members will be given opportunities to gather feedback and share updates with teaching staff.

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".