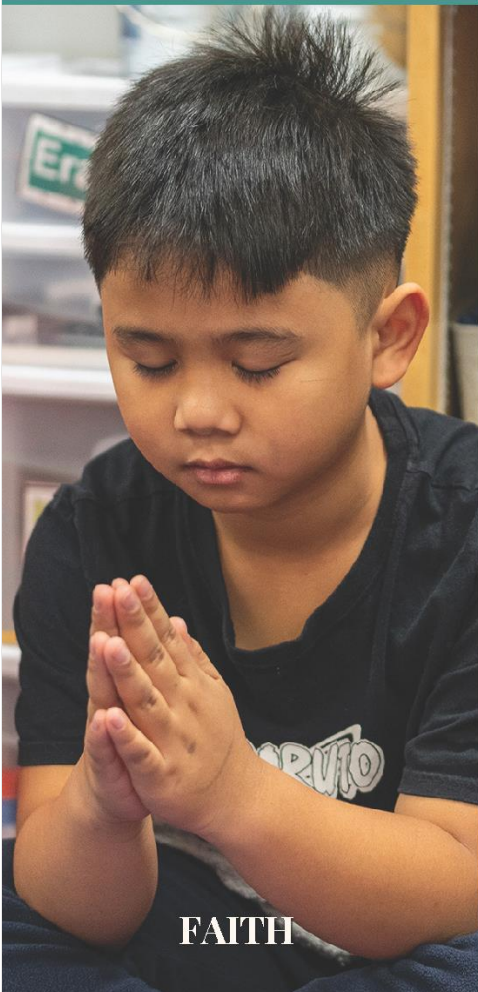




2021-2025 FOUR-YEAR EDUCATION PLAN

Year Four



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MESSAGE FROM BOARD CHAIR



As the 2023-2024 school year ends, it is time to revisit the division's Four-Year Education Plan. The upcoming 2024-2025 year will be the last year of our current Education Plan, but behind the scenes, senior administration is already looking forward and working hard to consider the future of Christ The Redeemer. Christ The Redeemer has had robust stakeholder engagements regarding not only the current Plan, but also in consideration of our next Four-Year Education Plan that will begin in September of 2025. We have met with staff, parents, and students at all our Ward meetings, and with our Elementary and Secondary Administrators.

I would like to thank everyone involved in these engagements this past year. Your voices matter. While we are a high performing school division, our administration and staff seek out continuous improvement in our teaching practices, student support, and commitment to truly authentic Catholic education. Trustees, administration, and school staff also value and respect parents as primary educators, and this year, we have greatly encouraged their involvement and engagement in their children's education. The stakeholder meetings have helped us set the direction for the division to meet the needs of the students this upcoming school year and beyond.

Our "Faith" continues to be a priority as to permeate and integrate our core Catholic values. CTR will enter our second year of our three-year Faith Theme "Faith Seeking Understanding". CTR is also aligning the faith plan for next year with the focus on strengthening the family-school-parish connection. Investment in staff faith formation will also enhance our faith communities.

Our "Learning" priority will still focus on academic excellence. CTR prides itself on our students' academic achievements, but as always, it is continually seeking ways to do better. Areas in the work include the yearly November data review day where administration take a deep dive into their school results. All teachers continue to be supported through Teacher Growth Supervision and Evaluation, a process which involves teacher observation by senior administrators, principals, and vice principals and ensures high quality instruction for students.

And finally, our priority of "Safe and Caring Schools", will still focus on "Healthy Schools". We see each child as a reflection of the image and likeness of God and strive to help them fulfill their potential. The division continues to commit to serving the holistic needs of students and staff with the continued focus on healthy schools. This aligns with our commitment to service that is inherent with our faith. The division will have final implementation of recommendations from recent reviews in technology and career counselling.

By focusing on making what we already have in place even better, we look forward and anticipate a fruitful 2024-2025 year. May God bless the work we are all doing at Christ The Redeemer Schools.

Andrea Keenan, Board Chair

CHRIST THE REDEEMER CATHOLIC SCHOOLS

Division Priorities

2024-2025



FAITH



**ACADEMIC
EXCELLENCE**

CTR Catholic prides
itself on our students'
academic
achievements.



**HEALTHY
SCHOOLS**

CTR Catholic
HEALTHY
schools

#RELATIONSHIPS
IN A DIGITAL AGE

#CTRUNPLUGS



**Christ The Redeemer
CATHOLIC SCHOOLS**

DIVISIONAL PRIORITIES

CATHOLIC FAITH

Christ The Redeemer Catholic Schools (CTR) enters into year two 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 CTR 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.



ACADEMIC EXCELLENCE THROUGH COLLABORATIVE PRAXIS AND CONTINUOUS IMPROVEMENT



Alberta Education requires that school divisions actively pursue continuous improvement to support ongoing strategic planning based on evidence informed decision-making. CTR utilizes praxis as a method to achieve continuous improvement. Praxis is a cycle of collaborative learning with three iterative components: theory, practice, and reflection. During the theory phase, teams of teachers identify research-based goals or strategies. Then teams of teachers put the theory into action in their classrooms. Teachers are then given time to collaboratively reflect on the impact of their practice on student learning.

NEW CURRICULUM

CTR's teachers will continue to implement the English Language Arts and Literature, Math, Physical Education and Wellness, Science and French Immersion Language Arts and Literature curriculum for Kindergarten through Grade 6. They will again use the Curriculum Support Documents (CSDs) developed by CTR's teachers. Additionally, CTR will be piloting the draft elementary Social Studies curriculum, incorporating real-time feedback and adaptations into the teaching process. Piloting the draft Social Studies curriculum will be invitational for Grades K-6 teachers. The successful approach used previously to create CSDs will be replicated during the summer of 2024. During this period, volunteer teachers will develop new CSDs for Social Studies, ensuring comprehensive support and understanding of the curriculum across all grade levels.

COMMUNITY 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.

TRANSITION TO POST-SECONDARY

CTR's senior administration and site-based counselors will develop strategies to promote and secure career exploration and worksite learning opportunities, including Registered Apprenticeship Program (RAP) placements for students through a "Student Futures" focus.

ACCESSING INDIVIDUAL SCHOOL PLANS

Each school develops a Four-Year Education Plan. These Plans are presented to School Council and shared with the parent community. They are also posted on the individual school's web page, which can be accessed through our main website: www.redeemer.ab.ca. Electronic links to these locations may be accessed below. Once on the school website please click on "Education Plan + Results", then "Education Plan" to view. Each school's Education Plan is completed and posted by the end of June, as it is informed by community engagement and assurance results received in the spring.

ASSUMPTION ROMAN CATHOLIC SCHOOL	Oyen
HOLY FAMILY ACADEMY	Brooks
ST. JOSEPH'S COLLEGIATE	Brooks
CHRIST THE KING ACADEMY	Brooks
ST. ANTHONY'S SCHOOL	Drumheller
SACRED HEART ACADEMY	Strathmore
HOLY CROSS COLLEGIATE	Strathmore
HOLY SPIRIT ACADEMY	High River
NOTRE DAME COLLEGIATE	High River
THE CENTRE FOR LEARNING@HOME	Okotoks
HOLY TRINITY ACADEMY	Okotoks
ST. FRANCIS OF ASSISI ACADEMY	DeWinton
ST. JOHN PAUL II COLLEGIATE	Okotoks
ÉCOLE GOOD SHEPHERD SCHOOL	Okotoks
ST. LUKE'S OUTREACH CENTRE	Okotoks
ST. LUKE'S OUTREACH CENTRE	Brooks
ST. LUKE'S OUTREACH CENTRE	High River
ST. MARY'S SCHOOL	Okotoks
OUR LADY OF THE SNOWS CATHOLIC ACADEMY	Canmore

LOCAL DOMAIN: CATHOLIC FAITH

OUTCOMES

Long Term:	Perspective holders believe that students and staff are well-formed in the Catholic Christian faith as a result of being a part of CTR Schools.
Medium Term:	Perspective holders believe that CTR Schools continue to have a significant impact in the formation of staff and students in the Catholic Christian faith.
Short Term:	Perspective holders believe that CTR Schools have an impact in the formation of staff and students in the Catholic Christian faith.

MEASURES	2022-2023 RESULT	2024-2025 TARGET
% of students in Grades 5, 8 and 11 achieving an Acceptable Standard on assessment.	n/a	90%
% of students in Grades 5, 8, and 11 achieving an Excellence Standard on assessment.	n/a	15%
% of parents, students and teachers who indicate that they are satisfied with the relationship that exists between the school and the local parish.	93%	94%
% 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.	94%	94%
% of students, parents, and teachers who are satisfied with the level of Catholic faith formation of students in our schools.	n/a	93%
% of teachers who are satisfied with the level of Catholic faith formation of staff in our schools.	n/a	93%
% of students, parents, and teachers who are satisfied with efforts to live out Catholic Social Teaching in our schools.	n/a	95%

NEW STRATEGIES	DESCRIPTION
Staff Intellectual Faith Formation Professional Development	Division administration and school-based Faith Leads will prepare four faith formation sessions focused on intellectual formation in the Catholic faith. These will be delivered in four Catholic Learning Communities (CLCs) sessions this year.
Staff Professional Development in Catholic Leadership	Division administration and site-based Faith Leads will prepare one professional development session focused on Catholic educators as joyful witnesses in Catholic faith. This will be delivered in one CLC session this year.
Staff Catholic Social Teaching Professional Development	Division administration and site-based Faith Leads will prepare one professional development session focused on addressing, identifying and designing initiatives that combat racism, discrimination, and marginalization, while also fostering inclusion through Catholic Social Teachings. This will be delivered in one Catholic Learning Communities session this year.
Many and One School Plans	Through the guidance of the division's Many and One Committee, schools will create plans to address racism and discrimination through our Catholic Social Teachings. The committee will support the creation of resources for division-wide use for schools to implement within their local contexts.
Faith Formation Component in Monthly School Newsletters	The Director of Catholic Education will produce content to be included in school newsletters. This content will be focused on faith formation and correspond to the season or significant religious celebration in each month of the year.

Working Group to Review and Develop Divisional Religious Education Assessment	The Director of Catholic Education will assemble grade-level teams of teachers to review and develop standardized assessments, which CTR administers annually in targeted grades (5, 8, and 11).
Establishment and Use of Sacred Spaces in Schools	School administration and Faith Leads, 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.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Catholic Learning Communities	CTR's schools devote six of their weekly Catholic Learning Communities (CLCs) to Faith Formation for staff.
Eucharistic Adoration	CTR's schools complete two days of Eucharistic Adoration, coinciding with Catholic Education Week and World Catholic Education Day.
Bishop's Luncheon	CTR Catholic hosts an Annual Bishop's Luncheon designed to build relationships and advance church and school cooperation through this meeting of administrators, priests, trustees, and the bishop.
Liturgies and Masses	CTR's schools host liturgies and Masses held at the start of the year, throughout liturgical season, and at the end of the school year. Providing opportunities for prayer and church sacraments is vital for the spiritual formation of staff and students.
Catholic Education Sunday and Catholic Education Week	Catholic Education Sunday and Catholic Education Week are celebrated in October by local Catholic parishes, schools, and families to recognize the good work of Catholic education in the Church's salvific mission.
Grateful Advocates for Catholic Education	The GrACE CTR Committee works collaboratively with the provincial Grateful Advocates for Catholic Education (GrACE) organization whose mission is to inspire, invigorate, and embolden the spirit of Catholic education in order to unite, engage, educate, and communicate with one voice.
Administrator Retreat	CTR hosts an annual Administrators' retreat, designed to enhance spiritual formation and support administration in their Catholic leadership.
Faith Days	CTR annually hosts Faith Days, a two-day event to offer faith formation for all trustees, teachers, and administrators.
Faith Leaders	CTR has a designated Faith Leader(s) at each school who, under the supervision of the Director of Catholic Education and in collaboration with school administration, plan and set direction for religious events, teacher faith formation, and related initiatives across the division and in their school.
Roman Catholic Diocese of Calgary	CTR's Superintendent, Associate Superintendent of Learning, and Director of Catholic Education serve on the Calgary Diocese Leadership Team with role-alike members from Catholic school divisions which fall under the Roman Catholic Diocese of Calgary . Together with the Most Reverend William McGrattan, Bishop of Calgary, the team sets vision and direction for the Southern Alberta Regional Educators Council.
Southern Alberta Regional Educators Council (SAREC)	SAREC acts upon the vision and direction set by the Calgary Diocese Leadership Team under supervision of the Bishop of Calgary.

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	2022-2023 RESULTS	2024-2025 TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on the test.	76.6%	80%
Provincial Achievement Test Excellence Standard Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on the test.	20.8%	23%
Diploma Acceptable Standard Overall percentage of students who achieved the acceptable standard on examinations.	84.2%	86%
Diploma Excellence Standard Overall percentage of students who achieved the standard of excellence on examinations.	21.9%	23%
High School Completion Rate Percentage of students who completed high school within three years of entering Grade 10.	87.1	88%
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	89%	90%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	88.6%	90%
Catholic Learning Communities Percentage of teachers who believe CLCs are leading to improved student learning.	n/a	80%

Strategies Used to Improve Rates of PAT and Diploma, High School Completion, Active Citizenship, and Academic Engagement

NEW STRATEGIES	DESCRIPTION
K-6 Curriculum Implementation	CTR will invite teachers to pilot the draft Social Studies curriculum and develop Curriculum Support Documents (CSDs) to support curriculum piloting. Professional learning sessions will be planned throughout the year for teachers to further unpack and successfully pilot the curriculum. CTR will continue to focus on refining existing CSDs in subjects implemented in Grades K-6.
Assessment	Recognizing the critical role of effective assessment in education, CTR will empower teachers and administrators with triangulated assessment strategies. These

	strategies—encompassing product evaluation, direct observations, and conversations—ensure valid and reliable measures of student learning that lead to student mastery. Assessment practices that allow students to achieve their potential is an extension of our Catholic faith. CTR will provide guidance on the types of assessments and the quality of evidence needed to accurately gauge student progress while also providing knowledge and support of each learner as individuals. This initiative will help educators tailor their approaches to better meet the diverse needs of all students, enhancing both understanding and outcomes.
Elementary Literacy	CTR 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.
Elementary Numeracy	CTR 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.
New Secondary Divisional Teams	CTR will support the operation of high school Physics and Chemistry divisional teams in their efforts to meet team goals designed to impact student learning, created by divisional subject leaders and teachers.
Dual Credit	CTR will explore community partnerships for students to earn post-secondary course credit while enrolled in high school.
Artificial Intelligence	CTR will develop supports and best practices for teachers' and students' use of Artificial Intelligence in their learning.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Existing Divisional Teams	CTR will continue to support the operation of the Biology and junior high and senior high divisional Math teams, as well as other divisional leads in their efforts to collaboratively focus on high-yielding instructional strategies to increase student learning.
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	An additional cohort of teachers will receive professional development in Readers' and Writers' Workshop and follow-up classroom visits to support implementation.
Mathology Resources	All elementary teachers will have access to webinars and collaborative learning focused on the purpose, application, and implementation of the Mathology resource in alignment with Alberta curriculum.
Coding	CTR will invite Grades 4-8 teachers to learn about and become leaders in the area of coding. Led by CTR's divisional STEM Lead Teacher, this opportunity will allow students to engage with computational thinking through coding and robotics.

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

OUTCOMES

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

MEASURES	2022-2023 RESULTS	2024-2025 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.	79.5%	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.	7.5%	10%
Diploma Acceptable Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard on examinations.	87.7%	88%
Diploma Excellence Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the standard of excellence on examinations.	12.3%	15%
High School Completion Rate Percentage of First Nations, Métis, and Inuit students who completed high school within three years of entering Grade 10.	79.3%	85%
Active Citizenship Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	n/a	90%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	n/a	90%

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
Prepare K to 6 Curriculum Support Documents (CSDs)	Prior to the draft Social Studies curriculum pilot, CTR will engage teachers in summer professional development where they create CSDs for Social Studies curriculum to ensure First Nations, Métis, and Inuit outcomes are clearly addressed. First Nations, Métis, and Inuit content and perspectives will be infused in Social Studies CSDs in collaboration with Elders, Knowledge Keepers and/or 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 in CTR with an emphasis on individual students.
Academic Achievement for First Nation, Métis and Inuit Students and Other Measures	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.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
School Representatives	Each school in CTR 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 CTR staff to access through webinars, First Nations, Métis, and Inuit Lead Teacher session, Alberta Regional PD 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

	2022-2023 RESULT	2024-2025 TARGET
Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	93%	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.	88.8%	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
Teacher Leader Alignment	Senior Administration will align the Team Leader application criteria with the Teacher and Leadership Quality Standards and engage school-based administrators and team leads in professional development with a focus on developing the leadership capacity of all team leads.
Aspiring Leaders Program	Aspiring Leaders is a cohort-based program for teachers who aspire to school-based administration or other leadership roles in CTR at the school or division level. The program includes full day, in-person sessions with senior administration and site-based leaders. Participants will take part in sessions on 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

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Staff Wellness Initiative	CTR Human Resources Department will lead professional development sessions for Vice Principals on staff health and well-being. Vice Principals will facilitate interactive sessions with their faculty and staff members. Division leaders 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.
Leadership Support, Mentorship, and Networking	CTR Senior Administration will facilitate regular mentorship sessions with cohorts of new Principals and new Vice Principals with a focus on the Leadership Quality Standard. Leadership Matchmaking will continue to be incorporated in monthly administrator meetings.
Teacher Supervision, Growth and Evaluation and Enhanced Supervision	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 Induction	Administrators, Directors and Superintendents who present at New Teacher Induction Sessions will align sessions with CTR's focus on continuous improvement, including professional development on assessment, differentiation, and student regulation.

PROVINCIAL DOMAIN: LEARNING SUPPORTS

OUTCOMES

Long Term:	Schools will support 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:	Schools will support 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:	Schools will support 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

	2022-2023 RESULT	2024-2025 TARGET
Safe and Caring: Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.	92.5%	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.	89.1%	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
Data Collection and Referral Processes	Division level data collection and referral processes to ensure structures and supports are cohesive and equitable across all of our schools.
Behavioral Supports	Behavioral supports and services for students needing targeted support are established by providing increased professional development for teachers, administrators and educational assistants.
Refresh #Relationships in a Digital Age	Through the #Relationships in a Digital Age initiative, teachers will deliver lessons to students focusing on the foundational priorities of 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. Topics include navigating social media, engaging in face-to-face conversations, dealing with conflict, building healthy relationships, replacement activities, etc. In addition, school staff members model responsible use of screens while being intentional about creating opportunities for students to use critical thinking when engaging with technology. Lessons will be updated and finalized to reflect current trends and issues that are relevant to student responsible use of screens, and positioned within the lens of our Catholic faith.

Universal Regulation Supports	Strengthen universal regulation supports through targeted instructional support provided through professional development and the work of our occupational therapists.
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EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Family School Liaison Workers (FSLWs) and Connections Workers	CTR'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 CTR and teachers will build upon the mental health strategies they have previously implemented.
The MANDT System	Multiple school staff members have been trained in the implementation of the MANDT System . Two divisional consultants are "Train the Trainers" for this program and can train individuals when needed.
Mental Wellness Facilitator	The Mental Wellness Facilitator works closely with schools and division personnel to identify and meet the complex mental health needs within CTR through a partnership with McMan Youth, Family and Community Services Association. Through a facilitated process, the learner, family, and school develop and implement a plan to support the learning in continuing their participation in school and provide safety and prevention planning to address mental health concerns. This initiative will continue until the end of December 2024 when the pilot concludes.
Sensory Rooms	Students across the division 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.
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, Low Incidence, and Behavior Supports	CTR's schools continue to have access to specialized support services including speech language pathology, occupational therapy, physical therapy, low incidence, and behavior supports. Student Services will support school professional learning through lunch and learn PD and a catalogue of learning opportunities.
Individualized Support Plan	All students who have received an Alberta Education Special Education Code have an Individualized Program Plan on Template A, B or C, as determined by student need. Student Services will focus on refining best practices during completion of the new digital format.
Request for Support Process	Student Services will use a request for support process for schools to request additional services from the department. These pathways will be further defined for consistency across schools.
*See First Nations, Métis, and Inuit Student Growth and Achievement Domain for more strategies.	

PROVINCIAL DOMAIN: GOVERNANCE

OUTCOMES

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

MEASURES

	2022-2023 RESULT	2024-2025 TARGET
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	85.7%	87%

- 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.

NEW STRATEGIES	DESCRIPTION
Trustee Engagement with CTR Community	Trustees and Superintendents will support engagement opportunities for various perspective holders surrounding the Education Plan, Faith Formation, and the needs of the division.
Telling Our Stories	All leaders within CTR will continue to focus on Telling Our Stories, locally at the school levels, and more broadly across the division.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Ward Meetings	Trustees will chair Ward meetings which include engagement sessions with principals, parents, staff, students, and parish priests.
School Council Meetings	Trustees attend school council meetings at each school within their Ward. Each trustee provides a report, faith information, and engages on various topics of interest to the division and school community.
Superchats	The four Superintendents schedule one engagement (called Superchats) with each school each year. At these conversations, the Superintendents share existing priorities and plans, and gather feedback on new needs arising in our schools. These conversations influence the division's Four-Year Education Plan priorities.
Four-Year Education Plan Administration Input	Administrators are provided with opportunities for input regarding the goals and strategies within the upcoming Four-Year Education Plan.
Joint Use Agreements	CTR will create joint use agreements with each community.
Council of School Councils Meetings	School Council Chairs will gather two times per year at <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.
Provincial Collaboration	CTR's trustees and senior administrators are engaged in collaborative work via participation in the Alberta Catholic School Trustees' Association (ACSTA), the

	Council of Catholic School Superintendents of Alberta (CCSSA), Alberta School Boards Association (ASBA), and the College of Alberta School Superintendents (CASS).
School Board Consultation	The Board meets with at least one coterminous school board per year to discuss issues of mutual concern.
ATA Liaison Committee	Trustees and administration will meet with ATA Liaison representatives several times per year to inform and understand the successes of the division and the needs of teachers.



PARENTAL INVOLVEMENT STRATEGIES

The Board's actions to meet its obligations under Section 12(1-3) of the School Councils Regulation (Alberta Regulation 113/2007) to provide opportunity for school councils to be involved in updating school plans is as follows:

- Each Principal reviews their annual education results with their School Council in October.
- Each Principal shares their Four-Year Education Plan with their School Council in September.
- Ward meetings allow for schools and the division to share their Four-Year Education Plans and receive feedback regarding future planning.
- Feedback from divisional engagements will be summarized and reported at Board meetings, to division administration, and captured within the Annual Education Results Report (AERR).

TIMELINES AND COMMUNICATION

This Plan was developed by, distributed to, and shared with the following perspective holders in our educational system:

Alberta Education: Alberta Education is involved in our Plan development through meetings with our Zone Manager. Our Plan is distributed and shared with Alberta Education through meetings with our Zone Manager.

Board of Trustees: The Trustees are involved in the development of the Plan as administration seeks the input of the Trustees at multiple Board meetings. Progress related to our Four-Year Education Plan is reviewed at every Board meeting.

Administration: Senior administration and site-based administrators are involved in the development of the Plan by engaging in results analysis, identifying gaps, and developing strategies to address them. The Plan is shared with and shaped by educational administrators, in whole or in part, at monthly administrators' meetings.

School Councils/Parents: Site-based administrators involve their School Council in the development of their school's Plan, which then inform the jurisdiction's Plan. The *Council of School Councils* is a committee consisting of all School Council Chairs and Principals. This committee is asked to assist with the Plan's development by analyzing jurisdictional results, identifying gap areas, and suggesting strategies which might address these gap areas. The final Plan is distributed and shared at School Council meetings and the *Council of School Councils* meetings, which are held twice yearly.

Ward Committees: Input into the Plan is sought during Ward meetings, from staff, parents, priests, and students. School results are shared at Ward meetings, as well as highlights of the Plan that is enacted in the fall.

Schools: A copy of the Plan is sent to each school. Teachers and parents are invited to view our Plan by accessing our web link to the plan. Highlights of the Plan will also be included in school newsletters with the web link included.

Students: As an extension of our Ward meetings, students are invited to share their perspective on areas requiring continuation or improvement within schools and the division. This feedback is incorporated into the strategies and goals in the next Four-Year Education Plan.

The Plan has been posted on our division website and can be found at [2021-2025 Four-Year Education Plan](#).

Copies of this Plan may also be obtained by contacting Superintendent Dr. Andrea Holowka at Divisional Office, #301, 23 Riverside Drive, Box 1318, Okotoks, AB T1S 1B3 or by calling 403- 938-2659 or 1-800-737-9383.

BUDGET SUMMARY 2025

Revenues

Alberta Education:	\$ 96,166,236
Alberta Infrastructure:	\$ 3,870,086
Other School Authorities:	\$ 230,000
Property Taxes:	\$ 6,725,094
Fees:	\$ 1,767,107
Miscellaneous:	\$ 2,183,742
Ex.: Other Sales and Service, Investment Income, Gifts and Donations, Rental of Facilities, Fundraising	

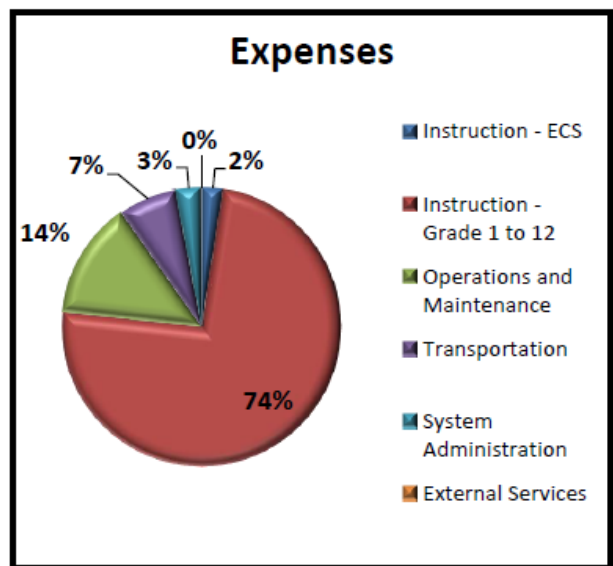
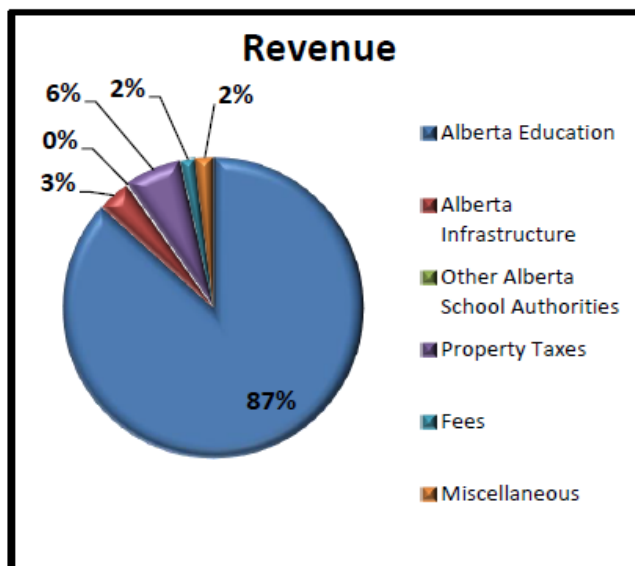
Total: \$ 110,942,265

Expenses

Instruction – ECS:	\$ 2,739,352
Instruction Grade 1 to 12:	\$ 83,314,392
Operations and Maintenance:	\$ 15,190,714
Transportation:	\$ 7,556,058
System Administration:	\$ 3,334,051
External Services:	\$ 66,550

Total: \$ 112,201,117

Operating Deficit: \$ (1,258,852)



The Christ The Redeemer (CTR) Catholic School's 2024-2025 budget is guided by its Four-Year Education Plan and fundamental beliefs of Faith, Learning, Safe & Caring Environments and Stewardship of Resources. Budget 2025 continues to place an emphasis on low class sizes to optimize the quality of student learning, and has set targeted priorities to achieve student success by maximizing dollars into the classroom. These monies will provide the necessary resources and supports to ensure a quality education for all students. CTR's proposed operating budget for the 2024-2025 fiscal year totals approximately \$112 million. CTR's projected overall deficit position for the upcoming school year equates to \$1,258,853.

It is projected that enrolment will increase by approximately 200 students when comparing to the 2024 fiscal year. Various external and internal factors have been considered, such as grid increments and benefit increases, insurance premium increases, and a rise in other costs due to inflationary pressures, etc. CTR will monitor its fiscal spending throughout the year to ensure it is achieving its goals and objectives in the short and long term. A 2024-2025 Detailed Budget Report can be found on the [CTR Website](#) under the "About" tab.

CAPITAL AND FACILITIES PROJECTS

CAPITAL PLAN REQUESTS

Christ The Redeemer (CTR) Catholic's highest priorities are reflected in the CTR Three Year Capital Plan that was submitted to the Province on April 1, 2024. CTR's Three-Year Capital Plan 2024-2027 can be accessed [here](#). CTR's top priorities are briefly delineated below.

CTR's first priority is pursuing a new school facility in Brooks. Our primary school, Holy Family Academy, is near full capacity and growing. Our middle school, Christ The King Academy, and our high school, Saint Joseph's Collegiate, are in a shared facility and have a combined utilization of 100% for the building, projected to be over 100% in the upcoming year. This request for School Planning Funding, and soon thereafter an announcement of a new facility, is based primarily on enrolment pressures, but also on functionality and programming challenges that arise from enrolment.

CTR's second priority is to secure pre-planning funds, with an intent to explore and secure our existing Sprung Structure at École Good Shepherd School (ÉGSS), in order to eventually move it to Saint John Paul II Collegiate (St. JP II). The Sprung Structure was an excellent solution to our physical education challenges when the gymnasium at ÉGSS was deemed inappropriate for use several years ago. With a replacement school imminent in Okotoks to house ÉGSS, the prospect of continuing to take advantage of the Sprung Structure, but at a different facility, is very appealing. St. JP II was built 30 years ago for a much smaller population and is now lacking for some educational aspects including adequate physical education space.

CTR's third priority is the permanent construction of an addition to Our Lady of the Snows Catholic Academy in Canmore. Our portion of the facility is at 101% capacity, and space concerns are exacerbated by the fact the facility is shared with the Francophone school board, who also have space challenges. This places additional pressure on the ability for students to access shared spaces such as the gymnasium, complementary course classrooms, and the cafeteria. The addition would be a collaborative project serving the needs of both CTR and the Francophone board.

CTR's fourth priority is a new school in High River. Space concerns at both High River schools have been addressed by the addition of modular classrooms. This has placed pressure on the common areas (e.g. the gymnasium and complementary course classrooms) of the school which cannot be expanded to accommodate the additional students.

CURRENT PROJECTS

Strathmore Modernization

In recent years, a modernization of our combined facility in Strathmore had been a Capital priority submitted to the province. Our realization that this project stood little chance of becoming a provincial priority prompted the division to address our challenges at Sacred Heart Academy (SHA) and Holy Cross Collegiate (HCC) on our own. The Board approved significant funds from our own reserves to manage the renovation/expansion of the SHA gymnasium, adding a band room to HCC, and a fulsome renovation of the chapel. In 2023, the Minister of Education approved our proposal and CTR entered into planning and consultation promptly. Ground broke on the band room addition in early May 2024, and the entire project is expected to be completed in late August, in readiness for the 2024-2025 school year.

École Good Shepherd Replacement School

During the 2023 Capital Announcements, Christ The Redeemer was granted a replacement school for École Good Shepherd School. This facility will be built to accommodate 815 students in its core facility, with classrooms that can support elementary and junior high programming. CTR will contribute additional enhancements to the school and site, including an expanded gymnasium size, bleachers, outdoor playground spaces, outdoor classroom space, additional fencing around the grounds for student safety, and a sports court. CTR has been highly involved in the schematic design of the building and learning spaces and has held several parent and staff engagement opportunities for questions and input. CTR continues to work alongside Alberta Infrastructure and Alberta Education during the building phase and looks forward to bringing updates to the community as construction details are finalized.



Schematic for the modernization of Holy Cross Collegiate in Strathmore



Schematic for the replacement school for École Good Shepherd School in Okotoks

PROVINCIAL DOMAIN: LOCAL AND SOCIETAL CONTEXT

CTR's Fundamental Beliefs

FAITH

WE EMBRACE THE MAGISTERIUM OF THE CHURCH. OUR CATHOLIC FAITH PERMEATES ALL THAT WE DO. OUR SCHOOLS BECOME FAITH COMMUNITIES WHEN STAFF AND STUDENTS GIVE WITNESS TO THEIR FAITH. JESUS IS THE SOURCE OF OUR MORALS AND VALUES. PRAYER IS ESSENTIAL. WE BELIEVE THAT PARENTS ARE THE PRIMARY EDUCATORS OF THEIR CHILDREN.

LEARNING

EDUCATORS IN OUR CATHOLIC SCHOOLS HAVE HIGH EXPECTATIONS AND HIGH CONFIDENCE THAT STUDENTS CAN LEARN AT HIGH LEVELS. WE WORK WITH PARENTS AS VALUED PARTNERS. WE EXPECT EXCELLENCE OF OUR STUDENTS AND OF OURSELVES AS EDUCATORS.

SAFE AND CARING

WE BELIEVE THAT THE INFINITE VALUE OF EACH PERSON IN GOD'S EYES MUST BE REFLECTED IN ALL THAT WE DO. THIS CALLS FOR RESPECT IN ALL RELATIONSHIPS.

STEWARDSHIP OF RESOURCES

WE ARE CALLED TO BE FAITHFUL STEWARDS OF GOD'S CREATION. THE BOARD OF TRUSTEES OF CTR CATHOLIC IS ACCOUNTABLE TO THE BISHOP OF THE DIOCESE OF CALGARY, THE MINISTER OF EDUCATION, AND OUR PARENTS, AND OUR SUPPORTERS.



★ **17** ★
SCHOOLS

5 K to 6 Schools
1 K to 4 School
1 5 to 8 School
1 7 to 9 School
2 7 to 12 Schools
1 9 to 12 School
1 10 to 12 School
2 K-12 Schools
1 K-9 School
1 Online and Home School
1 Outreach School with 3 campuses in
Okotoks, High River and Brooks



Excellence in Catholic Education

CTR infuses faith in all that we do to teach our students that every individual is created in the image of God. We welcome any student/family desiring a Catholic education.

CTR EDUCATES

7,345 + 3,000 = **10,267**
STUDENTS

TRADITIONAL SCHOOL STUDENTS ONLINE + HOME SCHOOL STUDENTS



500 **300**
TEACHING STAFF SUPPORT STAFF



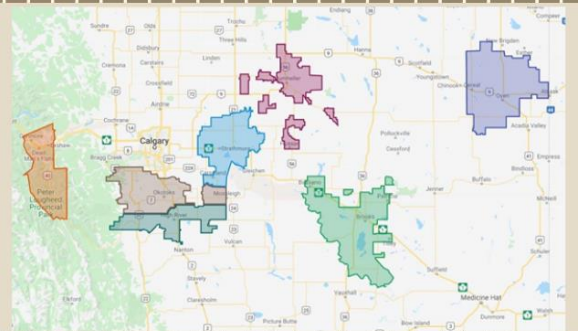
CTR transports
4,900
students on a
daily basis to
and from their
schools.

7 COMMUNITIES
Brooks, Canmore, Drumheller, High
River, Okotoks, Oyen, Strathmore

Represents a resident
population of over
165,000
Includes over
8,568 square kilometres of land

School Partners:

Coterminous with 7
other schools boards;
Grasslands, Wheatland,
Foothills, Canadian
Rockies, Prairie Rose,
Calgary Catholic and
Calgary Board of
Education.



Mission: As an evangelizing school division, in partnership with the family, we will deliver an authentic Catholic learning experience by creating a foundation of faith and knowledge in a warm, caring, environment, to guide all students to appreciate the goodness of all creation and to meet the challenges of life with hope and confidence.

Vision: The truth of Christ and knowledge of God's creation will be experienced by and manifested in the students, staff, parents, and supporters of our Catholic school community.

What We Offer:

- Catholic Education
- English Language Learning
- French Immersion
- Home Education
- Online Learning
- Outreach Centres
- Kindergarten

WHISTLEBLOWER PROTECTION

The Public Interest Disclosure (Whistleblower Protection) Act requires that school boards have a policy regarding public interest disclosure and that the Chief Officer make an annual report on the number of disclosure and investigations.

Administrative Procedure [PER #39, Public Interest Disclosure](#) (Whistleblower Protection) is in place for this purpose. The Superintendent (Chief Officer) did not receive any disclosures under this policy in the 2023-2024 school year.

ACCOUNTABILITY STATEMENT

The Four-Year Education Plan (Year Four) for The Christ The Redeemer Catholic Separate School Division commencing September 1, 2024, was prepared under the direction of the Board/Board of Trustees in accordance with the responsibilities under the *Alberta Education Act* and the *Fiscal Planning and Transparency Act*. This Plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results.

The Board approved the Four-Year Education Plan for 2021-2025 (Year Four) at their Regular Board Meeting held on May 29, 2024.



Andrea Keenan
Board Chair



Dr. Andrea Holowka
Superintendent