

FOUR-YEAR EDUCATION PLAN 2021-2025 YEAR THREE



TABLE OF CONTENTS

MESSAGE FROM BOARD CHAIR	3
DIVISIONAL PRIORITIES	5
FAITH	5
HEALTHY SCHOOLS.....	5
ACADEMIC EXCELLENCE THROUGH COLLABORATIVE PRAXIS.....	5
NEW CURRICULUM	5
STAKEHOLDER ENGAGEMENT	5
TRANSITION TO POST SECONDARY.....	5
ACCESSING INDIVIDUAL SCHOOL PLANS	6
PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT.....	7
PROVINCIAL DOMAIN: FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT .	9
PROVINCIAL DOMAIN: TEACHING AND LEADING.....	11
PROVINCIAL DOMAIN: LEARNING SUPPORTS	13
PROVINCIAL DOMAIN: GOVERNANCE	16
PARENTAL INVOLVEMENT STRATEGIES.....	18
TIMELINES AND COMMUNICATION.....	18
LOCAL DOMAIN: FAITH COMMUNITY.....	19
BUDGET SUMMARY - 2024	21
CAPITAL AND FACILITIES PROJECTS	22
PROVINCIAL DOMAIN: LOCAL AND SOCIETAL CONTEXT	23
WHISTLEBLOWER PROTECTION	25
ACCOUNTABILITY STATEMENT	25

MESSAGE FROM BOARD CHAIR



Another school year has nearly passed, and it is time to review the division's Four-year Education Plan. I would like to begin by thanking parents, staff and administration for their hard work and dedication to our division. The upcoming year will be a year of tweaking and updating existing strategies. There will be no new initiatives. This is intentional after listening to teachers' feedback heard at Superchats this year. Staff would prefer to fine-tune and improve the division's current focus instead of adding any new initiatives; and to focus on meeting the complex needs of students. Although there will be no significant changes, our plan remains steadfast and solid with the intentional focus on success within our division.

First, our "Faith" continues to be a priority so as to permeate and integrate our core Catholic values into our classrooms. CTR will enter into Year I of our new Three-year Faith Theme, Faith Seeking Understanding. This is inspired by and taken from St. Anselm of Canterbury's Proslogion. It 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.

Our second priority of "Learning" will still focus on academic excellence. We are highly aware of the complex needs of our students, so our focus will continue to be Praxis. This is the use of collaborative learning which invokes the cycling of three areas of theory, practice, and reflection. Teachers are still identifying ways to improve student learning based on solid research, they will then still, put this theory into action into their classrooms and it will give them a chance to reflect on the success and the deficits to improve student learning, equip teachers to help our students along with professional development for the teachers in these areas. CTR's teachers will also implement the Science and French Language Arts and Literature curricula (Kindergarten – Grade 6) and continue implementing the English Language Arts and Literature curriculum (Grades 4-6) using the curriculum support documents (CSD) developed by CTR's teachers to help teachers better understand the curriculum. The process used to create Math, English Language Arts and Literature, and Physical Education and Wellness CSDs will be replicated in the summer of 2023. Once again, volunteer teachers will create CSDs for Science and French immersion Language and Literature.

Finally, pertaining to our third priority of "Safe and Caring Schools," we will still be prioritizing "Healthy Schools." We will continue to provide universal support for both students and staff, specific student services, and will continue to focus on social health for everyone within the division.

By focusing on making what we already have in place even better, we look forward to and anticipate a fruitful upcoming year, and may God bless the work we are doing at Christ the Redeemer Catholic Schools.

Andrea Keenan, Board Chair

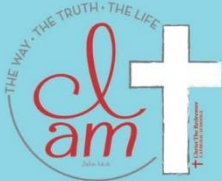
CHRIST THE REDEEMER CATHOLIC SCHOOLS

Division Priorities

2021-2022



FAITH





**ACADEMIC
EXCELLENCE**



12/12

CTR Catholic outperformed the provincial average on 12 of the 12 measures of accountability.



**HEALTHY
SCHOOLS**





**Christ The Redeemer
CATHOLIC SCHOOLS**

DIVISIONAL PRIORITIES

FAITH

CTR enters into Year I of our new 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 is CTR's touchstone in this plan. 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

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 implement the Science and French Language Arts and Literature curricula (Kindergarten – Grade 6) and continue implementing the English Language Arts and Literature curriculum (Grade 4-6) using the curriculum support documents (CSD) developed by CTR's teachers to help teachers better understand the curriculum. The process used to create Math, English Language Arts and Literature, and Physical Education and Wellness CSDs will be replicated in the summer of 2023 whereby volunteer teachers will create CSDs for Science and French immersion Language and Literature.

STAKEHOLDER ENGAGEMENT

CTR's Board and administration will initiate processes to engage parents, community influencers, 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 Registered Apprenticeship (RAP) placements for students.



ACCESSING INDIVIDUAL SCHOOL PLANS

Each school develops a Four-Year Education Plan. These plans are presented to each school's Ward Committee and School Council. 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.

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

PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

OUTCOMES

Long Term:	Students will leave school with high academic engagement rates, while also being prepared with the literacy levels and math skills, qualifying them for post-secondary admission or success as they directly enter the workforce.
Medium Term:	Student performance in English Language Arts and Mathematics will be in the “very high” category as measured by aggregate pass and excellence rates on Provincial Achievement Tests and Diploma Exams, and the three-year average of high school completion rates will increase from 84.2% to 86%.
Short Term:	Student performance in English Language Arts and Mathematics will be in the “very high” category as measured by aggregate acceptable and excellence rates on Provincial Achievement Tests and Diploma Exams.

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

NEW STRATEGIES	DIVISIONAL PRIORITY	LOCAL MEASURES	TARGET
K-6 Curriculum Implementation CTR will gather teachers to develop curriculum support documents to support curriculum implementation in Science and French Immersion Language Arts and Literature. Professional learning sessions will be planned throughout the year for teachers to further unpack the curriculum and successfully implement the curriculum.	New Curriculum	% of elementary teachers satisfied with the support they have received to implement the new curriculum. <i>As an elementary teacher implementing new curriculum, how satisfied are you with the support you have received to implement the new curriculum?</i>	93%
Catholic Learning Communities Every Friday, time is set aside for Catholic Learning Communities where teachers collaborate to improve student learning. CLCs answer the following questions: 1) What do we want our students to learn? 2) How do we ensure they learn it? And 3) How do we assess if they've learned it? There is a focus on using research-proven pedagogy to attain these goals.	Academic Excellence Through Collaborative Praxis	% of teachers that believe their school CLCs are leading to improved student learning. <i>As a classroom teacher, how satisfied are you that your school based CLCs are improving student learning?</i>	93%
Coding CTR will invite Grades 4-8 teachers to learn about and become leaders in the area of coding. Lead by CTR's divisional STEM Lead Teacher, this opportunity will allow students to engage with computational thinking through coding and robotics.	New Curriculum	% of eligible schools participating in the coding pilot.	50%
		% of teachers who are satisfied that students have improved in computational thinking as a result of coding and/or robotics	80%

As a teacher involved in the voluntary coding pilot, how satisfied are you that students have improved computational thinking through involvement in coding?

EXISTING STRATEGIES

CTR will support the operation of divisional teams in their efforts to meet team goals designed to impact student learning, created by divisional subject leaders and teachers. (All Elementary, Elementary and Secondary Band, Secondary Phys Ed, Secondary English, Secondary Drama, Secondary Art, Secondary Math, Secondary Construction, Secondary Biology, and Secondary Career and Post-Secondary Counsellors.)

An additional cohort of teachers will receive professional development in [Readers' and Writers' Workshop](#) and follow-up classroom visits to support implementation.

All elementary homerooms and secondary English and French Language Arts' classrooms are equipped with [Classroom Libraries](#).

All elementary teachers will have access to multiple webinars focused on the purpose, application, and implementation of the Mathology resource in alignment with Alberta curriculum.

Over 1,000 students in Grade 4 to Grade 12 participate in [Junior Achievement](#) programs throughout the year.

PROVINCIAL MEASURES	TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on the test.	85%
Provincial Achievement Test Excellence Standard Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on the test.	30%
Diploma Acceptable Standard Overall percentage of students who achieved the acceptable standard on examinations.	90%
Diploma Excellence Standard Overall percentage of students who achieved the standard of excellence on examinations.	25%
High School Completion Rate Percentage of students who completed high school within three years of entering Grade 10.	90%
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	93%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	93%

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

OUTCOMES

Long Term:	CTR's First Nations, Metis, and Inuit students meet or exceed CTR's overall assurance standards on all measures.
Medium Term:	CTR's First Nations, Metis, and Inuit students meet or exceed CTR's overall assurance standards on 75% of the measures.
Short Term:	CTR's First Nations, Metis, and Inuit students meet or exceed CTR's overall assurance standards on 50% of the measures.

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	DIVISIONAL PRIORITY	LOCAL MEASURES	TARGET
Gather Teachers to prepare K to 6 curriculum support documents, ensuring First Nations, Métis, and Inuit outcomes are clearly addressed. Prior to new curriculum implementation, CTR will engage teachers in summer professional development where they create curriculum support documents for each of the elementary curriculums. First Nations, Métis, and Inuit content and perspectives will be infused in each curriculum support document in collaboration with Elders, Knowledge Keepers and/or Indigenous Educators.	New Curriculum	% of curriculum support documents that include First Nations, Métis, and Inuit content and resources.	100%
Many and One Committee The Many and One Committee consists of personnel from the Catholic Education Centre and the schools. The committee is focused on identifying and designing initiatives that combat racism and discrimination, while also fostering inclusion. The committee will specifically design initiatives that are focused on Indigenous students and issues.	Healthy Schools	% of Students, Parents, and Teachers who believe teachers, students, and parents at the school seek to end racism. <i>How satisfied are you that teachers, students, and parents at your child's school/my school seek to end racism.</i>	85%
Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students and CTR's SIS Administrative Procedure All Indigenous youth in care have their cases reviewed a minimum of two times a year.	Healthy Schools	3-Year High School completion rate of Indigenous students. 5-Year High School completion rate of Indigenous students.	85% 88%

[Success for First Nations, Métis, and Inuit Administrative Procedure](#)

CTR uses innovative approaches to support success and close the achievement gap between First Nations, Métis, and Inuit students and all Alberta students.

[Academic Excellence Through Collaborative Praxis](#)

3-Year High School completion rate of Indigenous students.

85%

5-Year High School completion rate of Indigenous students.

88%

EXISTING STRATEGIES

CTR has a relationship with Elder Soo'kokoto (Randy Bottle) who advises leadership on Indigenous issues and speaks to students throughout the division.

Each school in CTR is represented by a [First Nations, Métis, and Inuit Lead Teacher](#) responsible for sharing resources and 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](#) is available for all CTR staff to access through webinars, First Nations, Metis, and Inuit Lead Teacher session, Alberta Regional PD Consortium sessions, cultural awareness events, and resources available through CTR's Intranet.

Every CTR school has provided [The Blanket Exercise](#) experience for all staff members, focusing on the historical facts and impacts of colonization on the Indigenous people from pre-contact to the present.

[The Land Acknowledgement](#) is announced daily at all CTR schools, including at the start of assemblies, Parent Council meetings, weekly Central Office meetings, monthly administrators' meetings, and monthly Board meetings.

PROVINCIAL MEASURES

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.

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.

28%

Diploma Acceptable Standard

Overall percentage of First Nations, Métis, and Inuit students who achieved the **acceptable** standard on examinations.

88%

Diploma Excellence Standard

Overall percentage of First Nations, Métis, and Inuit students who achieved the standard of **excellence** on examinations.

26%

High School Completion Rate

Percentage of First Nations, Métis, and Inuit students who completed high school within **three** years of entering Grade 10.

88%

Active Citizenship

Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.

91%

Academic Engagement

Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.

90%

PROVINCIAL DOMAIN: TEACHING AND LEADING

OUTCOMES

Long Term:	Education Quality surveys measuring satisfaction with the quality of teaching will indicate a stakeholder satisfaction rate of 95% or higher.
Medium Term:	100% of active School Council parents will understand CTR's <i>Enhanced Supervision</i> process for teachers and administrators.
Short Term:	25% of CTR's teachers and administrators will be engaged in an <i>Enhanced Supervision</i> process each year, and 30 or more teachers will be engaged in the <i>Aspiring Leaders</i> program or be supported in taking an <i>LQS</i> course through an accredited post-secondary institution.

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	DIVISIONAL PRIORITY	LOCAL MEASURES	TARGET
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.	Healthy Schools	% Teachers who are satisfied with the school and school division's leaders' commitment to improving their personal wellness. <i>As a teacher, how satisfied are you with the school and divisional leaders' commitment to improving your personal wellness?</i>	100%
Teacher Supervision, Growth and Evaluation (TSGE) Human Resources and Communications will prepare an infographic for distribution to parents and School Councils about CTR's Teacher Supervision, Growth, Evaluation processes.	Academic Excellence Through Collaborative Praxis	% of Teachers and Parents who are satisfied with CTR's Teacher Supervision, Growth, and Evaluation process. <i>As a teacher/parent, how satisfied are you with the effectiveness of CTR's Teacher Supervision, Growth, and Evaluation process?</i>	100%
Aspiring Leaders Program CTR Catholic will host virtual Aspiring Leader sessions that focus on the links between the TQS and the LQS. Sessions will feature stories, problems of practice and leadership qualities, from current administrators.	Academic Excellence Through Collaborative Praxis	% of Teachers who believe they are given opportunities to develop their leadership capacity. <i>As a teacher, how satisfied are you with the opportunities you have had to learn about leadership, share in leadership, or lead?</i>	90%
New Leader Mentorship CTR Senior Administration will facilitate regular mentorship sessions with cohorts of new	Academic Excellence Through Collaborative Praxis	% of Teachers who believe they are given opportunities to	90%

Principals and new Vice Principals with a focus on the LQS and CTR Administrative Procedures.		develop their leadership capacity. <i>As a teacher, how satisfied are you with the opportunities you have had to learn about leadership, share in leadership, or lead?</i>	
Enhanced Supervision CTR's Human Resource Department will facilitate the support of Teacher Supervision Growth and Evaluations in schools by the involvement of all teaching directors and coordinators into the Enhanced Supervision of teachers in schools.	Academic Excellence Through Collaborative Praxis	% of Teachers and Parents who are satisfied with CTR's Teacher Supervision, Growth, and Evaluation process. <i>As a teacher/parent, how satisfied are you with the effectiveness of CTR's Teacher Supervision, Growth, and Evaluation process?</i>	90%

EXISTING STRATEGIES

CTR's Human Resource Department will align the Team Leader/Department Head application criteria to the Teacher and Leadership Quality Standards.

CTR's Human Resource Department will align the divisional award criteria with the TQS competencies.

The Teacher and Leadership Quality Standards are incorporated into and aligned with the supervision, growth, and evaluation documents CTR uses in both the [Teacher Supervision, Growth and Evaluation](#) as well as the [Principal Supervision, Growth and Evaluation](#).

On a four-year cycle, each [teacher](#) and [administrator](#) with a continuous contract participates in *Enhanced Supervision* with their Principal or Superintendent.

Senior administrators who report at or lead professional learning at administrative meetings make explicit references on how the professional development or information presented is an indicator of the [Leadership Quality Standard](#).

Administrators who present at New Teacher Orientation specifically cite how the standards and indicator of the [Teacher Quality Standards](#) are connected to the sessions presented.

PROVINCIAL MEASURE	TARGET
Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	95%



PROVINCIAL DOMAIN: LEARNING SUPPORTS

OUTCOMES

Long Term:	Stakeholder satisfaction with access to a continuum of supports and services will be 90% or higher.
Medium Term:	Stakeholder satisfaction with access to a continuum of supports and services will be 88% or higher.
Short Term:	Stakeholder satisfaction with access to a continuum of supports and services will be 86% or higher.

- Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Metis, and Inuit student success and ensuring all students, teachers, and school leaders learn about First Nations, Metis, 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	DIVISIONAL PRIORITY	LOCAL MEASURES	TARGET
Universal Mental Health Supports Universal mental health continues to be a focus for CTR and teachers will continue to build upon the mental health strategies they have previously implemented.	Healthy Schools	% of teachers who believe teachers, administrators, and support staff engage in actions that promote positive student mental health. <i>As a teacher, how satisfied are you that staff at your school engage in actions that promote positive student mental health?</i>	95%
<u>Mental Wellness Facilitator</u> 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.	Healthy Schools	% of families who engage in additional services that are identified through working with the Mental Wellness Facilitator	80%
#Relationships in a Digital Age Through the <i>#Relationships in a Digital Age</i> 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	Healthy Schools	% of teachers who believe that teachers and administration at the school assist students in developing healthy habits with cell phones/computers.	80%

include navigating social media, engaging in face-to-face conversations, dealing with conflict, building healthy relationships, replacement activities, etc. In addition, school staffs are modeling 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.		As a teacher, how satisfied are you that the #Relationships in a Digital Age Initiative assists students in developing healthy habits with cell phones and computers?	
Many and One Committee The Many and One Committee works to promote inclusion and combat racism, discrimination, and other forms of marginalization. The committee is charged with coming up with a minimum of 10 different initiatives that schools can choose to employ based on their contexts.	Healthy Schools	% of students, parents, and teachers who believe teachers and students at the school seek to end racism. <i>As a parent/student/teacher, how satisfied are you that teachers, students, and parents at your child's school/my school seek to end racism.</i>	100%
Intervention Programs Interventions in early numeracy skills support Grades 1 to 3 students in the acquisition of strong number sense through additional targeted instruction. Early Reading Intervention (ERI) and Enhanced Reading (ER) interventions enhance excellent classroom instruction and provide additional and targeted reading instruction for students not reading at grade level (Grades 1 to 12).	Academic Excellence Through Collaborative Praxis	% of students achieving the acceptable standard on English Language Art exams and Provincial Achievement Tests grades six and nine, and Diploma Exams in grade 12. % of students achieving the standard of excellence on English Language Art exams and Provincial Achievement Tests grades six and nine, and Diploma Exams in grade 12.	90% 25%
Attachment, Regulation, and Competency (ARC) Educational Assistants CTR continues to focus on developing the ARC model in every school through professional learning opportunities for school staff. This innovative approach addresses issues of attachment, regulation, and competency to ensure success for all students.	Healthy Schools	% of teachers who believe school staff are supporting dysregulated learners. <i>As a teacher, how satisfied are you that students are supported with their dysregulated behaviours?</i>	90%

EXISTING STRATEGIES

CTR's schools continue to have access to services provided by [Family School Liaison Workers \(FSLWs\) and Connections Workers](#).

Elementary and some secondary school personnel have received training in the underlying principles and functional implementation of [Zones of Regulation](#).

School staff have engaged in training to understand [ACES](#) and the impact childhood trauma has on learning and the brain.

Multiple school staff members have been trained in the implementation of [The MANDT System](#). Two divisional Coordinators are "Train the Trainers" for this program and can train individuals when needed.

School staff have received training in the [Crisis Cycle](#) and how to de-escalate students in crisis.

Students across the division continue to access [Sensory Rooms](#) on both a scheduled and as-needed basis.

School staff continue to engage in professional learning around [Trauma Informed Practices](#) and the impact of implementation on students and learning.

All Kindergarten students are invited to participate in [Screening and Early Intervention](#), if identified during the screening process.

Schools have access to CTR's divisional Psychologist through the Request for Support process for [Psychological Assessments](#) for students.

CTR's schools continue to have access to specialized support services including [Speech Language Pathology, Occupational Therapy, Physical Therapy, Low Incidence and Behavior Supports](#)

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.

The Student Services team meets with the Learning Support team at each school minimally three times per year for [Case Conferences and Success in Schools for Youth In Care](#).

Interventions in early numeracy skills support Grades 1 to 3 students in the acquisition of strong number sense through additional targeted instruction. [Early Reading Intervention](#) (ERI) and [Enhanced Reading](#) (ER) interventions enhance excellent classroom instruction and provide additional and targeted reading instruction for students not reading at grade level (Grades 1 to 12).

Twelve CTR schools continue to support student wellbeing through a [Nutrition Program](#). This program helps to support the division's overall Healthy Schools initiative.

CTR has equipped counselors with resources to more robustly understand and endorse [Registered Apprenticeship Program \(RAP\)](#) possibilities and has developed a communication campaign aimed at both industry partners and students to promote RAP programming.

CTR's schools continue to utilize [Movement and Regulation Circuits](#) to assist students in their understanding of their inner state of being, providing sensory opportunities to calm the nervous system to prepare their minds and bodies to learn.

CTR's Student Services Department will use a [Request for Support Process](#) for schools to request additional services from the department.

***See First Nations, Metis, and Inuit Student Growth and Achievement Domain for more strategies.**

PROVINCIAL MEASURES

TARGET

Safe and Caring: Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.

95%

Student Inclusion: Percentage of teachers, parents, and students who agree students are supported and are successful in their learning.

86%

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.

86%

PROVINCIAL DOMAIN: GOVERNANCE

OUTCOMES

Long Term:	Stakeholders view CTR as strong in the areas of faith, learning, creating safe and caring schools, and stewardship.
Medium Term:	Four-Year Education plans are increasingly reflective of input from various stakeholders.
Short Term:	Community Influencer and Superchat initiatives communicate CTR's successes and seek input about areas to improve.

- 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 stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the

NEW STRATEGIES	DIVISIONAL PRIORITY	LOCAL MEASURES	TARGET
Board of Trustees Engagement Strategies Trustees will attend formalized engagement sessions which <i>may</i> include community influencer engagement sessions, school council meetings, ward meetings, and Superchats.	Stakeholder Engagement	% of parents and teachers who believe school trustees engage with, and advocate for, the school division. <i>As a parent/teacher, how satisfied are you that the local trustee engages with, and advocates for, the school division.</i>	85%
Principals Community Influencers Engagement Each principal will identify community influencers to join the School Council members and participate in a World Café to engage about topics of importance.	Stakeholder Engagement	% of parents who are satisfied that administration and teachers seek parental input about issues and decisions. <i>As a parent, how satisfied are you that administration and teachers seek parental input about issues and decisions?</i>	85%
Superchats The four superintendents schedule one World Café (called Superchats) with each school each year. At these conversations, the superintendents consult about 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.	Stakeholder Engagement	% of teachers and administrators that are satisfied with the extent to which they are given involvement and influence with respect to divisional priorities and initiatives. <i>As a teacher, how satisfied are you that divisional leaders and school leaders give you involvement and influence with respect to divisional priorities and initiatives?</i>	85%

EXISTING STRATEGIES

CTR's senior team meets with Alberta Education annually to review plans in detail.

The Four-Year Education Plan is presented annually to both School Council and Ward Committees.

The Four-Year Education Plan is a standing item on every one of CTR's Board Meeting agendas.

All teachers are consulted about Four-Year Education Plan strategies and priorities via the Superchat process.

Administrators are consulted and/or in-serviced about the Four-Year Education Plan at every administrators' meeting.

CTR has joint use agreements with each community.

School Council Chairs are gathered two to three times per year at *Council of School Councils* Meetings

CTR's trustees and senior administrators are engaged in collaborative work via participation in the ACSTA, CCSSA, ASBA, and CASS.

The Board of CTR meets with at least one coterminous school board per year to discuss issues of mutual concern.

The Board of CTR meets with at least one local MLA per year.

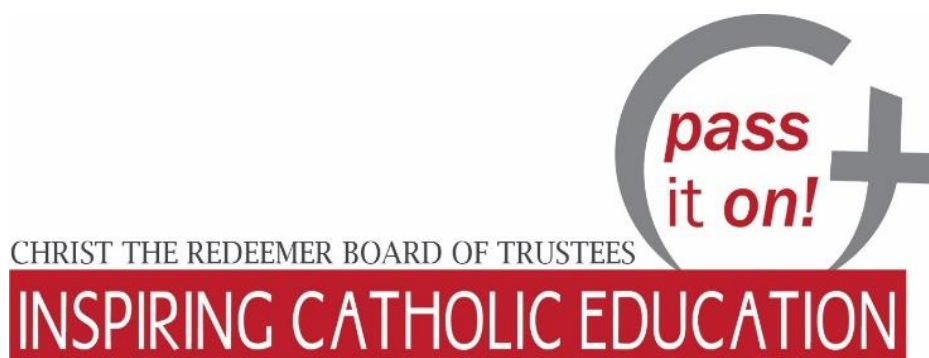
CTR informs and engages parents and community members via organized communication campaigns.

PROVINCIAL MEASURE

TARGET

Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

90%



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.
- Feedback from divisional and school-based *Influencer's* engagements will be summarized and reported in our Annual Education Results Report.

TIMELINES AND COMMUNICATION

This Plan was developed by, distributed to, and shared with the following stakeholders 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. Our Four-Year Education Plan is reviewed at every Board meeting.

Educational Administrators: 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 distributed and shared with educational administrators, in whole or in part, at monthly administrators' meetings.

School Councils/Parents: Site-based administrators involve their School Councils in the development of their school plans, which then inform the jurisdiction's plan. The *Council of School Councils* is a committee consisting of all school council chairs and school 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: The plan is distributed and shared at Ward Committee meetings, which include principals, local trustees, local parishes, school council chairs, and senior administration.

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.

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. Scott Morrison at Divisional Office, #301, 23 Riverside Drive, Box 1318, Okotoks, AB T1S 1B3 or by calling 403- 938-2659 or 1-800-737-9383.



LOCAL DOMAIN: FAITH COMMUNITY

OUTCOMES

Long Term: Aggregate satisfaction rates on faith surveys are 95% or higher.

Medium Term: Aggregate satisfaction rates on faith surveys are 93% or higher.

Short Term: Aggregate satisfaction rates on faith surveys are 91% or higher.

NEW STRATEGIES	DIVISIONAL PRIORITY	LOCAL MEASURES	TARGET
Community Faith Engagement The Director of Catholic Education will offer community engagement sessions for parents, based on the Three-Year Faith Plan. These sessions will serve to help families grow in their understanding of the faith and their knowledge of the faith formation happening in our schools.	Faith	% of Students, Parents, and Staff satisfied with their growth as a Christian as a result of being involved with our Catholic Schools.	92%
Implementation of new Kindergarten Growing in Faith, Growing in Christ Resource <i>Growing in Faith, Growing in Christ</i> is the new elementary religious education program approved by the Canadian Council of Catholic Bishops and the Alberta Bishops. CTR is rolling out one grade a year and providing in-service annually.	Faith	% of Students, Parents, and Staff satisfied with what is being taught in religious education classes.	92%
Faith Formation Monthly Newsletter The Director of Catholic Education will produce a newsletter each month to assist in staff faith formation. This newsletter focuses on the traditional four pillars of faith formation: human, intellectual, spiritual, and pastoral.	Faith	% of Students, Parents, and Staff satisfied	92%
Working Group to Develop New Religious Education Assessment for Division The Director of Catholic Education will assemble grade-level teams of teachers to develop the three standardized assessments CTR administers annually in targeted grades.	Faith	% of Students, Parents, and Staff satisfied with what is being taught in religious education classes.	92%
School Celebration Guide The Director of Catholic Education will, in cooperation with community parish priests, develop a guide for families attending school religious celebrations. This guide will help parents to feel more comfortable by understanding the liturgies, particularly Mass, more fully.	Healthy Schools	% of Students, Parents, and Staff satisfied with religious celebrations at the school.	92%

Celebration of School Patronage The Director of Catholic Education will support schools who choose to enhance their school's attention and focus on the saint or member of the Godhead after which they are named, through collaboration with the parish priest.	Faith	% of Students, Parents, and Staff satisfied with religious celebrations at the school.	92%
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EXISTING STRATEGIES

CTR's schools devote 25% of their weekly Friday Catholic Learning Communities to Faith for staff.

CTR's schools complete two days of Eucharistic Adoration, coinciding with Catholic Education Sunday (November) and Catholic Education Week (May).

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.

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 (November) and Catholic Education Week (May) are celebrated by local Catholic parishes, schools, and families to recognize the good work of Catholic education in the Church's salvific mission.

CTR works collaboratively with its local GrACE CTR group. [GrACE](#) is a provincial 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.

CTR hosts an annual Administrators' and Trustees' retreat, designed to enhance their spiritual formation and support them in their servant leadership.

CTR annually hosts Faith Days, a two-day event to offer faith formation for all teachers and administrators.

CTR has a designated [Faith Leader\(s\)](#) at each school who, under the supervision of the Director of Catholic Education, plan and set direction for religious events, teacher faith formation, and related initiatives across the division and in their school.

CTR's Superintendent 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 Bishop McGrattan, the intent is to set vision and direction for the Southern Alberta Regional Educators Council (SAREC).

SAREC operationalizes the vision and direction set by the Calgary Diocese Leadership Team under supervision of the Bishop's Office.

DIVISIONAL MEASURES	TARGET
% of students, Grades 5, 8 and 11 achieving an Acceptable Standard on assessment.	95%
% of students Grades 4, 5, 8, and 11 achieving an Excellence Standard on assessment.	98%
% of parents, students and teachers who indicate that they are satisfied with the relationship that exists between the school and the local parish.	92%
% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	92%
% of parents, students, and teachers who indicate that the school is doing all things like Jesus would want them done.	92%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.	92%
% of students, parents, and teachers who are satisfied with how they have grown as a Christian because of their involvement in Catholic education.	92%

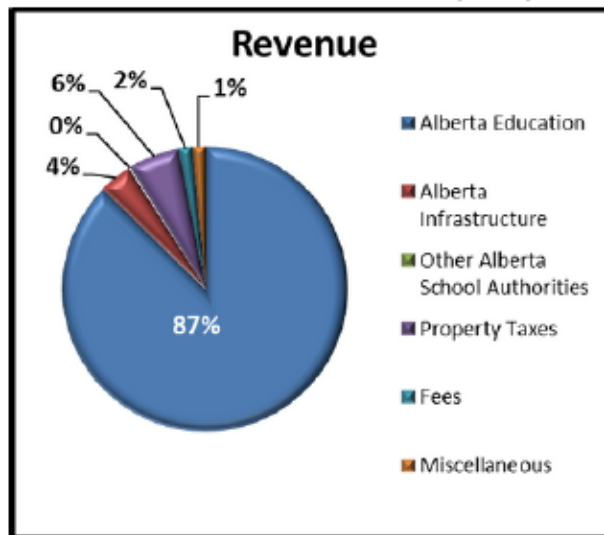
BUDGET SUMMARY - 2024

REVENUES

Alberta Education:	\$ 95,586,121
Alberta Infrastructure	\$ 4,027,767
Other School Authorities:	\$ 200,000
Property Taxes	\$ 6,316,901
Fees:	\$ 1,713,859
Miscellaneous:	\$ 1,585,391

Ex.: Sales of Services and Products, Investment Income,
Gifts and Donations, Rental of Facilities, Fundraising

TOTAL \$109,430,039

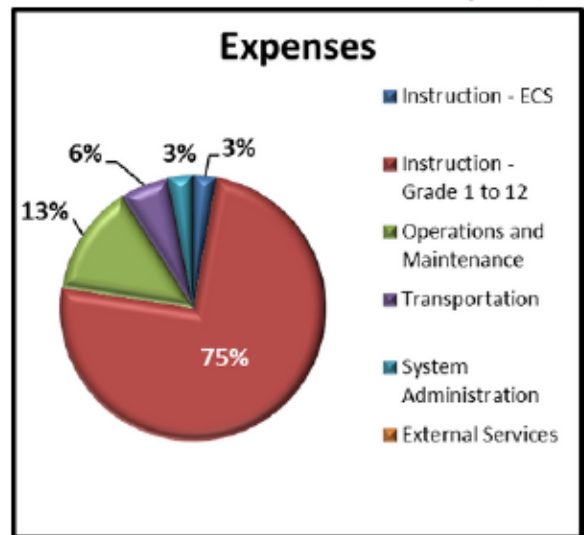


EXPENSES

Instruction - ECS	\$ 3,123,083
Instruction Grade 1 to 12:	\$ 82,346,204
Operations and Maintenance:	\$ 14,896,749
Transportation:	\$ 6,507,288
System Administration:	\$ 3,369,782
External Services:	\$ 37,500

TOTAL \$110,280,606

DEFICIT \$ (850,567)



The Christ The Redeemer (CTR) Catholic School's 2023-2024 budget is guided by its Four-year Education Plan and fundamental beliefs of Faith, Learning, Safe & Caring Environments, and Stewardship of Resources. Budget 2024 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. Christ The Redeemer's proposed operating budget for the 2023-2024 fiscal year totals approximately \$110 million. Christ The Redeemer's projected overall deficit position for the upcoming school year equates to \$850,567.

It is assumed that enrolment will remain steady when comparing to the 2023 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 2023-2024 Detailed Budget Report can be found here on the CTR Website under the "[About](#)" tab.

CAPITAL AND FACILITIES PROJECTS

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, 2023. CTR's Three-Year Capital Plan 2023-2026 can be accessed [here](#). CTR's top priorities are briefly delineated below.

CTR's first priority is the permanent construction of an addition to Our Lady of the Snows Catholic Academy in Canmore. The facility is approaching 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 second priority is the permanent construction of an addition to St. Joseph's Collegiate in Brooks. Currently the school utilizes seven detached modular classrooms, most of which are approaching the end of their effective utilization. CTR's intention is to replace these modular classrooms with a permanent addition. In the interim, we are replacing some of the older modulares with newer models, which will be placed in a different space in the summer of 2023, thus freeing space for eventual construction.

CTR's third 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. Moreover, both schools have no additional land on which to add more modular classrooms.

Strathmore Modernization

In recent years, a modernization of our combined facility in Strathmore had been a Capital priority that we had 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 and Holy Cross Collegiate on our own. The board approved significant funds from our own reserves to manage the renovation/expansion of the SHA gymnasium, while at the same time adding a fine arts facility. Recently, the Minister of Education approved our proposal, and we will enter into planning and consultation promptly, with an expectation to begin renovations within the next year.



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.

ABOUT CTR CATHOLIC SCHOOL DIVISION

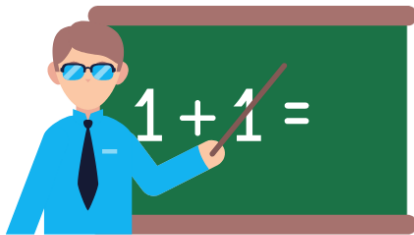
Mission: As an evangelizing school division, in partnership with the family, we will deliver an authentic Catholic learning experience by creating a foundation of faith and knowledge in a warm, caring, environment, to guide all students to appreciate the goodness of all creation and to meet the challenges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

By the numbers



11,000 + Students



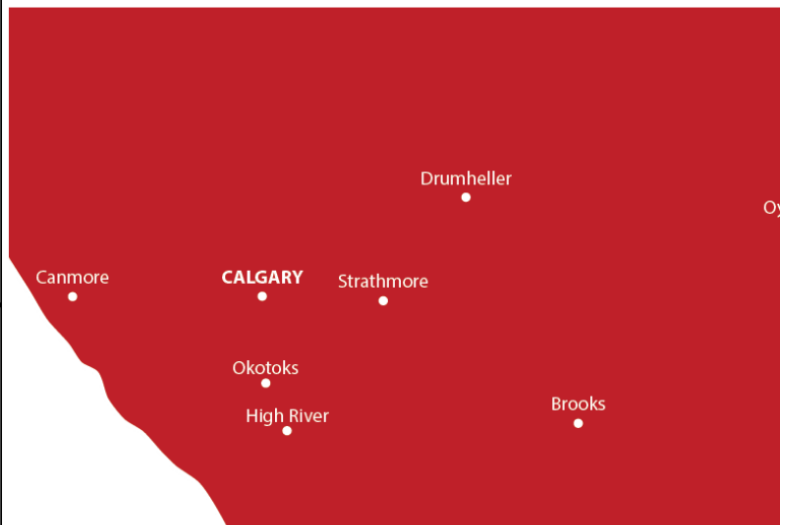
700 + Staff



19 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
- 3** Outreach Schools
- 1** Online/Home Education School

Where are our schools located



Oyen - Assumption Roman Catholic School

Brooks - Holy Family Academy, Christ The King Academy, St. Joseph's Collegiate, and St. Luke Outreach Centre

Drumheller - St. Anthony's School

Strathmore - Sacred Heart Academy and Holy Cross Collegiate

DeWinton - St. Francis of Assisi Academy

Okotoks - Ecole Good Shepherd School, St. Mary's School, St. John Paul II Collegiate, Holy Trinity Academy, St. Luke's Outreach Centre, and The Centre for Learning@HOME

High River - Holy Spirit Academy, Notre Dame Collegiate, and St. Luke's Outreach Centre

Canmore - Our Lady of the Snows Catholic Academy

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 2022-2023 school year.

ACCOUNTABILITY STATEMENT

The Four-Year Education Plan (Year Three) for The Christ the Redeemer Catholic Separate School Division commencing September 1, 2023, was prepared under the direction of the Board/Board of Trustees in accordance with the responsibilities under the 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 Education Plan for 2021-2025 (Year Three) at their Regular Board Meeting held on May 23, 2023.



Andrea Keenan
Board Chair



Dr. Scott Morrison
Superintendent

