



HOLY CROSS COLLEGIATE

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



SCHOOL: 1231 HOLY CROSS COLLEGIATE

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2025-2029

OUR PRIORITIES

CATHOLIC FAITH

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

ACADEMIC EXCELLENCE

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

HEALTHY SCHOOLS

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

DIVISIONAL PRIORITIES

CATHOLIC FAITH

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

HEALTHY SCHOOLS

Healthy Schools remains as a division priority as it centres our faith lived out to provide care and support for our HCC community. Healthy schools promote the spiritual, emotional, social, intellectual, and physical wellness of staff and students. Our Healthy Schools will continue to be an ongoing focus as we support students in becoming strong and resilient, meeting their fullest potential, reflective of the image and likeness of God.

ACADEMIC EXCELLENCE

Alberta Education requires that school divisions actively pursue continuous improvement to support ongoing strategic planning based on evidence informed decision-making. HCC utilizes collective professional learning through Catholic Learning Communities (CLCs) as a method to achieve continuous improvement. Every Friday, time is set aside for CLCs where teachers collaborate to improve student learning by examining evidence from the implementation of high-yielding instructional strategies. CLCs answer the following questions: 1) What do we want our students to learn? 2) How do we ensure they learn it? 3) What evidence shows that student learning has improved as a result of the CLC focus? There is a focus on using research-proven pedagogy to set goals, implement strategies, and gather evidence of success. Teachers are then given time to collaboratively reflect on the impact of their practice on student learning, which creates cycles of continuous improvement in teacher practice and consideration of student supports. Through these efforts and other divisional areas of focus on professional development, teachers demonstrate their dedication to meeting the needs of all students on their journey through kindergarten to grade 12 and supporting their transition into the future.

COMMITMENT TO ENGAGEMENT

CTR's Board and administration engages Division Administration, Ward Committees, the ATA Liaison Committee, and Council of School Councils to engage parents, priests, students, and staff in reviewing results, identifying key issues, and developing strategies for improvement. The development of this four-year education plan has involved significant input from all of these community members through engagement sessions, surveys, focus groups, and review of draft documentation over the course of many months. Superintendent and trustee engagement regarding emergent areas and feedback related to effective education practices and student supports occurs regularly throughout the school year.

LOCAL DOMAIN: CATHOLIC FAITH**OUTCOMES**

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

MEASURES	2023-2024 RESULT	2025-2026 TARGET
% of students in Grades 5, 8 and 11 achieving an Acceptable Standard on assessment.	93%	95%
% of students in Grades 5, 8 and 11 achieving an Excellence Standard on assessment.	48%	50%
% of parents, students and teachers who indicate that they are satisfied with the relationship that exists between the school and the local parish.	98%	99%
% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	96.5%	98%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.	93%	95%
% of parents, students, and teachers, who indicate they are satisfied with how they have grown as a Christian as a result of their involvement in Catholic Education. Note: Modification of question from 2024-2025 onward: % of students, parents, and teachers who are satisfied with the level of Catholic faith formation of students in our schools.	94%	94.5%
% of teachers who are satisfied with how they have grown as a Christian as a result of their involvement in Catholic Education. Note: Modification of question from 2024-2025 onward: % of teachers who are satisfied with the level of Catholic faith formation of staff in our schools.	96%	96.5%
% of students, parents, and teachers who are satisfied with the efforts of your child's school to do all things as Jesus would want them done. Note: Modification of question from 2024-2025 onward: % of students, parents, and teachers who are satisfied with efforts to live out Catholic Social Teaching in our schools.	96%	96.5%

NEW STRATEGIES	DESCRIPTION
Staff Catholic Social Teaching Professional Development	Holy Cross Collegiate administration and the school-based Faith Lead will work in collaboration with division regarding staff faith formation. Father Cristino will also work with staff during our Catholic Learning Communities (CLCs) for staff Faith formation.
Many and One School Implementation	Through the guidance of the division's Many and One Committee, Holy Cross 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 Permeation	Holy Cross will provide professional learning and support for faith permeation into additional subject areas.
Use of Sacred Space in Our School	Holy Cross will utilize our school Chapel by having student Mass once a month.
Student Faith Formation	In partnership with staff, Father and our Faith lead, students will take a more active role in participating in Mass and religious celebrations. Each Wednesday there is Mass for the Students at our Church. In partnership with CTR and our Parish there will be opportunities for Student Faith Formation. Ex. Eric Reinhart

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Eucharistic Adoration	HCC will continue with two full days of Eucharistic Adoration and the Sacrament of Reconciliation.
Liturgies and Masses	HCC continues to celebrate 6 Masses and other religious celebrations throughout the school year. Providing opportunities for prayers and church sacraments is vital for the spiritual formation of staff and students.
Working Group for Divisional Religious Education Assessments	Holy Cross Collegiate Faith lead will work with the director of Catholic Education to ensure the delivery of the Catholic Social Justice teachings, Staff Faith Formation and grade 8 and 11 assessments are in unison.
Faith Days	Holy Cross Staff will attend Faith Days, a two-day event hosted by CTR.
Faith Leaders	Holy Cross has a designated Faith Leader 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.
Student Faith Formation	HCC will continue the practice of Young Men's Bible Study, Magdelina Bible Study, Dead Philosophers Society, 25-hour Famine, Loonies for Lent, Charity Drives, Student lead Prayers and guest speakers.

PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT	
OUTCOMES	
Long Term:	Students will leave school with high academic engagement and achievement, while also being prepared with literacy levels and math skills to enable post-secondary admission or success as they enter the workforce.
Medium Term:	Student performance will be in the “very high” category as measured by aggregate pass and excellence rates on Provincial Achievement Tests and Diploma Exams, and with a continued increase of the three-year average of high school completion rates.
Short Term:	Student performance will be in the “very high” category as measured by aggregate acceptable and excellence rates on Provincial Achievement Tests and Diploma Exams. Additionally, our focus on high school mathematics and science courses will result in increased diploma examination acceptable and excellence rates.

MEASURES	2023-2024 RESULT	2025-2026 TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on the test.	82.8%	85%
Provincial Achievement Test Excellence Standard Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on the test.	25.4%	27%
Diploma Acceptable Standard Overall percentage of students who achieved the acceptable standard on examinations.	74.6%	77%
Diploma Excellence Standard Overall percentage of students who achieved the standard of excellence on examinations.	14.9%	17%
High School Completion Rate Percentage of students who completed high school within three years of entering Grade 10.	91.7%	93%
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	88.2%	90%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	87.7%	90%
Catholic Learning Communities Percentage of teachers who believe CLCs are leading to improved student learning.	89%	91%

Strategies used to improve rates of PAT and Diploma, High School Completion, Active Citizenship, and Academic Engagement	
NEW STRATEGIES	DESCRIPTION
Assessment for Mastery	Holy Cross Collegiate in partnership with CTR will pursue exploration of assessment practices which allow students to achieve their academic potential. Holy Cross Collegiate Admin and Ed Council Leads will work with colleagues to implement assessment practices that allow for ongoing feedback and re-learning practices. This initiative will help educators tailor their approaches to better meet the diverse needs of all students, enhancing student understanding and outcomes. Holy Cross will create plans that will be implemented and use feedback to shape the school's Assessment for Mastery Framework.

Career Exploration and Dual Credit	Holy Cross Admin will work with CTR representatives to explore Career Exploration and Dual Credit opportunities.
SDL (Student Directed Learning)	Holy Cross has revamped the SDL practice at Sr. High. Students will report to a TAG teacher and show them their power school to ensure they are caught up with assignments. Students missing work will be asked to stay and complete the work.
Active Citizenship	Holy Cross will work with the Town of Strathmore to find ways to be involved in the community.
Coding	Holy Cross has a designated lead teacher who will implement Coding practices at HCC to leverage resources to allow students to engage with computational thinking through coding and robotics.
7-10 New Curriculum	Holy Cross will support staff with new curriculum implementation through professional development and curriculum support documents.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Divisional Teams	HCC teachers will take part in meetings with divisional subject leaders.
Catholic Learning Communities (CLCs)	Every Friday, Holy Cross will set time 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.
Artificial Intelligence	Holy Cross Collegiate will continue to support best practices for teachers' and students' use of Artificial Intelligence, as outlined within our administrative procedures.
Classroom Libraries	Each classroom at Holy Cross is equipped with classroom libraries.
Champions Meetings	Holy Cross Admin, Learning Support and the FSLW staff member will meet throughout the year and review students who require extra support; academically, socially and mental health.

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

OUTCOMES

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

MEASURES	2023-2024 RESULT	2025-2026 TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the acceptable standard on the test.	N/A	N/A
Provincial Achievement Test Excellence Standard Overall percentage of First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the standard of excellence on the test.	N/A	N/A
Diploma Acceptable Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard on examinations.	N/A	N/A
Diploma Excellence Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the standard of excellence on examinations.	N/A	N/A
High School Completion Rate Percentage of First Nations, Métis, and Inuit students who completed high school within three years of entering Grade 10.	N/A	N/A
Active Citizenship Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	N/A	N/A
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	N/A	N/A

Programs, services, strategies, and local measures/data to demonstrate that First Nations, Métis, and Inuit students have access to a continuum of supports and services, including inclusive education.

NEW STRATEGIES	DESCRIPTION
Implementation of Rupertsland Partnership Resources	Holy Cross Collegiate Admin will receive professional development to share with the staff at Holy Cross. The goal being to incorporate Ruperts land resources into classroom lessons, support for Indigenous students, and teacher foundational learning. These resources have been procured through a partnership with Rupertsland to benefit the students and staff of HCC.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
School Representatives	Holy Cross Collegiate has a First Nations, Métis, and Inuit Teacher Representative who is responsible for attending divisional Indigenous meetings. They 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.

Division Administrators Professional Development	Holy Cross Administration will grow their knowledge and understanding of Foundational Knowledge through professional development at administrator meetings.
Foundational Knowledge Professional Development	Foundational Knowledge Professional Development is available for all HCC staff to access through webinars, First Nations, Métis, and Inuit Lead Teacher session, Alberta Regional Professional Development Consortium sessions, cultural awareness events, and resources available through CTR's Intranet.
Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students	All Holy Cross Indigenous youth in care have their cases reviewed two times per year.
Staff Professional Development	Continue to receive professional development to broaden the knowledge of Holy Cross staff. Visiting Blackfoot Crossing is an example of this opportunity to learn.

PROVINCIAL DOMAIN: TEACHING AND LEADING**OUTCOMES**

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

MEASURES	2023-2024 RESULT	2025-2026 TARGET
Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	91.9%	93%
School Improvement: Percent of teachers, parents and students indicate that their school and schools in their jurisdiction have improved or stayed the same the last three years.	91%	93%

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
Athletic Team Leaders	Holy Cross administrators will work with the Athletic Team Lead to support the tasks associated with providing fulsome athletic programs and leadership within our secondary schools.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Teacher Leader Alignment	HCC Administration will select team leads based on Teacher and Leadership Quality Standards. Holy Cross administrators will engage team leaders 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. Holy Cross Administration will engage in conversation with staff At Holy Cross about this opportunity. 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
Staff Wellness Supports	The Vice Principal at Holy Cross will facilitate interactive sessions with HCC 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.
Teacher Supervision, Growth and Evaluation and Enhanced Supervision	Holy Cross Collegiate Principal and Vice Principal 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.

PROVINCIAL DOMAIN: LEARNING SUPPORTS	
OUTCOMES	
Long Term:	HCC will provide students with strong universal supports that allow for classroom and school-based intervention, with triaging to divisional supports as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services. Division data will refine areas of support and need.
Medium Term:	HCC will provide students with strong universal supports that allow for classroom and school-based intervention, with triaging to divisional supports as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services. Division data will be established to understand areas of support and need.
Short Term:	HCC will provide students with strong universal supports that allow for classroom and school-based intervention, with triaging to divisional supports as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services.

MEASURES	2023-2024 RESULT	2025-2026 TARGET
Safe and Caring: Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.	90.6%	92%
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.	90.2%	93%

- Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis, and Inuit student success and ensuring all students, teachers, and school leaders learn about First Nations, Métis, and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. - Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.	
NEW STRATEGIES	DESCRIPTION
Behavioral Supports and Professional Learning	Holy Cross Collegiate Administration along with CTR will work collaboratively in terms of behavioral supports and services making sure students needing targeted support are established. This will be accomplished by providing increased professional development for teachers, administrators, and educational assistants along with accessing CTR specialized supports.
Relaunch #Relationships in a Digital Age	Through the #Relationships in a Digital Age initiative, Holy Cross 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.

Crisis Response Focus	Holy Cross admin will receive information to refine and implement crisis response protocols at school level and ensure proactive and responsive measures are taken.
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EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Family School Liaison Workers (FSLWs) and Connections Workers	HCC students will 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 HCC. Teachers will build upon the mental health strategies they have previously implemented.
Champions Meetings	Holy Cross Admin and learning support will meet regularly with division appointed student services during our Champions Meetings.
Psychological Assessments	HCC students have access to CTR's divisional Psychologist through the Request for Support process for Psychological Assessments for students.
Registered Apprenticeship Program (RAP)	The counselor at Holy Cross will understand RAP possibilities and develop a communication campaign aimed at both industry partners and students to promote RAP programming.
Universal Supports Toolkit Update	Holy Cross staff will access the universal support toolkit, which will provide increased understanding of universal learning, mental health, and regulation supports for teachers to provide in the classroom as part of their daily support of all students.

PROVINCIAL DOMAIN: GOVERNANCE**OUTCOMES**

Long Term:	Perspective holders view HCC and feel valued and heard through the engagement process.
Medium Term:	Engagement initiatives communicate HCC's successes and seek input about areas to improve.
Short Term:	New Four-Year Education Plan development is increasingly reflective of input from various perspective holders.

MEASURES

	2023-2024 RESULT	2025-2026 TARGET
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.1%	80%

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

STRATEGIES**DESCRIPTION**

Telling Our Stories	All staff at Holy Cross Collegiate will continue to focus on Telling Our Stories, locally at the school levels, and more broadly across the division through social media platforms.
Parent Council Meetings	HCC Administration attend School council meetings for their school. Administration provides a report, faith information, and engages on various topics of interest to the division and school community.
Superchats	Holy Cross Collegiate Staff participate in engagement (called Superchats) with the four Superintendents. 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 Input	All HCC teachers are consulted about Four-Year Education Plan strategies and priorities via the Superchat process and staff meetings.

This Plan has been posted on our school website and can be found on the homepage by clicking on the banner titled "Education Plan + Results".