



2025-2029

FOUR-YEAR EDUCATION PLAN

Year Two



CATHOLIC FAITH



ACADEMIC EXCELLENCE



HEALTHY SCHOOLS

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MESSAGE FROM BOARD CHAIR



As the 2025/2026 school year ends, so closes the first year of our new Four-Year Education Plan.

Senior administration is working hard behind the scenes to finalize the next year in this plan, beginning September 2026. Thanks to their hard work, and the continued robust stakeholder engagement, the direction has been set for the division to meet the needs of students next year.

As always, the education plan is reflective of significant community engagement throughout the division, and I would like to thank everyone involved this past year. Your voices have been heard, and they do matter. While we continue to be a high performing school division, our administration and staff will continuously seek out improvements in teaching practices, student support, and strong commitment to authentic Catholic education.

Our “Catholic Faith” is still our number one priority as to permeate and integrate our core Catholic values. Our 2026 year is the beginning of our new three-year faith plan “Synodality: Communion, Participation and Mission.” This theme reinforces a coherent approach to faith formation - journeying and discerning together and being sent forth. The first year will focus on communion. It will emphasize formation, community, and shared identity in Christ within our school communities. Our schools will continue to form missionary disciples and serve as vibrant communities of faith, encounter, and witness. Rooted in the Church’s call to walk the path together, this framework will reflect a deepening of our Catholic identity and aligns closely with our diocesan renewal.

CTR prides itself on our students’ academic achievements. The 2024/2025 results are again well above the provincial averages. Nonetheless, our priority for “Learning” will still focus on academic excellence. We will continue with existing strategies such as literacy and numeracy support, divisional teams, and CLCs that will focus on research proven pedagogy to set goals and implement strategies and gather evidence of success. Readers’ and Writers’ workshops, coding, and AI support will also be at the forefront to ensure the success of all our students as they journey from Kindergarten to Grade 12 and their transition beyond.

Our “Healthy Schools” commitment will still be to serve the holistic needs of students and all staff. This aligns with our commitment to service that is inherent to our faith. We will continue with our strategies of behavioral supports and PD, universal supports, #Relationships, and continued access to assistance through our FSLW workers, universal mental health supports, early intervention, therapy supports, and Indigenous supports.

By continuing to focus on our robust community engagements, and building partnerships within and outside our division, we will continue to advocate for all our divisional needs for the upcoming year. We look forward to the 2026/2027 school year and the implementation of Year 2 of our Four-Year Education Plan.

May God continue to bless the work we are all doing within Christ The Redeemer Schools.

Andrea Keenan, Board Chair

ACCOUNTABILITY STATEMENT

Under the direction of the School Board, the Education Plan for Christ The Redeemer Catholic Schools commencing September 2026 was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in the context of the provincial government's business and fiscal plans. The School 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 School Board or Charter Board approved the 2025/2026 Education Plan on May 28, 2025. The School Board reviewed and approved the 2026/2027 Education Plan on May 27, 2026.



Andrea Keenan, Board Chair



Andrea Holowka, Superintendent

2025-2029



CATHOLIC FAITH

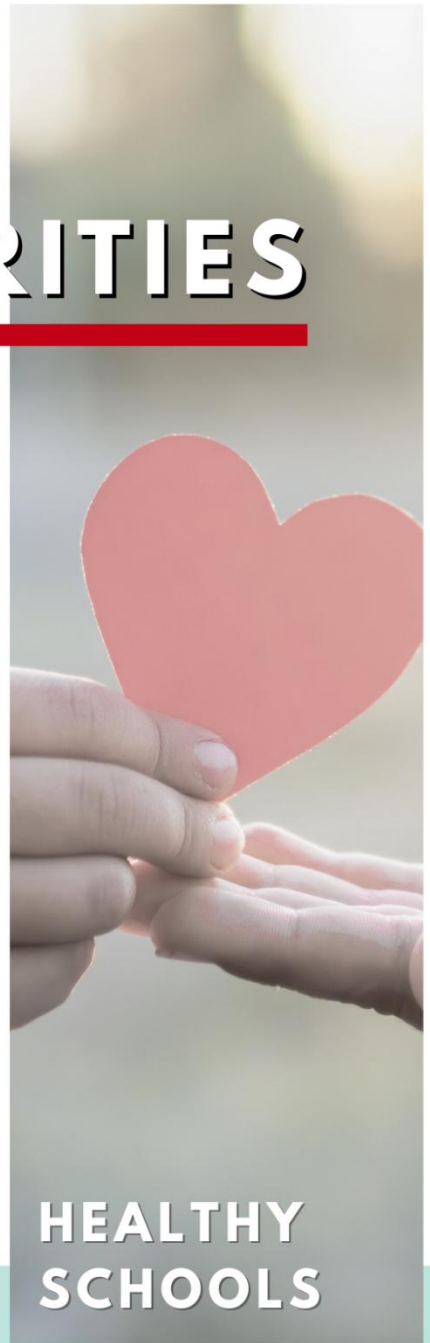
CTR permeates our Catholic faith in all that we do to recognize all of our students as created in the image of God. We welcome any student/family that desires a faith-based education.



OUR PRIORITIES

ACADEMIC EXCELLENCE

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



HEALTHY SCHOOLS

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

DIVISIONAL PRIORITIES

CATHOLIC FAITH

Christ The Redeemer Catholic Schools will anchor its next three-year faith assurance and education plan in the theme of Synodality: Communion, Participation, and Mission. Together, these themes reinforce a coherent approach to faith formation—journeying together, discerning together, and being sent forth—ensuring that our schools continue to form missionary disciples and serve as vibrant communities of faith, encounter, and witness. Rooted in the Church’s call to journey together, this framework reflects a deepening of our Catholic identity and aligns closely with the diocesan renewal. This first year will focus on communion, emphasizing belonging, unity, and shared identity in Christ within our school communities.

HEALTHY SCHOOLS

Healthy Schools remains as a division priority as it 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, 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. CTR 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 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.

ACCESSING INDIVIDUAL SCHOOL PLANS

Each school develops a Four-Year Education Plan. These Plans are presented annually 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, informed by community engagement and assurance results.

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

DATA ANALYSIS

ANNUAL EDUCATION RESULTS REPORT (AERR) 2024-2025

Upon receiving data from Alberta Education, CTR completes a thorough review at a senior administration level and with administrators and teachers. Key insights from that data analysis are below.

KEY INSIGHTS FROM 2024-2025 RESULTS ANALYSIS	
Provincial Achievement Tests (PATs)	<ul style="list-style-type: none"> Grade 6 aggregate Provincial Achievement Test (PAT) results were not available. However, results that were individually available demonstrated strengths and challenges that mirrored the provincial trends. Grade 9 PAT results were above provincial in all subject areas, both in acceptable and excellence categories. Strong results were maintained overall, with “very high” achievement in Science 9 acceptable and excellence results and “declined” in Math 9 acceptable standards.
Diploma Exam Results	<ul style="list-style-type: none"> Overall diploma exam achievement remains above provincial at acceptable and excellence levels. Previous intentional subject area focus in math and science courses impacted results, with “improved significantly” results in Math 30-1 acceptable and excellence, Math 30-2 acceptable, and Biology 30 acceptable and excellence standards. Improvement was also noted in English Language Arts 30-1 acceptable, Math 30-2 excellence, and Social Studies 30-1 acceptable results. Scores declined in only two categories, Social Studies 30-1 excellence and Social Studies 30-2 excellence. Division leaders and examination of assessment practices will support student mastery of challenging concepts.
Student Support	<ul style="list-style-type: none"> Our Continuum of Supports and Services has been a significant area of focus, through which CTR provides a tiered, collaborative framework ensuring students receive appropriate academic, behavioural, and social-emotional support. Our prioritization of resources, structures, and data systems have become a significant area of attention for the division which will continue to be explored and strengthened moving forward. Support for EAL and Indigenous students toward academic achievement will continue to assist with their language acquisition, learning needs, high school completion, and diploma examination and PAT participation and scores.
Early Literacy and Numeracy	<ul style="list-style-type: none"> Early literacy and numeracy continue as significant areas of focus, which will be achieved through the provincial screening and intervention as well as CTR’s practices involving Early Reading Intervention, Enhanced Reading, and Readers’ and Writers’ Workshop. Continuous use of assessment data will help tailor instruction to each student’s needs, while professional development for teachers will strengthen instructional practices.
Faith Formation	<ul style="list-style-type: none"> CTR will continue to invest in teacher faith formation and academic and spiritual formation for students. This will include professional development to religious education teachers, providing ongoing resources to support teachers with student and staff formation, and continuation of the Catholic Social Teaching.
Program Reviews Guiding Professional Practice	<ul style="list-style-type: none"> External program reviews allow for discernment of CTR’s efficacy in supporting student and staff proficiency in various areas. Ongoing

	exploration will focus on teacher and student use of AI and CTR's inclusive education practices.
Continuation of CTR Practices	<ul style="list-style-type: none"> Many practices have proven effective and will continue. These include supporting Catholic Learning Communities, coding supports, focus on teacher and leadership proficiency and supports, staff wellness, and mentorship. CTR remains committed to supporting early screening and intervention, refining systems of triaging and documenting student needs, enabling nutrition supports, and fostering student, staff, parent, and community engagement.

PLAN FOR IMPLEMENTATION

PLAN FOR IMPLEMENTATION OF THE 2025-2029 EDUCATION PLAN	
Administration Engagement	<ul style="list-style-type: none"> Significant feedback was provided to develop the Plan. Particularly, division administration was highly engaged in directly influencing the strategies, and input regarding board priorities were shared at ward meeting engagements with parents, staff, and students across all of our CTR communities. School education plans mirror the division's plan. This will allow the continuous improvement required for our division to be enacted coherently across our schools, with consideration of contextual needs.
Perspective Holder Engagement	<ul style="list-style-type: none"> Division leads and subject area professional development opportunities will be utilized to bring groups of teachers together to operationalize the goals within the plan, addressing specific problems of practice, division priorities, and student needs. Divisional professional development will be offered in specific areas, such as new curriculum, while Friday afternoon Catholic Learning Communities offer school-based autonomy to address needs that arise within a school's site. Schools use Education Councils and Team Leads to bring the shared leadership focus on the goals of the division and school education plans, creating localized plans for addressing improvement. Engagement with students, parents, teachers, and administration will occur throughout the year, allowing for adjustments to practices at the division and school levels to best meet immediate and future needs of students. Additionally, emerging evidence and the needs of students in local communities and across the division will also create adjustments to the division's education plan.

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 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 faith.
Short Term:	Perspective holders believe that CTR schools have an impact in the formation of staff and students in the Catholic faith.

MEASURES (NOTE: SURVEY RESULTS WILL BE MOVED TO GRADES 5, 8, AND 11 FOR 2026-2027)	2024-2025 RESULT	2026-2027 TARGET
% of students in grades 5, 8, and 11 achieving an Acceptable Standard on assessment.	91%	92%
% of students in grades 5, 8, and 11 achieving an Excellence Standard on assessment.	38%	39%
% 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.	93%	94%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.	91%	92%
% of students, parents, and teachers who are satisfied with the level of Catholic faith formation of students in our schools.	90%	92%
% of teachers who are satisfied with the level of Catholic faith formation of staff in our schools.	96%	96%
% of students, parents, and teachers who are satisfied with efforts to live out Catholic Social Teaching in our schools.	91%	92%

NEW STRATEGIES	DESCRIPTION
Increased Faith Leadership Opportunities	Through the restructuring of the centralized Catholic Education services, additional support will be available at the school and division level to ensure this local priority remains foundational to CTR.
Faith Formation Professional Development Resources	The division will provide administration and school-based Faith Leads with faith formation resources for delivery in Catholic Learning Communities sessions or through other formation opportunities.
Many and One School Implementation	Schools will continue to implement plans to support our Catholic Social Teaching. The divisional committee will continue to support requested resources for schools to implement within their local contexts.
Youth Faith Retreats	CTR will support student participation in a larger faith retreat or summit.
Faith Permeation	CTR will provide professional learning and support for faith permeation into additional subject areas, as well as supports for resource discernment.
Implementation of New Religious Education Resources	CTR will onboard teachers with the new grade 9 <i>Growing In Faith Growing In Christ</i> religious education resources. Teachers will be onboarded with the new <i>Blessed and Beloved</i> family life resources starting with grade 1 in 2026. Additional grades to follow in subsequent years.

Bishop’s Assurance Review	CTR will participate in the Bishop’s Assurance Review as part of the program review process. This comprehensive division- and school-based examination of Catholic permeation and accountability will generate meaningful feedback at both the system and school levels, while also contributing to the provincial emphasis on collaborative mission between dioceses and Catholic school divisions in Catholic education.
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EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Sharing of Faith Formation with Broader Community	The division 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. Additional faith formation materials will be shared on the division’s website and through social media platforms.
Working Group for Divisional Religious Education Assessments	The division will continue supporting grade-level teams of teachers to review and refine standardized assessments, which CTR administers annually in targeted grades (5, 8, and 11).
Establishment and Use of Sacred Spaces in Schools	School administration 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.
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 division 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.
Activities Related to Authentic Catholic Education	<p>The division and schools will participate in spiritual practices, diocesan relationships, advocacy, and celebration as part of our communal faith and responsibility to uphold Catholic education. These activities include:</p> <ul style="list-style-type: none"> • Student faith retreats • Eucharistic adoration in schools and as a division • Bishop’s Luncheon with priests, trustees, senior administration, and principals • Masses and liturgies in schools and as a division, corresponding to the liturgical calendar • Catholic Education Sunday and Catholic Education Week are celebrated in local Catholic parishes, schools, families, and the division • The Grateful Advocates for Catholic Education (GrACE) CTR Committee works collaboratively with the provincial organization to inspire, invigorate, and embolden the spirit of Catholic education in order to unite, engage, educate, and communicate with one voice • Faith retreats are held annually for administrators and trustees • Participation in diocesan and provincial Catholic education meetings

PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

OUTCOMES

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

MEASURES	2024-2025 RESULT	2026-2027 TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of students in grade 6 who achieved the acceptable standard on the test.	n/a	79%
Provincial Achievement Test Excellence Standard Overall percentage of students in grade 6 who achieved the standard of excellence on the test.	n/a	25%
Provincial Achievement Test Acceptable Standard Overall percentage of students in grade 9 who achieved the acceptable standard on the test.	76.3%	77%
Provincial Achievement Test Excellence Standard Overall percentage of students in grade 9 who achieved the standard of excellence on the test.	20.7%	22%
Diploma Acceptable Standard Overall percentage of students who achieved the acceptable standard on examinations.	87.9%	88%
Diploma Excellence Standard Overall percentage of students who achieved the standard of excellence on examinations.	23.5%	24%
High School Completion Rate Percentage of students who completed high school within three years of entering grade 10.	89%	90%
Active Citizenship Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	88.1%	89%
Student Learning Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	88.9%	90%
Catholic Learning Communities Percentage of teachers who believe CLCs are leading to improved student learning.	88%	89%

Strategies used to improve rates of PAT and Diploma, High School Completion, Active Citizenship, and Academic Engagement	
NEW STRATEGIES	DESCRIPTION
Assessment for Mastery	As an extension of our Catholic faith, CTR will pursue exploration of assessment practices which allow students to achieve their academic potential. CTR will work with schools to implement assessment practices that allow for ongoing feedback and opportunities for redemonstration of learning. This initiative will help educators tailor their approaches to better meet the diverse needs of all students, enhancing student understanding and outcomes. School-based plans will be executed and feedback shaping the division’s Assessment for Mastery Framework will be received.
Expanded Literacy and Numeracy Screening	As part of this work, CTR will support the expansion of literacy and numeracy screening and targeted interventions into Grades 4 and 5, aligning with upcoming provincial screening expectations beginning in 2026–27.
Digital Expansion of Provincial Assessments	CTR will also support schools in preparing for the full implementation of digital provincial assessments, including digital PATs and humanities Part A diploma exams. Teachers and students will be encouraged to use digital practice tests and field tests within the provincial digital assessment platform to build familiarity with the format, tools, and question types, helping ensure successful administration and increased student readiness for provincial assessments. The learning department will continue to provide onboarding through professional development and online support.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
New Elementary Social Studies Curriculum Implementation	CTR will continue to support teachers with the new Grades 4-6 Social Studies curriculum implementation through professional development and Curriculum Support Documents.
Elementary Literacy	<p>CTR’s literacy framework blends the Science of Reading, Layers of Literacy, and an effective enhanced reading intervention structure with the engagement and authenticity of the Readers’ and Writers’ Workshop. This ensures students master foundational skills—phonemic awareness, phonics, fluency, vocabulary, and comprehension—while also developing identity, choice, engagement, stamina, and purpose as readers and writers. The next plan will continue to support:</p> <ul style="list-style-type: none"> • Structured early reading interventions (ERI) in K–2 • Enhanced Reading and Precision Reading for Grades 3–12 • Daily opportunities for authentic reading, writing, conferring, and feedback • Clear alignment between foundational skills and higher-level literacy behaviors through Layers of Literacy. <p>This balance ensures students learn both how reading works and why reading matters, leading to stronger outcomes and more equitable progress across classrooms.</p>
Elementary Numeracy	<p>CTR’s balanced mathematics model emphasizes:</p> <ul style="list-style-type: none"> • Conceptual understanding (building meaning before memorization) • Foundational skills and fluency (accuracy, flexibility, deliberate practice) • Problem solving and reasoning (multi-step thinking, perseverance, communication). <p>We will continue to strengthen:</p> <ul style="list-style-type: none"> • Consistent numeracy workshop structures that blend direct instruction with guided exploration • Rich problem-solving experiences that demand reasoning and justification • Division-wide use of screening tools to target interventions and enrichment

	<ul style="list-style-type: none"> • Opportunities for students to re-demonstrate learning and reflect on their understanding. <p>This approach ensures that students build deep number sense while also developing the confidence and independence needed to apply mathematics flexibly across contexts.</p>
Elementary Teacher Professional Learning	CTR will support elementary teachers through targeted professional learning focused on curriculum implementation, PAT preparation in new curriculum areas, and assessment for mastery practices. Following a meeting with elementary principals to discuss next steps, three key priorities were identified: strengthening balanced numeracy to address student learning gaps and improve PAT outcomes, tightening K–2 literacy foundations to reduce the number of students behind by Grade 3, and supporting fluency, vocabulary development, and implementation of the new K–6 curriculum. Based on principal feedback, the division will primarily provide practical toolkits—ready-to-use agendas, slides, and instructional routines—to support school-based learning.
Divisional Teams	CTR will continue to support the divisional team model, utilizing divisional leads to collaboratively focus on high-yielding instructional and assessment strategies which positively impact 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.
Mathematics Support	Support will be provided at all levels of mathematics instruction, including: high-yield instructional practices, professional learning opportunities, assessment strategies, resources, and number sense routines.
Career Exploration and Dual Credit	CTR will prioritize career exploration, work experience, post-secondary transitions, and dual credit opportunities to support student success in high school, post-secondary education, and in the workforce.
Artificial Intelligence	CTR has provided division-wide access to Google Gems and is supporting teachers in using these tools to enhance instruction and deepen student learning. This year, teacher experts are creating short online tutorials demonstrating how they use Gems in their classrooms. These tutorials will be shared across schools so staff can access practical examples anytime, including ways AI can support student learning and act as a tutoring tool.

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	2024-2025 RESULT	2026-2027 TARGET
Provincial Achievement Test Acceptable Standard Overall percentage of First Nations, Métis, and Inuit students in grades 6 and 9 who achieved the acceptable standard on the test.	74.5%	75%
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.	24.5%	25%
Diploma Acceptable Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard on examinations.	85.9%	86%
Diploma Excellence Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the standard of excellence on examinations.	16.3%	17%
High School Completion Rate Percentage of First Nations, Métis, and Inuit students who completed high school within three years of entering grade 10.	85.7%	86%
Active Citizenship Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	n/a	85%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	n/a	85%

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.

ESSENTIAL STRATEGIES	DESCRIPTION
Implementation of Rupertsland Institute Partnership Resources	CTR schools will incorporate Rupertsland resources into classroom lessons, support for Indigenous students, and teacher foundational learning. These resources have been procured through a partnership with Rupertsland to benefit the students and staff of CTR. Rupertsland will also be hosting events and learning at the schools with Knowledge Keepers and Elders.
Implementation of K to 6 Social Studies Curriculum Support Documents (CSDs)	CTR will continue implementation of Curriculum Support Documents for the new social studies curriculum that include First Nations, Métis, and Inuit outcomes, foundational knowledge, and perspectives. These documents have been created in collaboration with Elders, Knowledge Keepers, and Indigenous Educators.
Division Administrators' Professional Development	Administrators will grow their knowledge and understanding of Foundational Knowledge through professional development at administrators' 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.
Success of First Nation, Métis and Inuit Students	There will be a segregated analysis of all data available for our Indigenous students on a yearly basis to ensure access to appropriate supports are in place.
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	Professional development is available for all CTR staff to access through webinars, First Nations, Métis, and Inuit Lead Teacher sessions, Alberta Professional Learning Consortium sessions, cultural awareness events, and resources available through CTR's Intranet.
<u>Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students</u>	All Indigenous youth in care have their cases reviewed a minimum of two times per year.

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

MEASURES	2024-2025 RESULT	2026-2027 TARGET
Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	92.6%	93%
School Improvement: Percent of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	88.4%	89%

Supervision and evaluation (processes, strategies, and local measures/data) demonstrates that the division supports teaching and leadership quality through professional learning, supervision, and evaluation processes.	
ESSENTIAL STRATEGIES	DESCRIPTION
Recruitment Initiatives	Significant, ongoing efforts will continue to support the recruitment of teachers across our seven communities. These efforts include supporting seats in post-secondary education programs, promoting rural practicum bursaries and federal rural student loan forgiveness for teachers, pre-hiring opportunities, staff referrals, Human Resources team participation in hiring fairs, incentives for teachers involved in rural communities, support for expedited pathways to certification, post-secondary education course bursaries, proactive assignments and scheduling for new teachers, a New Teacher Orientation and mentorship program, and ongoing support and development for new teachers through the evaluation process.
Retention Efforts	Employee retention continues to be a priority in reducing teacher vacancies. Ongoing efforts include accommodating teacher transfers where possible, providing administrative support for teaching assignments, and offering sustained professional development and support for staff.
Teacher Leader Alignment	Senior administration will continue to promote the alignment of team leader application criteria with the Teaching Quality Standard and the Leadership Quality Standard, and will engage school-based administrators and team leads in ongoing professional development focused on strengthening the leadership capacity of all team leads.
Aspiring Leaders Program	CTR Catholic will again offer Aspiring Leaders , a cohort-based program for teachers for those who aspire to school-based administration or other leadership roles within the division at the school or system level. The program includes full-day, in-person sessions facilitated by senior administration and site-based leaders. Participants engage in learning aligned to the following leadership themes: - Embodying Catholic Leadership

	<ul style="list-style-type: none"> - 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	CTR's 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. Monthly newsletters will also be shared with the division, highlighting the internal and external supports available to staff.
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 administrators' 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 Orientation	Administrators, directors, and superintendents who present at New Teacher Orientation Sessions will align sessions with CTR's focus on continuous improvement, including professional development on Catholic education, assessment, differentiation, and student regulation.

PROVINCIAL DOMAIN: LEARNING SUPPORTS

OUTCOMES

Long Term:	Schools 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:	Schools 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:	Schools will provide students with strong universal supports that allow for classroom and school-based intervention, with triaging to divisional supports as needed. Satisfaction will remain or increase in safe and caring, inclusive environments, where students have appropriate access to supports and services.

MEASURES	2024-2025 RESULT	2026-2027 TARGET
Safe and Caring: Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.	93.5%	94%
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.	88.7%	89%

- **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 will be defined and implemented to ensure structures and supports are cohesive and equitable across all CTR schools.
Complexity Teams	Complexity Teams will be established to support schools in responding to increasing student complexity through coordinated expertise, consultation, and continued resourcing.
English as an Additional Language Professional Development	A Multilingual Guide outlines the intake process, assessment practices, coding, and record-keeping procedures for multilingual learners. This document will be implemented through PD and used by schools to provide clear best practices that ensure consistent identification and support across schools.
Learning Support Teacher Review	Review and explore responsibilities, professional learning needs, and leadership expectations among Learning Support Teachers to ensure cohesive and appropriate resources are provided to schools to address diverse student needs.
Implementation of Continuum of Supports and Student Services	Continued refinement and support will be provided centrally and locally across schools to: <ul style="list-style-type: none"> • Implement CTR's Framework for Inclusive Education

	<ul style="list-style-type: none"> • Implement an administrative procedure outlining structures, processes, and access to resources • Provide professional development for teachers and educational assistants, and targeted professional development for Learning Support and English as an Additional Language (EAL) teachers, as well as Family School Liaison and Connections workers. This will equip staff with the tools to better meet the needs of all learners • Implement a toolkit to support schools in their work with complex needs students, including universal, targeted, and individual supports • Continue to implement the <i>CTR Practice Guide for Multilingual Learners</i> across CTR schools • Support school-based processes at each school that include student intervention meetings, communication between classroom, learning support, EAL, FSLW/Connections workers, pathways for information and communication prior to and after meetings, and a representation of each school's continuum of support and services • Share division level processes and data and ensure data kept and shared between the schools and division are consistent (e.g. wait lists, caseloads)
Community Supports	Work with community partners to create services for early learners and families within our school settings, including before and after school care, pre-kindergarten services, and daycare programs.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
#Relationships in a Digital Age	<p>The #Relationships in a Digital Age materials have been updated to reflect changes to technology and related resources. To assist teachers' understanding of the changes, the division will share the resources to elevate their utility in educating students toward building positive relationships, developing a capacity for sustained attention, being conscious of the impacts of screens on mental health, and responsible decision making around screen time. Lessons reflect current trends and issues that are relevant to student responsible use of screens and positioned within the lens of our Catholic faith.</p> <p>Principals will be provided with resources to support parent engagement on #Relationships in a Digital Age, including the promotion of Unplugged Canada, a parent-led group striving to raise parent awareness and encourage actions to build healthy digital habits.</p>
SIVA Training	Staff who work with students who display challenging behaviours and complex needs will be trained in <i>Supporting Individuals through Valued Attachments</i> (SIVA). This training program replaces MANDT use in CTR, as it emphasizes a holistic, relationship-based approach that focuses on collaboration, goal direction, self-management, and healthy empowerment to strengthen relationships and create safety for students.
Accessing Community Resources	Establish connections and communications to enable family access to community resources which provide targeted supports to students and families, for needs that exist outside the scope of education or school hours.
Crisis Response Focus	CTR will support crisis response protocols at the division and school levels, and ensure proactive and responsive measures are taken coherently across the division.

Family School Liaison Workers (FSLWs) and Connections Workers	CTR 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, who will support teachers to build upon the mental health strategies they have previously implemented.
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 a screening and early intervention process , this initiative aims to identify students who may benefit from early support services, particularly in the areas of occupational therapy and speech-language development. Students identified through this screening will be considered for early intervention programs designed to enhance their academic readiness and overall developmental progress.
Speech Language Pathology, Occupational Therapy, Physical Therapy, Behaviour Analysis, and Low Incidence	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 professional development and a catalogue of learning opportunities.
Behavioral Supports and Professional Learning	CTR will enable supports and services for students needing targeted support by providing increased professional development for teachers, administrators, and educational assistants.
*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:	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.
Short Term:	Development of the Four-Year Education Plan is increasingly reflective of input from various perspective holders.

MEASURES	2024-2025 RESULT	2026-2027 TARGET
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.	88.9%	89%

- **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.**

ESSENTIAL 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.
Trustee Advocacy	Trustees and superintendents will advocate to advance the needs of the division to ensure student excellence in Catholic education now and in the future.
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.
Ward Meetings	Trustees will chair ward meetings which include engagement sessions with the superintendent, 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	Superintendents schedule one engagement (called Superchats) annually with each school’s staff, joined by the local trustee. At these conversations, 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.
Four-Year Education Plan Input	Administrators, teachers, school staff, parents, and students are provided with opportunities for input regarding the goals and strategies within the upcoming Four-Year Education Plan, with input requested annually to refine goals and strategies.
Joint Use Agreements	CTR will create and revisit joint use agreements with each community.
Council of School Councils Meetings	School council chairs will gather two times per year at Council of School Councils meetings, in which parents are provided information and the opportunity to engage on various topics essential to the Four-Year Education Plan and other emergent areas requiring parental feedback.
Provincial Partnership Collaboration	CTR’s trustees and senior administrators are engaged in collaborative work through partner organizations, including: 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, and on an ongoing basis to address emergent needs.
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, as well as engagement with other interest holders, 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 engage with parents to share their Four-Year Education Plans and receive feedback regarding future planning.
- The priorities of the division and the Four-Year Education Plan are shared with the Council of School Councils annually, where feedback from parents is also obtained.
- Superchats allow superintendents and trustees to receive feedback from each school staff on divisional priorities.
- The Board of Trustees' ATA Liaison Committee allows trustees, superintendents, and local ATA members to meet regularly to engage in dialogue and problem-solving.
- 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 Field Services Manager. Our Plan is distributed and shared with Alberta Education through meetings with our Field Services Manager.

Board of Trustees: The trustees are involved in the development of the Plan, first by providing the divisional priorities that provide direction to administration for the four years following the plan's development. 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 through superintendents' reports. The Plan is approved annually by the Board at the May 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. Explicit engagement in identifying strategies for the upcoming year is performed annually as the plan takes shape each spring.

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. This committee is asked to assist with the Plan's development by reviewing divisional priorities and results and providing feedback to address student success and continuous improvement. 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 are 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 the Plan by accessing our weblink to the Plan. Highlights of the Plan will also be included in school newsletters with the weblink included.

Teachers: Teacher engagement through Superchats with superintendents, trustees, and each school staff, as well as through the ATA Liaison Committee (comprised of trustees, superintendents, and teachers), allow for teacher engagement into the Education Plan.

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 [2025-2029 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 2027

Revenues

Alberta Education :	\$ 110,551,407
Alberta Infrastructure :	\$ 3,507,444
Other School Authorities:	\$ 221,000
Property Taxes:	\$ 8,701,573
Fees:	\$ 1,831,213
Miscellaneous:	\$ 2,405,472

Ex.: Other Sales and Service, Investment Income, Gifts and Donations, Rental of Facilities, Fundraising

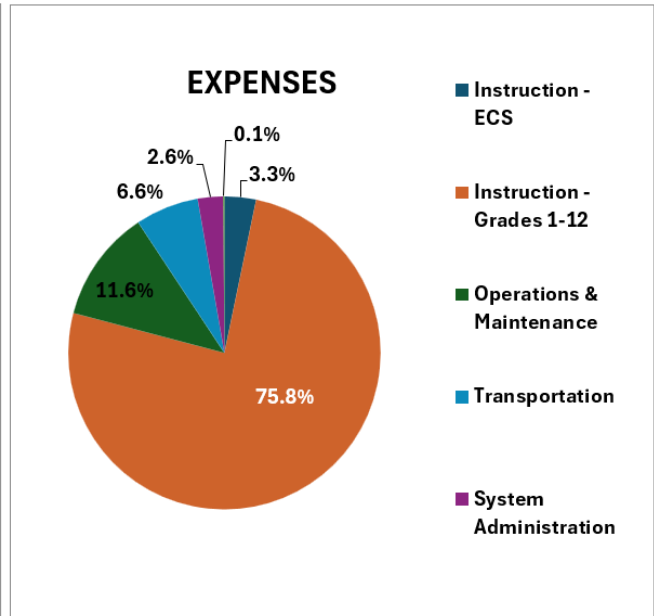
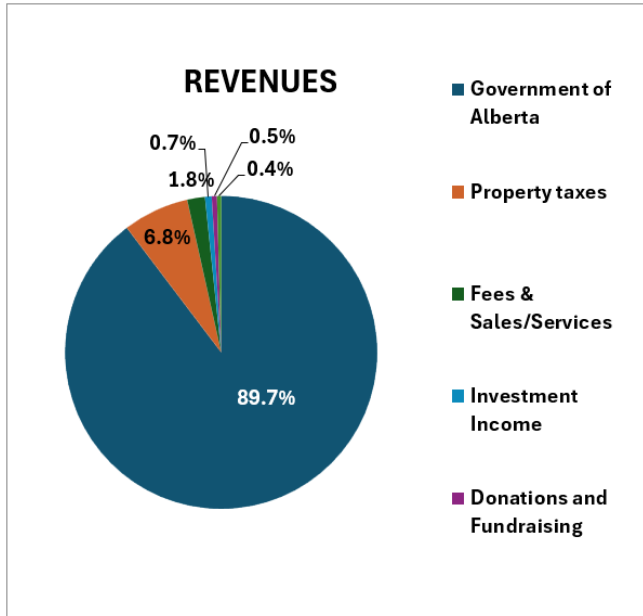
Total: \$ 127,218,109

Expenses

Instruction – ECS:	\$ 4,194,992
Instruction Grade 1 to 12:	\$ 97,340,486
Operations and Maintenance:	\$ 14,876,367
Transportation:	\$ 8,416,950
System Administration:	\$ 3,388,709
External Services:	\$ 145,363

Total: \$ 128,362,867

Operating Deficit: \$ (1,144,758)



CTR’s 2026-2027 budget continues to be guided by its Four-Year Education Plan and fundamental beliefs of Catholic Faith, Healthy Schools, Academic Excellence and Stewardship of Resources. With thanks to multiple funding injections from Alberta Education, the 2027 Budget places a heavy emphasis on smaller class sizes, while focusing on addressing the rise of complexities in the classroom, and fund support staff salary and benefit increases. The division carefully allocated its resources to effectively meet the diverse needs of students in today’s complex classrooms while balancing budgetary constraints and financial sustainability. CTR is projecting total revenues of \$127,218,109 and expenditures of \$128,362,867. Thereby resulting in an overall deficit position of \$1,144,758 for the upcoming school year.

It is projected that enrolment will increase by approximately 2.0% when compared to the 2026 school year. The deficit can be attributed primarily to the unfunded increase in support staff salaries, increased classroom complexities, and inflationary pressures brought on by uncertainty in the supply chain and global markets in general. 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 2026-27 Detailed Budget Report can be found on the [CTR Website](#).

CAPITAL AND FACILITIES PROJECTS

CAPITAL PLAN REQUESTS

CTR's highest priorities are reflected in the Three-Year Capital Plan 2027-2030 that was submitted to the Province on April 1, 2026 (which can be accessed [here](#)).

CTR's first priority is a new high school in Okotoks. Our existing facility, Holy Trinity Academy, is filled to capacity, and yet enrolment continues to grow as families seek Catholic education. The province has allocated funds to us for pre-planning, and we are using them to work collaboratively with the Town of Okotoks to secure land. A potential site has been indicated in the new development in West Okotoks, called Tillotson. The Town of Okotoks currently has four major housing developments in progress, which represent between 20,000 and 25,000 new residents within the next 17 years.

As its second priority, CTR continues to present the case that when the replacement school for École Good Shepherd School (EGSS) is opened, it will be financially prudent and programmatically responsible to repurpose the Sprung structure at the existing EGSS. The province has granted us pre-planning funds to explore the possible relocation of the Sprung structure to St. John Paull II Collegiate, and we are petitioning for funds to take advantage of this opportunity.

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 projected this September to be at 100% 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 serve 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 schools which cannot be expanded to accommodate the additional students. Our elementary school, Holy Spirit Academy, is at capacity. CTR has received pre-planning funding funds to explore this further.

Identified as our fifth priority, planning for a new high school in Brooks is underway. Alberta Infrastructure has been supportive in the initial stages of preparation, through site testing, geological testing, traffic impact studies, etc. Very recently, Alberta Infrastructure contracted the services of a bridging consultant, to begin managing architectural design which should move the project toward eligibility for full funding within the next year.

Several modular builds and move requests have been granted from the province.

CURRENT AND CONTINUING PROJECTS

During the 2023 Capital Announcements, CTR was granted a replacement school for École Good Shepherd School. Construction is developing well, and the building is on track for September 2027 occupation. 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.

Additionally, two modular classrooms are being constructed at St. Francis of Assisi Academy, expected for occupancy in Fall 2026.

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.



PRIORITIES OF FAITH - ACADEMIC EXCELLENCE - SAFE & CARING - STEWARDSHIP

★ **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.

8,302

TRADITIONAL SCHOOL STUDENTS

+ 2,264

ONLINE + HOME SCHOOL STUDENTS

=

CTR EDUCATES
10,566
STUDENTS



525

TEACHING STAFF

284

SUPPORT STAFF



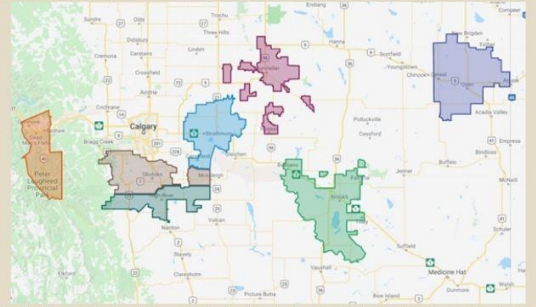
CTR transports
5,070
students on a daily basis to and from their schools.

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.



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

MISSION: Christ The Redeemer Catholic Schools in partnership with the family and the parish, will deliver an authentic Catholic learning experience by creating a lasting foundation of faith and knowledge for everyone in our community in a supportive, caring environment.

What We Offer:

- Catholic Education
- English Language Learning
- Indigenous Learning
- French Immersion
- Home Education
- Online Learning
- Outreach Centres
- Pre-K + Kindergarten

WWW.REDEEMER.AB.CA