

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



SCHOOL: 1784 CHRIST THE KING ACADEMY

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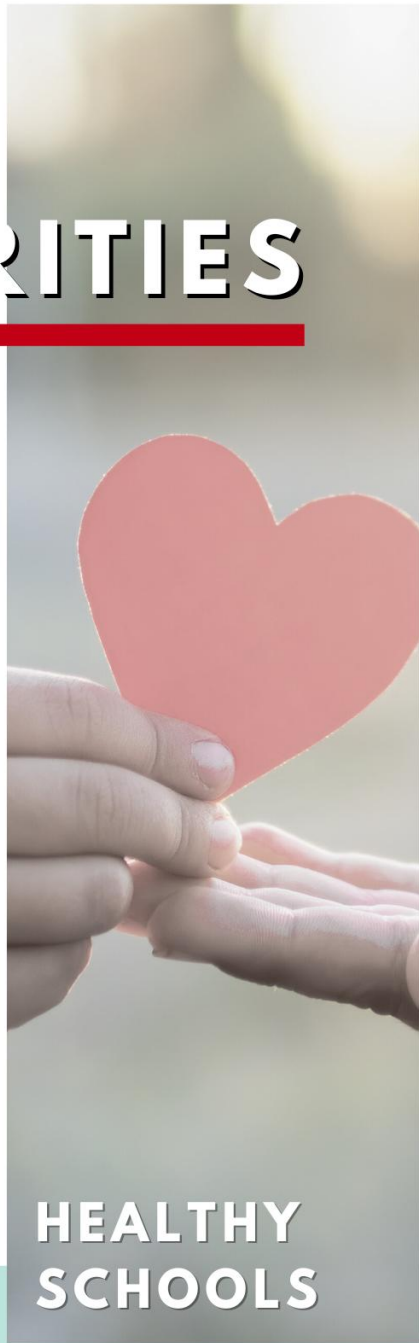
CATHOLIC FAITH

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

Christ The King Academy (CTK) 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 CTK 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. CTK 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.

COMMITMENT TO ENGAGEMENT

At Christ the King Academy, our administration actively seeks input from students, parents, staff, and parish partners to reflect on school results, identify priorities, and guide planning for improvement. The development of our school's four-year education plan has included meaningful engagement through surveys, feedback sessions, focus groups, and the review of planning documents. These opportunities have allowed our school community to share insights, raise concerns, and shape direction collaboratively. We continue to meet regularly with stakeholders throughout the year to reflect on student supports, academic achievement, and best practices for teaching and learning at CTK.

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 CTK Schools.
Medium Term:	Perspective holders believe that CTK Schools continue to have a significant impact in the formation of staff and students in the Catholic faith.
Short Term:	Perspective holders believe that CTK Schools have 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.	87%	88%
% of students in Grades 5, 8 and 11 achieving an Excellence Standard on assessment.	37%	38%
% of parents, students and teachers who indicate that they are satisfied with the relationship that exists between the school and the local parish.	95%	98%
% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	98%	98%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.	98%	98%
% 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.	97%	98%
% 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%	97%
% 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.	95%	96%

NEW STRATEGIES	DESCRIPTION
Faith Formation Professional Development Resources	CTK will utilize faith formation resources provided by the division to support growth in our Catholic Learning Community. These resources will be shared and explored by staff during CLC sessions and other school-based formation opportunities, led by administration and our Faith Lead.
Many and One School Implementation	CTK will implement school-based plans that promote inclusion and address racism and discrimination, rooted in our Catholic Social Teachings. We will access and adapt resources to support these efforts in meaningful ways that reflect the needs of our school community.

Faith Permeation	CTK will support staff in the integration of faith across all subject areas. Professional learning opportunities and collaborative planning will focus on meaningful and intentional permeation of Catholic values throughout the curriculum.
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EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Sharing of Faith Formation with Broader Community	CTK will share faith-based content throughout the year in alignment with the liturgical seasons and key religious celebrations. Messages will be featured in our newsletters, school calendar, and social media to support faith formation within our school community.
Establishment and Use of Sacred Spaces in Schools	CTK's administration and Faith Lead will ensure the intentional use and reverence of our school chapel as a sacred space for prayer, reflection, and spiritual growth. The chapel will be integrated into school life in meaningful ways, aligned with diocesan guidelines, to foster a deeper sense of faith and connection within our school community.
Faith Days	CTK staff annually attend Faith Days, a two-day event dedicated to spiritual renewal and faith formation for all trustees, teachers, and administrators. It is a time to pause, reflect, and deepen our shared commitment to Catholic education.
Faith Leaders	CTK has a designated Faith Lead who works closely with school administration to plan and guide religious events, staff faith formation, and spiritual initiatives within the school. This role helps ensure that faith remains central to the life and culture of CTK.
Youth Faith Retreats	CTK is committed to offering students opportunities to grow in their faith through participation in larger-scale faith retreats or summits, such as NET or Face2Face.
Weekly Community Mass	Christ The King Academy and our sister schools celebrate weekly morning mass every Wednesday to grow together in faith and parish connection.
Sacraments	Christ The King Academy celebrates the adult and student sacraments as a community.

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.	57.1%	60%
Provincial Achievement Test Excellence Standard Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on the test.	10.1%	13%
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	83.2%	87%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	90.8%	93%
Catholic Learning Communities Percentage of teachers who believe CLCs are leading to improved student learning.	100%	100%

Strategies used to improve rates of PAT and Diploma, High School Completion, Active Citizenship, and Academic Engagement	
NEW STRATEGIES	DESCRIPTION
Literacy Interventions	CTK will prioritize the intentional scheduling of literacy interventions, ensuring a layered approach to literacy instruction and support. Through coordinated planning, targeted strategies will be delivered at multiple levels to address diverse learner needs. This structure allows for focused literacy development across all grades, reinforcing core skills while providing responsive intervention and enrichment where needed.
Assessment for Mastery	As part of our Catholic mission, CTK will lead initiatives focused on exploring assessment practices that support students in reaching their full academic potential. Through intentional strategies, we will promote ongoing feedback and opportunities for re-learning to strengthen student understanding and success. These initiatives will guide educators in tailoring instruction to meet the diverse needs of all learners. School-based plans will be implemented, and feedback gathered will help inform and shape the division’s Assessment for Mastery Framework.
Numeracy Interventions	CTK will implement intentionally scheduled numeracy interventions that provide layered support to meet the varied learning needs of students. Through strategic

	planning and targeted instruction, numeracy skills will be strengthened across all levels. This tiered approach ensures foundational understanding while offering opportunities for reinforcement, enrichment, and responsive intervention.
EAL Workshop	CTK will implement a new options class specifically designed for EAL students, focused on building connections through hands-on workshop experiences. This initiative aims to support student identity, foster belonging, and strengthen connections to both the school and the wider community.
Homeroom Connections	Students will receive dedicated time in their homerooms to strengthen relationships, revisit executive functioning strategies, and connect with trusted adults who offer consistent support, guidance, and a sense of belonging rooted in our Catholic faith and school community.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Divisional Teams	CTK will continue to actively participate in the divisional team model, working alongside divisional leads to collaboratively explore high-impact instructional and assessment strategies that enhance student learning and success.
Catholic Learning Communities (CLCs)	At CTK, weekly Collaborative Learning Communities (CLCs) focus on improving student learning through the SIOP model. Teachers collaborate to implement high-impact, research-based strategies that support both language and content development. CLCs address key questions around student learning, instructional practices, and evidence of growth, ensuring a focused and reflective approach to teaching.
Coding	CTK teachers will continue to leverage resources to allow students to engage with computational thinking through coding and robotics.
Artificial Intelligence	CTK will continue to support best practices for teachers' and students' use of Artificial Intelligence, as outlined within our administrative procedures.
Response to Intervention (RTI)	CTK is implementing a Response to Intervention Plan to target student literacy. RTI will allow for 20 min/ 3 times weekly for intentional strategies based on best teaching practices.

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

OUTCOMES

Long Term:	CTK's First Nations, Métis, and Inuit students experience achievement increases of 15% or more.
Medium Term:	CTK's First Nations, Métis, and Inuit students experience achievement increases of 10% or more.
Short Term:	CTK'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	88%
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	38%
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.	83.2%	90%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	90.8%	94%

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
National People's Culture Day Celebration	CTK has implemented a day of worldview and cultural celebration in June. CTK staff and students chose an activity that highlights indigenous culture, history, art, sports and stories and music.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Implementation of Rupertsland Partnership Resources	CTK 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 CTK.
Implementation of K to 6 Curriculum Support Documents (CSDs)	CTK will continue implementation of CSDs for core subject curriculums that include First Nations, Métis, and Inuit outcomes, foundational knowledge, and

	perspectives. These documents have been created in collaboration with Elders, Knowledge Keepers, and Indigenous Educators.
Division Administrators Professional Development	Administrators will grow their knowledge and understanding of Foundational Knowledge through professional development at administrator meetings.
Indigenous Student Support	There will be a review of the continuum of supports provided for all Indigenous students enrolled in CTK with an emphasis on individual students.
School Representatives	Each school in CTK is represented by a First Nations, Métis, and Inuit Teacher Representative who is responsible for attending divisional Indigenous meetings. They will share resources and attend professional development opportunities, in addition to leading the school in building awareness and action related to First Nations, Métis, and Inuit perspectives.
Foundational Knowledge Professional Development	Foundational Knowledge Professional Development is available for all CTK 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 CTK's Intranet.
Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students	All Indigenous youth in care have their cases reviewed a minimum of two times per year.

PROVINCIAL DOMAIN: TEACHING AND LEADING**OUTCOMES**

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

MEASURES	2023-2024 RESULT	2025-2026 TARGET
Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.	90.7%	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.	81.6%	84%

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
Retention Efforts	CTK is committed to staff retention by reducing teacher vacancies through responsive administrative support, thoughtful teaching assignments, and ongoing professional learning and mentorship opportunities.
Athletic Team Leaders	CTK's Athletic Team Leader roles will be aligned with the expectations outlined in the CTK Athletic Handbook. School administration will collaborate with Athletic Team Leads to support the planning, organization, and leadership required to deliver well-rounded athletic programs within our school community.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Staff Wellness Supports	CTK will meaningfully implement and regularly revisit strategies that support staff health and well-being. Vice Principals will engage in professional development on staff wellness, then lead interactive sessions with their school teams. Wellness will be intentionally embedded into CLC time, creating space for reflection, connection, and care. These efforts will be guided by <i>The 13 Factors for Psychological Health and Safety in the Workplace</i> , which will be purposefully integrated into leadership decisions and daily practice.

Leadership Support, Mentorship, and Networking	CTK will provide regular mentorship for new teachers and school leaders, rooted in the Leadership Quality Standard. Ongoing collaboration, peer support, and leadership matchmaking will be integrated into staff and administrator meetings to foster growth and connection.
Teacher Supervision, Growth and Evaluation and Enhanced Supervision	Principals will evaluate new teachers using the Teacher Supervision, Growth, and Evaluation process alongside senior admin. Teachers and administrators with continuous contracts will participate in Enhanced Supervision every four years. Both processes will follow standardized timelines and include reflection questions aligned with the Four-Year Education Plan to strengthen the connection between teaching and learning.

PROVINCIAL DOMAIN: LEARNING SUPPORTS

OUTCOMES

Long Term:	CTK 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:	CTK 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:	CTK 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.	87.2%	90%
Access to Supports and Services: Percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at schools, including inclusive education.	87.5%	90%

- Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis, and Inuit student success and ensuring all students, teachers, and school leaders learn about First Nations, Métis, and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
- Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

NEW STRATEGIES	DESCRIPTION
Relaunch #Relationships in a Digital Age	The <u>#Relationships in a Digital Age</u> materials have been updated to reflect changes to technology and related resources. To assist teachers' understanding of the changes, CTK will relaunch 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. Updated lessons reflect current trends and issues that are relevant to student responsible use of screens, and positioned within the lens of our Catholic faith.
ACES	CTK will build staff capacity in trauma-informed practices by providing professional learning on Adverse Childhood Experiences (ACEs) and the impact of trauma on brain development and student learning. Through this training, staff will develop strategies to support regulation, resilience, and engagement in the classroom.
Crisis Response Focus	Strengthen and implement crisis response protocols at CTK in alignment with division-wide practices to ensure a proactive, coordinated, and timely response to emergencies. This includes regular staff training, clear communication procedures, and consistent safety measures to support the well-being of all students and staff.

SIVA Training	CTK staff who work with students who display challenging behaviors and complex needs will be trained in <i>Supporting Individuals through Valued Attachments</i> (SIVA). This training program replaces MANDT use in CTK, 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.
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EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Family School Liaison Workers (FSLWs) and Connections Workers	CTK's schools continue to have access to services provided by FSLWs and Connections Workers .
Universal Mental Health Supports	Universal mental health continues to be a focus for CTK and teachers will build upon the mental health strategies they have previously implemented.
Sensory Rooms	CTK students 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.
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.
Speech Language Pathology, Occupational Therapy, Physical Therapy, and Low Incidence	CTK's schools continue to have access to specialized support services , speech language pathology, occupational therapy, physical therapy, low incidence, and behavior supports. Student Services will support school professional learning through lunch and learn professional development and a catalogue of learning opportunities.
*See First Nations, Métis, and Inuit Student Growth and Achievement Domain for more strategies.	

PROVINCIAL DOMAIN: GOVERNANCE**OUTCOMES**

Long Term:	Perspective holders view CTK 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 CTK'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 CTK.
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.	92.6%	94%

- 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
Communications Lead	CTK will continue to support a communications lead to streamline communications to public and parent community through a targeted and active social media presence including Facebook and Instagram. The principal will collaborate and work closely to envision an online presence that reflects school culture.
Telling Our Stories	All teachers at Christ the King Academy will continue to focus on <i>Telling Our Stories</i> by intentionally sharing school-based successes, faith experiences, and student growth. These stories will be shared locally within the CTK community and more broadly across the division to foster connection, celebrate impact, and strengthen our Catholic identity.
School Council Meetings	CTK principal attends school council meetings. They provide a school report, faith information, and engages on various topics of interest to the division and school community.
Superchats	CTK staff participate in one engagement (called Superchats) with CTR superintendents each year, joined by the local trustee. At these conversations, Superintendents share existing priorities and plans and gather feedback on new needs arising in our school. These conversations influence the division's Four-Year Education Plan and provide an opportunity for CTK staff to showcase their accomplishments in different areas.
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.

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".