

Making Christ Known to Children

**Three Year Education Plan
2021 to 2023**

Approved on May 25, 2021



**Red Deer Catholic
Regional Schools**

Inspired by Christ. Aspiring to Excellence.

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The Education Plan for Red Deer Catholic Regional Schools commencing September 2021 was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the Education Plan for 2021-2023 on May 25, 2021.

(original copy is signed)

Kim Pasula, Chair
Red Deer Catholic Regional Schools

May 25, 2021

Date

(original copy is signed)

Kathleen Finnigan, Superintendent
Red Deer Catholic Regional Schools

May 25, 2021

Date

Principles of Practice

We honour our children.

We provide a safe and secure environment.

We live and proudly proclaim our Catholic Christian faith.

We provide quality education in a Catholic environment.

We pray as an educational community.

We practice servant-leadership.

We focus on our mission through clarity of purpose.

We value our staff.

Vision

Making Christ Known to Children.

Mission

Red Deer Catholic Regional Schools is committed to providing students with a complete offering of learning opportunities delivered within the context of Catholic teachings and tradition, and within the means of the Division.

Called to continue Jesus' mission as prophet, priest and servant, we are guided by His life and teachings in all that we do.

Our schools are gospel-centred communities of hope, fostering Catholic Christian values in a pluralistic society.

We focus on the education of the whole child, helping students develop spiritually, intellectually, emotionally, socially and physically.



Message from the Board Chair

"The mission of schools is to develop a sense of truth, of what is good and beautiful. True education enables us to love life and opens us to the fullness of life" (Pope Francis).

The Board of Trustees are grateful that thousands of Central Alberta families have chosen to send their children to our schools to experience all that is good and beautiful about Catholic education, where we "make Christ known to children." Red Deer Catholic Regional Schools is blessed with committed and caring teachers and staff who work hard to help our students achieve their God-given potential. Our Division focuses on LIFT -- Literacy, Inclusion, Faith and Technology -- guides our efforts and helps us measure success. We will continue to deliver the best educational programming possible to provide our students with the skills and experiences they need to grow into faith-filled, successful, engaged citizens.



Message from the Superintendent

In Red Deer Catholic Regional Schools, students are offered a Catholic world-view. All are loved by God and our mission is to allow students to grow physically, academically, socially, morally and spiritually. Through the teachings of Christ, we will continue to strive for excellence and provide a quality inclusive education for our students.

Red Deer Catholic schools are places of great diversity. Students of all intellectual, cultural and faith backgrounds are welcome. Our schools are safe and welcoming, where student success is our priority. Each student matters and every learner contributes to the learning environment and enriches our Catholic faith community. Students are given the knowledge, freedom and confidence needed to reach their full potential.

Our staff see teaching as a vocation. Teaching requires us to challenge our students as we challenge ourselves. Teaching in Red Deer Catholic Regional Division is having the faith that God will provide us with the knowledge, passion, enthusiasm and love to be role models to all. This is a huge responsibility that staff embraces courageously each and every day. We thank our staff for choosing the vocation of teaching with head, heart and

hands. They are doing God's work each and every day. Team is at the centre of our work and conversations.

We continue to marvel at faith coming alive through vulnerability and the sharing of authentic experiences, as well as collective leadership, a deeper sense of community, and resiliency developing within our Division. Honest and open conversations are occurring about mental health, student learning and building stronger school communities. Staff voice has been pivotal to sound decision making. All of us together will continue to create positive relationships while supporting and encouraging each other to support student learning and the well being of all. Our students, staff and families know that they matter first and foremost.

Our Division theme this year is, *"Be Strong, Be Brave, Be Fearless. You Are Never Alone. Sois fort, sois courageux et n'aie pas peur. Dieu est toujours avec toi."* Our history as a Catholic Church has many examples of people who became strong, courageous and brave. The martyrs of our Church were usually ordinary people who had the courage to stand firm in their faith. Most of us on a daily basis do not face martyrdom, but we need courage to deal with difficult and stressful situations in our lives; situations that can fill us with anxiety and fear. As we begin a return to a new normal we all can reflect on the courage required by students, staff and families in dealing with the Covid 19 pandemic. Together as a community of faith, we will continue to offer our students a bridge on which to connect their love of learning and their love of God.

2021-2023 Education Plan - Focus Areas

Faith

Our Division will focus on the two characteristics of Catholic identity: Community and Tradition. Through this focus we will work to ensure our classrooms model the kind of community that forms students to be citizens who contribute for the common good of society. We will also continue to help students understand God's revealed word established by Jesus Christ and his "good news of salvation."

In exploring the characteristic of **Community** students will:

- develop a critical social consciousness so that they may engage in their responsibility towards social transformation;
- be inspired to find their true identity and true selves in their relationships with others;
- share in the church's mission that society's role is for the common good; and
- reflect on the social responsibility of the Catholic faith to contribute to the common good and the necessity for Christians to actively participate in the community.

In exploring the characteristic of **Tradition** students will:

- be encouraged to "learn from" rather than "learn about" the Catholic faith - moving beyond knowledge to wisdom, beyond information to application;
- discover how Christ's story is to be remembered, but realize again, and not simply to be known but to be lived in all levels of our being (physical, emotional, intellectual and spiritual);
- participate in critical reflection of past and present experiences committed to gospel values; and
- encounter the world and its history through many different experiences.

Our Division will continue to provide faith formation opportunities for students and staff that further their personal and communal growth as participants in a Catholic educational community. Our focus on faith professional learning will target permeating life and student interest with our Catholic faith to ensure authentic experiences are woven into teaching and learning.

Mental Wellness

Red Deer Catholic continues to ensure mental health is at the forefront of our priorities for both students and staff. As a result, we have engaged in a collaborative approach among school leaders, staff, Human Resources and Model of Student Support teams to develop and implement a comprehensive and integrated plan. We value and support a well-being focus, building greater assurance and capacity as organizational shifts continue to occur with Covid 19.

As a school division we have chosen to begin our journey of learning within the realm of trauma informed practice. As we learn more about the effect adverse experiences have on children we recognized that a trauma informed approach has potential to impact all

students, regardless of their trauma history. Trauma-informed schools and classrooms can cultivate resilience while creating safe spaces to enable students to learn, grow and thrive. We are continually responding to the students' needs and effective strategies for vulnerable populations of students with a trauma-informed lens.

From a trauma informed care perspective, division staff must continue to monitor the impact of this discovery on staff and students. We need to recognize the widespread impact of this trauma as well as our role as educators in paths of recovery and reconciliation. We recognize the impact of intergenerational trauma on our Indigenous students and families. We are continually developing and changing practices to best meet the Indigenous students' and families' needs and create space and honouring opportunities to explore their culture, traditions, ceremonies to bring about healing. By continuing to create safe environments and supporting our 691 Indigenous students and their families, we will persevere and move forward on our journey of healing and resiliency.

Learning Gaps

Red Deer Catholic Schools has always used sound assessment practices, both in summative and formative approaches. We utilize reliable data to inform the decisions we make regarding teaching and learning. By reviewing our data we are able to focus on knowing, understanding and responding to our individual learners' needs. We recognize that the COVID-19 pandemic has had an added impact on student learning, and as we have before, we plan to use the data collected to meet our students where they are at in their learning journey in all subject areas and respond accordingly to their unique and individual needs.

Moving forward a key target will be addressing any learning gaps to ensure that we have a strong understanding of our students' learning needs and developing instructional strategies to move them forward. For our early learners we will be intentionally tracking and supporting potential gaps in the foundational approaches for literacy and numeracy. We have identified the early predictors of later success in reading and writing and will be providing our early literacy teachers with the training needed to understand what to look for in a successful classroom literacy/numeracy environment. From Pre-kindergarten to Grade 12, we will continue to focus on knowing our learners so that we can enhance their learning in authentic and meaningful ways. We have identified ten high impact teaching strategies that will support teachers with this endeavour to address learning gaps that may be present due to the pandemic.

Diversity

A focus for our Division will be enhancing school communities where diversity is valued and celebrated, and cultural distinctiveness is honoured as we promote intercultural understanding. Building awareness of appreciating cultural differences and their connection to mental health, optimal student learning, and community membership will be key to our approach. Providing opportunities for students, staff, families and community stakeholders to demonstrate their leadership and voice in creating culturally inclusive environments will lead to equity in student learning.

RDCRS Three Year Education Plan

Red Deer Catholic School Division Faith Goal: Empower students to develop a Catholic worldview that will guide their participation in society.

Goal	Strategies	Measurement	
		Lead Measure	Lag Measure
Enrich our division Catholicity by focusing on the two chosen characteristics of Catholic identity. (2021-2022 - Community and Tradition)	<ul style="list-style-type: none"> <input type="checkbox"/> Provide faith formation opportunities for students and staff that further their personal and communal growth as participants in a Catholic educational community. <input type="checkbox"/> Permeate life and student interest with our Catholic faith to ensure authentic experiences are woven into the teaching and learning. <input type="checkbox"/> Support teachers in pedagogical and assessment practices focused on improving students' conceptual understanding of the 	<ul style="list-style-type: none"> <input type="checkbox"/> Support each school administration and Faith Coaches in sharing the two Catholic characteristics via 3 strategic planning activities. <input type="checkbox"/> Expanded Formation program to include 4 optional sessions for all division staff to participate in with a target of 15% participation in the first year. <input type="checkbox"/> Youth Ministers take the lead role in 2 divisional events 	<ul style="list-style-type: none"> <input type="checkbox"/> Student feedback on the Division Survey. Specifically responses to the new questions dealing with Community and Tradition. <input type="checkbox"/> Student feedback on the Division Survey. Specifically responses to the question: I believe that I should use my knowledge (what I learn) to serve others and help those in need. <input type="checkbox"/> Student feedback

	<p>Religious Studies program of studies.</p> <p>❑ Ensure teachers have the expertise and support to ensure the teachings within the Alberta Family Life Education document are interwoven into the provincial Health and Wellness Curriculum with professional development for the <i>Fully Alive/Vivre Pleinement</i> teaching resource.</p>	<p>focused on these two characteristics.</p> <p>❑ The characteristics of community and tradition will be woven into the opening address, Superintendent weekly updates, division messaging, formation program, Board meeting, professional learning, and leadership development.</p> <p>❑ Faith Leadership Team and Faith Coach Team will develop 6 professional development activities to teach and support understanding of Community and Tradition with schools to select 3 to utilize throughout the year.</p> <p>❑ Monthly collaborative professional learning sessions for grade 1 & 2 teachers focused on Fully Alive.</p>	<p>on the Division Survey. Specifically responses to the questions: I learn about God in all my classes?, & My school helps me to see God in all things?</p>
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Red Deer Catholic School Division Outcome #1 : RDCRS students are successful

Goal	Strategies	Measurement	
		Lead Measure	Lag Measure
<p>Create an inclusive environment designed to achieve students' fullest potential through knowing, understanding and responding to all learners.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Support students' diverse needs through responsive and flexible programming, focused on high impact teaching strategies. <input type="checkbox"/> Understanding and implementing essential learning outcomes and learning progressions. <input type="checkbox"/> Schools apply various assessment strategies, both formative and summative. <input type="checkbox"/> Create opportunities for students to engage in authentic learning experiences that transition to career pathways, including broadened opportunities and deepening partnerships. 	<ul style="list-style-type: none"> <input type="checkbox"/> Quarterly professional development sessions on 10 high impact teaching strategies for all staff. <input type="checkbox"/> Collaboration meetings on student achievement and learning data will take place three times to drive classroom learning interventions. <input type="checkbox"/> Teachers will utilize and update Dossier twice per year. <input type="checkbox"/> MS2 team will continue to provide consultation, specialized assessments and specific strategies to support complex learners from Pre-K to Grade 12. <input type="checkbox"/> All schools will identify/revist essential learning outcomes by November 30. <input type="checkbox"/> All schools will complete learning progressions using summative and formative assessment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Increased Provincial Achievement Exam results and increased correlation between school awarded marks and achievement test results. <input type="checkbox"/> Increase in the number of students attaining excellence and acceptable on the Provincial Achievement Tests. Student feedback on the Accountability Pillar Survey. Specifically responses to the questions: It is clear what I am expected to learn at school?, and It is easy to get help with school work at my school if I need it?, and My school work is challenging?, and At school, I am encouraged to try my best?

Red Deer Catholic School Division Outcome #2 :First Nation, Metis and Inuit students in RDCRS are successful.

Goal	Strategies	Measurement	
		Lead Measure	Lag Measure
<p>In collaboration with our Indigenous communities, build upon foundational knowledge of First Nations, Metis, and Inuit teachings to benefit all students and build capacity of staff.</p>	<ul style="list-style-type: none"> ❑ Continue to respond to the calls to action from the Truth and Reconciliation Commission. ❑ Ensure that all teachers have acquired skills to meet and exceed the foundational knowledge of First Nations, Metis, and Inuit competency as outlined in the Alberta Education professional practice standards. ❑ Continue programs and academic and cultural supports for all self-identified students that lead to successful transitions at all levels, increased student achievement, increased completion rates, improved transitioning to post secondary, career development and lifelong learning. ❑ Develop collaborative plans with Indigenous communities to 	<ul style="list-style-type: none"> ❑ Host three circles with Urban Aboriginal Voices Society to generate feedback on progress and areas of continued growth for division goals. ❑ Division Treaty Flag ceremonies will be developed for the beginning and end of the year in all schools. ❑ Indigenous Student Voice Panel to engage in conversation surrounding educational learning environment, successes and considerations with students two times a year. ❑ Professional development sessions in each school building on Indigenous foundational understanding and 	<ul style="list-style-type: none"> ❑ Increased Provincial Achievement Exam results and increased correlation between school awarded marks and achievement test results by Indigenous students. ❑ Increase in the number of Indigenous students attaining excellence and acceptable on the Provincial Achievement Tests and Diploma Exams. ❑ Student feedback on the Accountability Pillar Survey. Specifically responses to the questions: I feel welcome at my school., At school, I feel like I belong., Other students treat me well., & At school, students respect each other.

	<p>meet the cultural, academic and social emotional well being of all self-identified students braiding indigenous ways of knowing into the program of studies.</p> <ul style="list-style-type: none"> ❑ Ensure staff recognize and respond to intergenerational trauma on learning and families. 	<p>ways of knowing.</p> <ul style="list-style-type: none"> ❑ Monthly cultural activities to connect division staff to authentic learning opportunities. ❑ Targeted support for Indigenous students to provide support for students and in need. 	
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Red Deer Catholic School Division Outcome #3: RDCRS has excellent teachers, staff, and school and school authority leaders.

Goal	Strategies	Measurement	
		Lead Measure	Lag Measure
<p>Deepen the understanding and implementation of professional practice standards with a focus on optimum student learning.</p>	<ul style="list-style-type: none"> ❑ Develop, promote and oversee the application of excellent professional practices consistent with the Teaching, Leadership, and Superintendent Quality Standards. ❑ Continue to utilize the Red Deer Catholic Four Pillars of Instructional Leadership as a foundational resource for district wide leadership development. ❑ Define collaboration that fosters opportunities for educators to work 	<ul style="list-style-type: none"> ❑ Provide collaboration time and expectations for schools. (admin conversation). ❑ Create 4 leadership development sessions that further unpackage the standard and 4 Pillars of Instructional Leadership for administrators. ❑ Facilitated support to guide teachers understanding and response to regulation ❑ Professional development sessions created 	<ul style="list-style-type: none"> ❑ Increased Provincial Achievement Exam results and increased correlation between school awarded marks and achievement test results. ❑ Increase in the number of students attaining excellence and acceptable on the Provincial Achievement Tests. Student feedback on the Accountability Pillar Survey. Specifically

<p>Fostering a culture where diversity is celebrated, and cultural distinctiveness is honoured promoting intercultural understanding.</p>	<p>collectively on data analysis to achieve improved student learning outcomes.</p> <ul style="list-style-type: none"> ❑ Build awareness of mental wellness through trauma-informed practice, mental health literacy, and a responsive classroom environment. ❑ Explore the new Alberta Education curriculum for Kindergarten to Grade 6 ❑ Continue to build and implement the Division Wellness Plan to promote holistic health for all staff. 	<p>for the new Alberta Education curriculum.</p>	<p>responses to the questions: It is clear what I am expected to learn at school?, and It is easy to get help with school work at my school if I need it?, and My school work is challenging?, and At school, I am encouraged to try my best?</p>
	<ul style="list-style-type: none"> ❑ Define cultural competency and its place within the Teacher Quality Standard and the Leadership Quality Standard to incorporate student's personal and cultural strengths into learning, instructional practices, and community membership. ❑ Develop, collaborate, build awareness, and implement cultural competency training with all stakeholders of RDCRS. ❑ Build awareness of appreciating cultural 	<ul style="list-style-type: none"> ❑ 4 Targeted Professional Development sessions to increase intercultural awareness for division staff. ❑ Create leadership 2 development sessions to increase personal understanding of how Red Deer Catholic leaders encounter cultural differences. ❑ Professional development sessions for school communities conducted by the 	<ul style="list-style-type: none"> ❑ Student feedback on the Accountability Pillar Survey. Specifically responses to the questions: I feel welcome at my school., At school, I feel like I belong., At school, students respect each other., I am treated fairly by adults at my school. I am proud of my school. ❑ Parent feedback on the Accountability Pillar Survey.

	<p>differences and their connection to mental health, optimal student learning, and community membership.</p> <ul style="list-style-type: none"> ❑ Explore Alberta Education's curriculum to find diverse ways to integrate appropriate cultural resources to represent the diversity of all students within Red Deer Catholic Schools. ❑ Provide opportunities for students/staff/community stakeholders to demonstrate their leadership/voice in creating culturally inclusive environments to increase equity in student learning. ❑ Foster relationships with a diversity of community organizations and members to enhance our shared Catholic faith's call to community while ensuring a diversity of cultural narratives have a voice/membership within schools. ❑ Increase the capacity/skillset within Red Deer Catholic School's leaders to bridge and foster intercultural equity. 	<p>Alberta Teachers Association to enhance Intercultural Education.</p>	<p>Specifically responses to the questions: Your child's school is a welcoming place to be,, Students at your child's school respect each other. Teachers care about your child., Your child is treated fairly by adults at school, & Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime?</p> <ul style="list-style-type: none"> ❑ Teacher feedback on the Accountability Pillar Survey. Specifically responses to the questions: Students at your school respect each other., Students are treated fairly by adults at your school., & Students at your school are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.
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	<input type="checkbox"/> Utilizing Red Deer Catholic's Four Pillars of Instructional Leadership to set the direction, impact learning, and develop collective leadership to foster intercultural understanding within Red Deer Catholic schools.		
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Red Deer Catholic School Division Outcome 4: RDCRS is well governed and managed

Goal	Strategies	Measurement	
		Lead Measure	Lag Measure
RDCRS provides enhanced education through communication, engagement and partnership.	<input type="checkbox"/> Continue to create opportunities and pathways for staff development within the Division. <input type="checkbox"/> Continue to foster a common vision for a positive Catholic educational working environment . <input type="checkbox"/> Continue to explore and develop collaborative partnerships and strategic connections to enhance programs, service, and innovative learning delivery for students. <input type="checkbox"/> Resources are allocated to best support student learning, while understanding the complexity and	<input type="checkbox"/> Increase the number of post secondary partnerships providing programming for our learners (Dual Credit etc.) by 10% <input type="checkbox"/> Increase the number of opportunities for students to enroll in dual credit programming by 30% <input type="checkbox"/> Increase the number of partnerships with Community Agencies to promote Skilled Trades opportunities to students (Skills Canada and Careers Next	<input type="checkbox"/> Student feedback on the Accountability Pillar Survey. Specifically responses to the questions: My Teachers Care about me, & I am treated fairly by adults at my school. <input type="checkbox"/> Parent feedback on the Accountability Pillar Survey. Specifically responses to the questions: To what extent are you involved in decisions about your child's education?, With

	<p>ongoing needs of the classroom;</p> <p><input type="checkbox"/> Continue to advocate for key priorities established through stakeholder engagement.</p>	<p>Generation) by 10%</p> <p><input type="checkbox"/> Established partnership with The Enriched Academy and Junior Achievement to promote financial literacy among our middle and high school students.</p> <p><input type="checkbox"/> 2 community engagement projects hosted by Bang the Table will take place with a 20% increase in participation.</p> <p><input type="checkbox"/> Senior leadership team will expand community connections in their portfolio by 10%</p>	<p>the opportunity to be involved in decisions about your child's education?,to what extent are you involved in decisions at your child's school?, & That your input into decisions at your child's school is considered?</p> <p><input type="checkbox"/> Teacher feedback on the Accountability Pillar Survey. Specifically responses to the question: To what extent are parents or guardians involved in decisions about their children's education?</p>
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2021-2022 Operating Budget Summary

School Board Statement of Reserves

	2021/2022	Percentage as Compared to 2021-2022 Total Operating Budget
Operating Reserves	\$5,960,134	5.33%
Capital Reserves	\$4,536,496	4.01%

School Board Expenditures 2021/2022

Program	Total Revenue
Revenue	\$111,737,966
Program	Total Expenditures
Student Instruction ECS-Gr 12 Expenditures	\$87,734,184
Support Expenditures	
Schools - Operations & Maintenance	\$14,095,065
Student Transportation	\$6,455,591
School Board Governance & System	\$3,453,127
Support (sub-total)	\$24,003,782
TOTAL SCHOOL BOARD EXPENDITURES ECS-12	\$111,737,965

A detailed overview of the Division budget can be found [here](#).

For a summary of the Capital Plan please click [here](#).

For more information on the provincial roll-up of Audited Financial Statements in the province, visit the [Alberta Education website](#).