

# Division Education Plan

2025 - 2028



**Red Deer Catholic  
Regional Schools**

*Inspired by Christ. Aspiring to Excellence.*

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# RDCRS ACCOUNTABILITY STATEMENT

The Education Plan for Red Deer Catholic Regional Schools commencing September 2025 was prepared under the direction of the Board of Directors 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 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 2025/2026 Education Plan on May 27, 2025. (Year 1)

*ORIGINAL SIGNED*

Murray Hollman, Chair  
Red Deer Catholic Regional Schools

May 27, 2025

Date

*ORIGINAL SIGNED*

Ryan Ledene, Acting Superintendent  
Red Deer Catholic Regional Schools

May 27, 2025

Date

## Introduction

This Education Plan is a direct reflection of priorities identified by the Board of Trustees for student success: achievement, future direction, and well-being. Student success is the primary focus of all decisions. Every student, irrespective of their background, identity, or circumstances, deserves the chance to achieve personal and academic success. Realizing this goal demands dedication and teamwork across the entire community, including students, staff, families, and partners. It also necessitates a clear understanding of success and a roadmap to attain it. This Education Plan directly embodies the Board of Trustees' identified priorities for student success: academic achievement, future readiness, and overall well-being.

## Assurance

Red Deer Catholic Regional Schools has utilized key insights arising from our results analysis, Annual Education Results Report ([AERR](#)), and input from our variety of stakeholder engagement processes, to develop the focus areas for this three year educational plan. This plan serves to identify key outcomes and strategies that will be implemented to improve results in those areas. These stakeholder driven focus areas will remain the focus of the Division's plan for three years.

Strategies and performance measures will be adjusted each year to reflect the most recent measure results and analysis, as reflected in the previous AERR, serve as a basis for the outcomes and strategies in year one of this plan. Subsequent years of this education plan will include adjustments made to strategies based on results analysis of performance measures and confirmed by stakeholder input.

The Three-Year Education Plan is a vital component of the provincial assurance model. It synthesizes stakeholder input and analysis of past achievements to guide the creation of strategic initiatives aimed at improving student success and well-being.

This document represents the first year of Red Deer Catholic Schools' 2025-2028 plan and details the Division's efforts to advance its strategic priorities, as defined by both its own Strategic Plan and the [Alberta Education 2024-2027 Business Plan](#). This planning and reporting cycle is also rooted in the Division's vision, mission, and values, which are enacted through the collaborative leadership of the Board of Trustees and central and school administration.

## Key Measures

The Education Plan utilizes both provincial and local data to track progress towards outcomes and assess the impact of actions. Local measures allow for the examination of incremental progress. These measures are categorized into three areas: Alberta Education Assurance Measures, Alberta Education Local Components (both are mandatory provincial measurements forming Alberta Education's Assurance Framework for accountability), and Local Measures (included for insight and data triangulation).

The data sources for the 2025-28 Education Plan are organized into three broad categories:

- **Achievement Data:** Includes Report Card results, early literacy assessments, achievement and diploma exams and Alberta K-12 ESL Proficiency Benchmarks.
- **Perception Data:** Includes feedback from professional learning and survey data from the RDCRS Survey.
- **Demographic Data:** Includes student attendance and registration data, employee absence and fill rates, and employee supports and service utilization.

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# STAKEHOLDER ENGAGEMENT

Both the Board of Trustees and Division Leadership Team value stakeholder engagement and work to garner multi-facets of engagement data as part of the Division's strategic planning. Engagement of our community occurs through multiple approaches working to triangulate our data and focus our work on a variety of key priorities. Community members are able to provide feedback on a range of issues, concerns, and topics. This work includes:

## Division Level Engagement

- **Division Feedback Survey:** Conducted every year for staff, students and families, this survey monitors progress towards the Board Strategic and Four-Year Education Plans. The survey provides both system-wide and school-level results that are used to inform planning and reporting.
- **Community Consultations:** RDCRS hosted stakeholder engagement sessions focused on the theme Establishing Budget Priorities. Participants received a detailed overview of the 2025–2026 budget from the Secretary Treasurer, highlighting current enrolment figures, revenue projections, emerging cost pressures, the division's projected deficit for the current fiscal year, and the necessary spending reductions for the year ahead.
- **Principal Committees:** Central leaders host committees around key areas of Division operations such as Budget, Human Resources, Instructional Supports, and Infrastructure etc. Principals from across a diverse range of school communities sit on these committees to provide school perspective to these key areas of work. Committee work can include feedback that supports the implementation of an initiative, the development of tools or resources or to inform system efficiency and improvement.
- **Student Voice Panel:** Composed of students from across our division and at various grade levels, this group provides feedback to inform the development of Division resources and policies.
- **Alberta Education Assurance Survey (AEA):** As part of the Assurance Framework, Alberta Education surveys teachers, students, and their parents/guardians. This survey gathers information on the quality of education provided by RDCRS examining specifically: Education Quality; Citizenship; Parental Involvement; Welcoming, Caring, Respectful, and Safe Learning Environments; Student Learning Engagement; and, Access to Supports and Services.
- **Collaborative Conversations:** These conversations bring together school leadership teams and senior administration around strategic topics for school improvement. Feedback from the conversations help to inform the next steps needed to support our students. These conversations inform future planning at the school and Division levels.

## School-Level Engagement

- **School Councils:** One way schools engage with families is through school councils, which provide opportunities for dialogue around school operations, school plans and budget, as well as ongoing conversation regarding student success and well-being. Trustees often attend school council meetings as a means of connection and engagement with families and school leadership.
- **Local school activities:** Schools engage with their communities in ways that best meet the needs of their students and families. Examples of what this engagement looks like at the school level include, but are not limited to: meet the principal drop-ins, morning coffee conversations, family nights, student focus groups and school level surveys. Feedback and voice from these various activities help support decision making and inform planning and programming.

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# DIVISION EDUCATION PLAN

## Results Analysis

Results from the 2023-2024 AERR, the Division Feedback Survey, and ongoing engagement with students, staff, families and community members, as well as a review of the 2025-2028 Alberta Education Business Plan informed the 2025-2028 Three -Year Education Plan. Overall, the Division has opportunities for celebration and for continuous improvement regarding its Education Plan goals. The Division's intentional evidence-based practices in support of student learning and growth are evident in the improvement or maintenance of overall high school completion results, as reported in the 2023-2024 AERR.

- Provincial Achievement Test outcomes identified ongoing opportunities for supporting student achievement and growth in literacy and numeracy.
- Kindergarten to Grade 12 education plays a vital role in equipping students for their future after graduation, whether they pursue post-secondary education or enter the workforce. This involves helping students identify their talents and passions, cultivate essential transferable skills, and investigate potential career options.
- Implement a Catholic professional learning curriculum rooted in foundational practices.
- Increase student support through initiatives such as Indigenous education transition camps and targeted support services that promote high school completion, resilience, and overall indigenous student success.
- Foster increased professional development and optimal instruction in foundational skills within literacy (phonic/phonemic awareness, vocabulary acquisition, and the mechanics of writing) and numeracy (foundational number sense and mental math) to increase student competency in curricular outcomes.
- Through a collective leadership model, staff will utilize high-impact, data-driven, and evidence-based teaching practices to improve student learning and implement the new curriculum.
- Key initiatives for the school division include increasing student participation in off campus programs and paid internships, enhancing dual credit grant programs, and continuing to implement a collegiate model that creates pathways to post-secondary education and workforce opportunities.

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## Key Strategies and Actions

The results, shared alongside local measures, help to identify areas for improvement and continued growth in the Division's Assurance Plan. Red Deer Catholic Regional Schools carefully analyzes the provincial results alongside our local measures; RDCRS Assurance Survey, and school context to target key actions for continued improvement.

- To continue to support students through increased safe and caring spaces through a focus on our Compassion in Action model building proficiency of staff's foundational knowledge in the trauma-informed practices and.
- Establish a new faith coach model to support schools in enhanced staff faith formation.
- Develop a Catholic professional learning curriculum rooted in foundational practices.
- Enhance professional learning by evaluating and aligning current professional development practices and seek stakeholder input in a redefined professional development framework.
- Continue to evolve the school improvement plan template and process to create efficiencies in planning, setting targets, and ensuring execution of improvement planning focused on measurable outcomes that can both predict and evaluate growth.
- Focus on improved student engagement via a focus on high leverage teaching outcomes.
- Indigenous education transition camps and support for students targeting high school completion and increasing resiliency and success.
- Foster increased professional development and optimal instruction in foundational skills within literacy (phonic/phonemic awareness, vocabulary acquisition, and the mechanics of writing) and numeracy (foundational number sense and mental math) to increase student competency in curricular outcomes.
- Continue to develop and evolve the Educational Assistant PD model responding to their feedback for ongoing support.
- Through a collective leadership model, staff will utilize high-impact, data-driven, and evidence-based teaching practices to improve student learning.

# Faith Outcome

To successfully permeate the theme “Anchored in Faith: Guided by Grace, Uplifted by Hope, Transformed by Love” across all schools within the division and integrate it into the Division Education Plan, enriching the spiritual development of students and staff.

## Key Strategies:

- **Develop and Distribute Theme-Related Resources:** Create a collection of materials such as discussion guides, reflection prompts, visual aids (posters, banners), and prayer resources centered around the theme and its core components (grace, hope, love). These resources can be shared digitally and physically with all schools and staff.
- **Integrate the Theme into Professional Learning:** Dedicate professional development sessions to exploring the theological underpinnings of the theme and practical ways to integrate it into daily school life, curriculum, and interactions with students. Facilitator guides can support school-based implementation.
- **Model the Theme Through Leadership and Practices:** Encourage administrators and staff to actively embody and articulate the theme in their interactions, decision-making processes, and school-wide initiatives. Highlight examples of grace, hope, and love in action within the school community.
- **Create Opportunities for Experiential Learning and Service:** Organize activities, projects, and service initiatives that allow students and staff to experience and demonstrate the values embedded in the theme. This could include acts of kindness, community outreach, and reflections on faith in action.

## Goal 1:

Staff will deepen their understanding of Catholic teachings on grace. Schools will reflect God’s grace in daily interactions and practices. Meaningful opportunities for staff and students to serve will be provided.

## Goal 2:

Development of professional learning and facilitator guides for use in schools, including a common staff liturgy, and teacher resource bank with lesson and activity ideas

## Measures:

### Local Measures

- Division Feedback Survey
- Stakeholder voice: students, families, staff
- Internal assessment measures



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## Outcome 1

### Advance exceptional educational learning opportunities for every student

#### Key Strategies:

- Examine data and implement programming, interventions, professional learning and resources that have the greatest impact on student growth
- Through collaboration and convergence of practice, schools implement evidence-based teaching and learning strategies that are responsive to the needs of their students.
- Continue to refine the Individual Program Planning process as a means to monitor for student growth and enhance collaborative goal setting with families.
- Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes.
- Implement evidence-based practice to support continuous improvement and enhance the achievement of First Nations, Métis and Inuit students.
- Active focus on student outcomes, responsive to student needs and resourceful in putting in place the necessary educational provisions.
- High expectations for all students, respectful relationships with students and relevant and responsive curriculum delivery.
- Provision of tailored support in needed areas, in addition to (not instead of) regular classroom instruction.
- Welcome and engage with families to improve student success.
- Regular monitoring of each child's progress and timely actions in response to this information.
- Use and refine comprehensive continuums of supports in schools and across the system.
- Sustained collaboration with Indigenous Elders and Knowledge Keepers to advance actions in support of Indigenous student well-being and achievement.

#### Goal 1:

To enhance the implementation of inclusive practices within schools by deepening understanding of diverse learning needs, effective support models, and differentiated instructional strategies, ultimately leading to improved learning outcomes for all students.

#### Goal 2:

Provide collaborative professional learning that supports the implementation of the new curriculum.

#### Goal 3:

The achievement gap between results of self-identified First Nations, Metis and Inuit is closed and all self identified students feel welcome, connected and belong.

#### Measures:

##### Alberta Education Assurance Measures

- Provincial Achievement Tests
- Diploma Exams
- Graduation Rates
- Literacy and Numeracy Assessments
- High School Completion Rate (3 year, 5 year)
- Alberta Education Assurance Measures Survey: Education Quality
- Alberta Education Assurance Measures Survey: Student Learning Engagement

##### Local Measures

- Division Feedback Survey
- Stakeholder voice: students, families, staff
- Internal assessment measures
- Course Completion

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## Outcome 2

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Provide enriched and innovative learning experiences that empower all students to contemplate, investigate, and prepare for their futures.

### Key Strategies:

- Collaboratively develop a division career framework that will guide staff and school in best career pathways programs that are developmentally appropriate for students.
- Enhance innovative, experiential learning opportunities that encourage all students to think about, explore and plan for the future.
- Engage students from Kindergarten to Grade 12 to self-reflect and set goals that develop their skills, increase their awareness of career pathways and support their readiness to transition to life beyond high school.
- Build students' awareness and understanding of career connections through curriculum, learning resources and experiential learning opportunities.

### Goal 1:

To ensure the continuous and authentic integration of career learning from elementary to high school.

### Goal 2:

To equip students with the necessary skills, knowledge, and experiences for informed decisions about their education and future careers.

### Measures:

#### Alberta Education Assurance Measures

- Provincial Achievement Tests
- Diploma Exams
- Graduation Rates
- Literacy and Numeracy Assessments
- High School Completion Rate (3 year, 5 year)
- Student, parent, teacher Assurance Survey
- Alberta Education Assurance Measures Survey: Citizenship

#### Local Measures

- Division Feedback Survey
- Stakeholder voice: students, families, staff
- Internal assessment measures
- Course Completion
- Dual Credit, RAP, Internships, Work Integrated Learning Student Participation Rates
- Post Secondary Transition Data

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## Outcome 3

Foster holistic well-being and health for both students and staff.

### Key Strategies:

- Support students and staff in building skills, strategies and relationships that contribute to positive mental health.
- Implement evidence-based approaches and practices intended to enhance student and staff well-being.
- Continue to provide opportunities for schools to build upon their capacity to support student resilience.
- Continue to engage with staff, students and families to better understand how to enhance learning environments and school communities that support a sense of belonging and success.
- Enhance collaboration with partners to inform the strategic use of Division and community resources in support of student and staff well-being.
- Support students and staff in building skills, strategies and relationships that contribute to positive mental health.
- Targeted efforts toward the continued development of staff capacity in support of student well-being, with a focus on resilience and tier one strategies.
- Support leaders in developing, advancing and leading a culture of wellbeing.

### Goal 1:

Foster holistic well-being and mental health for both students and staff by emphasizing school connectedness and belonging, regulation, resilience and mental health, utilizing school wide, localized approaches.

### Goal 2:

Continue to refine the Individual Program Planning process as a means to monitor for student growth and enhance collaborative goal setting with families.

### Measures:

#### Alberta Education Assurance Measures

- Provincial Achievement Tests
- Diploma Exams
- Graduation Rates
- Literacy and Numeracy Assessments
- Three- & five-year completion rates
- Alberta Education Assurance Measures Survey: Access to Support and Services
- Alberta Education Assurance Measures Survey: Welcoming, Caring, Respectful and Safe Learning Environment

#### Local Measures

- Division Feedback Survey
- Attendance data
- Division Support Referrals
- Suspension Data
- Internal Assessment Measures
- Course Completion
- Access to a Continuum of Supports and Services
- Professional Learning
- Supervision and Evaluation
- Employee absence and fill rates
- Employee supports and services utilization

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DIVISION EDUCATION PLAN

IMPLEMENTATION PLAN

The 2025-2028 Three-Year Education Plan is implemented through school-level improvements and division-wide initiatives. Progress is reported to the Board of Trustees via results reviews, the Annual Education Results Report (AERR), and Strategic Plan Update Reports within the planning and reporting cycle. Implementing the plan involves allocating resources to priority areas, providing aligned professional learning, and continuous monitoring. The following outlines key division-level activities, noting that this is not a complete list of school-based efforts supporting the plan.

Professional Learning

A variety of professional learning opportunities are prioritized throughout the school year to accommodate diverse adult learning styles. These learning experiences will cover essential topics for high-quality teaching and student success and well-being. Areas of focus include new curriculum implementation, staff and student well being, diverse learning needs, evidence-based literacy and numeracy practices, career pathways, and student mental health. Building employee professional capacity relies on professional learning.

To further support learning related to inclusion five themes were identified as growth areas during the fall 2024 MS2 school rotations:

- Learning Disorders and Intellectual Disabilities
- Differentiation of Instruction
- Dysregulation within the classroom
- Adapted programming
- Supporting Tier 3 Learners - year-to year transition

Resources:

RDCRS’s greatest asset is its dedicated team of individuals across schools and central services, all committed to student excellence. Recognizing the critical role of professional development, RDCRS supports ongoing learning opportunities to ensure employees possess the necessary knowledge and skills to foster student success.

The Division’s resource allocation model aims to provide sufficient resources to achieve its priorities and goals. In support of the Education Plan, financial resources have been allocated according to key priority areas in alignment with stakeholder feedback.

Innovative Approaches and Piloting Supports

An effective implementation plan can integrate localized site pilots and innovative approaches by allocating specific time and resources for experimentation. It would outline a clear process for proposing, approving, and executing pilot projects, ensuring these initiatives align with division-wide priorities. The plan would include a structured evaluation framework to measure the pilot’s impact, capturing data on successes, challenges, and lessons learned. Finally, it should specify a method for disseminating the evaluation findings and successful strategies across the entire school division, perhaps through workshops, resource sharing platforms, or professional development sessions, enabling other schools to adopt or adapt proven practices.

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# Requirements | Relevant Documents

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The collaborative efforts of schools and division align with the 2025-28 Education Plan, which also serves as the foundation for the following documents.

## 2025 - 26 RDCRS Budget

The 2025-26 budget was approved by the Board of Trustees on May 27, 2025. The budget document is available on the RDCRS website: [Budget Report for the Year Ending, 2026](#).

## Capital Plan for 2024-2025 to 2026 -2027

RDCRS produces a list of new school and modernization priorities annually. This list of priorities is captured within the Capital Plan, which is approved by the Board of Trustees. The most recent iteration of this document was approved on March 25, 2025 and can be found on the RDCRS [website](#).