

2025-2029

FOUR-YEAR EDUCATION PLAN

Year One



Veritas: Christo et ecclesiae



SCHOOL: 5371 HOLY TRINITY ACADEMY

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2025-2029

OUR PRIORITIES

CATHOLIC FAITH

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

ACADEMIC EXCELLENCE

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

HEALTHY SCHOOLS

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

DIVISIONAL PRIORITIES

CATHOLIC FAITH

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

COMMITMENT TO ENGAGEMENT

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

LOCAL DOMAIN: CATHOLIC FAITH**OUTCOMES**

Long Term:	Perspective holders believe that students and staff are well-formed in the Catholic faith as a result of being a part of HTA.
Medium Term:	Perspective holders believe that HTA continues to have a significant impact in the formation of staff and students in the Catholic faith.
Short Term:	Perspective holders believe that HTA has had 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.	N/A	90%
% of students in Grades 5, 8 and 11 achieving an Excellence Standard on assessment.	N/A	10%
% of parents, students and teachers who indicate that they are satisfied with the relationship that exists between the school and the local parish.	95%	96%
% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.	96%	97%
% of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.	93%	94%
% of parents, students, and teachers, who indicate they are satisfied with how they have grown as a Christian as a result of their involvement in Catholic Education. Note: Modification of question from 2024-2025 onward: % of students, parents, and teachers who are satisfied with the level of Catholic faith formation of students in our schools.	94%	94.5%
% of teachers who are satisfied with how they have grown as a Christian as a result of their involvement in Catholic Education. Note: Modification of question from 2024-2025 onward: % of teachers who are satisfied with the level of Catholic faith formation of staff in our schools.	98%	98.5%
% of students, parents, and teachers who are satisfied with the efforts of your child's school to do all things as Jesus would want them done. Note: Modification of question from 2024-2025 onward: % of students, parents, and teachers who are satisfied with efforts to live out Catholic Social Teaching in our schools.	96%	96.5%

NEW STRATEGIES	DESCRIPTION
Faith Formation Professional Development Resources	At HTA, administration and school-based Faith Leads are provided with faith formation resources for delivery in Catholic Learning Communities (CLCs) sessions or through other formation opportunities.
Many and One School Implementation	HTA will continue to implement plans to address racism and discrimination through our Catholic Social Teachings. The divisional committee will continue to support requested resources for HTA to implement within our local context.
Youth Faith Retreats	HTA will support student participation in a large faith retreat or summit.
Faith Permeation	HTA will provide professional learning and support for faith permeation into additional subject areas.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Sharing of Faith Formation with Broader Community	The Director of Catholic Education will produce content to be included in school newsletters for our school. 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 HTA's website and through social media platforms.
Working Group for Divisional Religious Education Assessments	The Director of Catholic Education will continue supporting grade-level teams of teachers to review and refine standardized assessments, which HTA administers annually in grade 11.
Establishment and Use of Sacred Spaces in Schools	HTA school administration and Faith Leads, in cooperation with the Director of Catholic Education, will ensure the establishment and use of sacred spaces at HTA in accordance with diocesan guidelines.
Faith Days	HTA participates in Faith Days, a two-day event that CTR hosts to offer faith formation for all trustees, teachers, and administrators.
Faith Leaders	HTA has a designated Faith Leader who, under the supervision of the Director of Catholic Education and in collaboration with school administration, plan and set direction for religious events, teacher faith formation, and related initiatives in our school.
Activities Related to Authentic Catholic Education	HTA 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: • Student faith retreats • Eucharistic adoration in schools and as a division • Bishop's Luncheon with priests, board of 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 October by 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	2023-2024 RESULT	2025-2026 TARGET
Diploma Acceptable Standard Overall percentage of students who achieved the acceptable standard on examinations.	93.6%	94%
Diploma Excellence Standard Overall percentage of students who achieved the standard of excellence on examinations.	32.6%	33%
High School Completion Rate Percentage of students who completed high school within three years of entering Grade 10.	96.2%	97%
Active Citizenship: Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	87.1%	88%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	83.8%	85%
Catholic Learning Communities Percentage of teachers who believe CLCs are leading to improved student learning.	N/A	90%

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Divisional Teams	HTA will continue to support the divisional team model, working under the guidance of divisional leads to collaboratively focus on high-yielding instructional and assessment strategies which positively impact student learning at HTA.
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	Any new English teachers at HTA will receive professional development in Readers’ and Writers’ Workshop and follow-up classroom visits to support implementation.

Mathematics Support	HTA will provide support at all levels of mathematics instruction, including high-yield instructional practices, professional learning opportunities, and assessment strategies.
Coding	Teachers at HTA will continue to leverage resources to allow students to engage with computational thinking through coding and robotics.
Artificial Intelligence	HTA will continue to support best practices for teachers' and students' use of Artificial Intelligence, as outlined within CTR's administrative procedures.

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

OUTCOMES

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

MEASURES	2023-2024 RESULT	2025-2026 TARGET
Diploma Acceptable Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the acceptable standard on examinations.	88.2%	90%
Diploma Excellence Standard Overall percentage of First Nations, Métis, and Inuit students who achieved the standard of excellence on examinations.	47.1%	48%
High School Completion Rate Percentage of First Nations, Métis, and Inuit students who completed high school within three years of entering Grade 10.	100%	100%
Active Citizenship Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	N/A	90%
Academic Engagement Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	N/A	90%

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

NEW STRATEGIES	DESCRIPTION
Implementation of Rupertsland Partnership Resources	HTA will incorporate Rupertsland resources into classroom lessons, support for Indigenous students, and teacher foundational learning. These resources have been procured through a partnership between CTR and Rupertsland to benefit the students and staff of HTA.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Division Administrators Professional Development	HTA 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 HTA 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	HTA 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 HTA staff to access through webinars, First Nations, Métis, and Inuit Lead Teacher session, Alberta Regional Professional Development Consortium sessions, cultural awareness events, and resources available through CTR's Intranet.
Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students	All 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.	90.2%	91%
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%	82%

Supervision and Evaluation (processes, strategies, and local measures/data) to demonstrate that the division supports teaching and leadership quality through professional learning, supervision, and evaluation processes.	
NEW STRATEGIES	DESCRIPTION
Athletic Team Leaders	Senior Administration will align the Athletic Team Leader roles with CTR's Athletic Handbook. HTA's administrators will work with the Athletic Team Lead to support the tasks associated with providing fulsome athletic programs and leadership within our secondary school.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Teacher Leader Alignment	HTA administrators will ensure that team leads engage in professional development with a focus on developing the leadership capacity of all team leads in alignment with the Teacher and Leadership Quality Standards.
Staff Wellness Supports	HTA Vice Principals will facilitate interactive sessions with their faculty and staff members that focus on health and well-being. School based leaders will demonstrate a commitment to staff health and wellness by incorporating <i>The 13 Factors for Psychological Health and Safety in the Workplace</i> as part of leadership decisions.
Teacher Supervision, Growth and Evaluation and Enhanced Supervision	HTA's Principal will be supported by Senior Administration as they evaluate new teachers with the Teacher Supervision, Growth and Evaluation process. In addition, on a four-year cycle, each teacher and administrator with a continuous contract participates in <i>Enhanced Supervision</i> with their Principal or Superintendent. These processes will be calibrated with standardized timelines and suggested reflection questions that connect teaching and learning to the Four-Year Education Plan.
New Teacher Orientation	New teachers to HTA will have the opportunity to participate in new teacher orientation, where they focus on divisional priorities and engage in professional development on assessment, differentiation, and student regulation.

PROVINCIAL DOMAIN: LEARNING SUPPORTS

OUTCOMES

Long Term:	HTA 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:	HTA 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:	HTA 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.	91.4%	92%
Access to Supports and Services: Percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at schools, including inclusive education.	88.9%	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
Data Collection and Referral Processes	Division level data collection and referral processes to ensure structures and supports are cohesive and equitable across all of our schools.
Behavioral Supports and Professional Learning	HTA will provide supports and services for students needing targeted support by providing increased professional development for teachers, administrators, and educational assistants. HTA will access external supports, like a behaviouralist to help support our complex students.
Relaunch #Relationships in a Digital Age	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 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.
Universal Supports Toolkit Update	HTA admin will promote use of universal supports toolkit with increased understanding of universal learning, mental health, and regulation supports for teachers to provide in the classroom as part of their daily support of all students.

Crisis Response Focus	Refine and implement crisis response protocols at HTA and ensure proactive and responsive measures are taken.
SIVA Training	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 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.

EXISTING ESSENTIAL STRATEGIES	DESCRIPTION
Family School Liaison Workers (FSLWs) and Connections Workers	HTA will continue to have access to services provided by FSLWs and Connections Workers .
Universal Mental Health Supports	Universal mental health continues to be a focus for HTA and teachers will build upon the mental health strategies they have previously implemented.
Sensory Rooms	Students at HTA will 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 our school.
Speech Language Pathology, Occupational Therapy, Physical Therapy, and Low Incidence	HTA will continue to have access to specialized support services , speech language pathology, occupational therapy, physical therapy, low incidence, and behavior supports. Student Services will support HTA's 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 HTA 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:	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.	85.0%	86%

- **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**

School Council Meetings	The Principal organizes and attends school council meetings at our school. The principal provides a report and engages on various topics of interest to the division and school community.
Superchats	HTA staff participate in one engagement (called Superchats) with the four Superintendents, joined by the local trustee. At these conversations, Superintendents share existing priorities and plans and gather feedback on new needs arising in our schools.
Four-Year Education Plan Input	HTA's 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.
Joint Use Agreements	HTA has a joint use agreement with the Town of Okotoks.

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".