



**AERR - St. Thomas Aquinas Catholic  
Schools 2024/2025  
School : Christ the King School**

Please see link to: [APPENDIX: SURVEY DATA: CTK 2024-2025](#)



## STAR CATHOLIC Division Assurance Plan 2023-2027



### School Assurance Plan DIVISION OVERVIEW

Domains	Domain 1: Serve & Adhere Catholic Identity	Domain 2: Student Growth & Achievement	Domain 3: Teaching & Leading	Domain 4: Learning Supports	Domain 5: Governance
Board Priority/ Local Goal	1. Staff are provided with faith formation opportunities.  2. Staff and Students understand what it means to live in a relationship with Jesus Christ, and witness the Gospel.  3. Staff and students witness the gospel.	1. A focus on student mental health and well-being  Provincial Goal: PAT Acceptable/Excellence & Diploma Exam Acceptable/ Excellence  2. Early Years Literacy & Numeracy Assessments  High School Completion*  Citizenship*  3. Student learning engagement.	1. Continue to build and develop staff capacity.  2. Foster a culture of collaboration and leadership development.  3. Staff are supported in their wellness.  Education Quality *	1. First Nation, Métis, and Inuit students are successful.  2. Recognize and Support the Diverse Learning Needs of ALL students through the Response to Intervention Model.  Welcoming, Caring, Respectful, and Safe Learning Environment*  Access to supports and services*	Research shows that parents who understand the school's philosophy, know the staff, and participate in activities are more likely to be satisfied with their child's education. Meaningful opportunities for involvement and access to information are crucial, as parents often wish to be part of the decision-making process.
Outcomes:	1. Staff are able to live, articulate, and witness the faith and are able to permeate all school curriculum and activities with Gospel values and a love of Jesus Christ.  2. Students will hear, learn, and model their lives guided by faith and the Church.  3. Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.  4. Continue to build relationships and opportunities to collaborate between the parish, school, and home which strengthens the faith community and the life of the Division.	1. When we support student mental health, we support student success. Students in a state of emotional, behavioural, and social well-being are able to learn, build resilience, and thrive.  2. Students who use literacy and numeracy in all subjects develop breadth and depth in their literacy and numeracy skills and gain a deeper understanding of the subjects themselves. (AB Education, Literacy and Numeracy, FAQ).  3. Learning improves when students find course content interesting and useful in their everyday lives.	1. Staff enhance their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.  2. Staff are provided with structured opportunities to collaborate and to be involved in leadership.  3. When staff experience positive social, emotional, physical and spiritual well-being, they are better able to fulfill their role in supporting students.  4. Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.	1. More First Nation, Métis, and Inuit students meet or exceed identified measures. 2. Quality core instruction foundational to success for all and is grounded in solid assessment practice. Outcome #2: Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students. Outcome #3: Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students.  3. Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected, and safe.  4. Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized, and all students are welcomed, cared for, respected, and safe.	Parent involvement and engagement leads to student success, and are high priorities for STAR Catholic. Research clearly demonstrates that parents who understand the school philosophy, know the school staff and participate in school activities are more likely to be satisfied with the education that their children are receiving. Parents need meaningful opportunities to participate in all facets of their children's schooling. They often want to be part of the decision-making process, and have access to information and ideas on a continuous, as-needed basis. (Building the Learning Team, AB Education, 2006)



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Christ the King School Education Plan GOAL #1	
<b>Domain 1:</b>	<b>Grow &amp; Affirm Catholic Identity</b>
<b>Board Priority</b>	Staff are provided with faith formation opportunities.
<b>Outcomes:</b>	Staff are able to live, articulate, and witness the faith and are able to permeate all school curriculum and activities with Gospel values and a love of Jesus Christ.
<b>Measures:</b>	See link at top of page
Results Report Components	
<b>Insights, Implications &amp; Conclusions:</b>	<ul style="list-style-type: none"> <li>● The faith formation opportunities that are provided for Christ the King school staff is recognized and valued by staff. Staff feel confident in their capacity to permeate faith into their lessons and pray and share their faith with students.</li> <li>● Professional development opportunities on teachers' faith remains high.</li> <li>● Parents, staff and students affirm that Christ the King School staff upholds and respects the dignity of all students.</li> <li>● Although prayer is deeply embedded in the culture at Christ the King School, there are some students who may not have the opportunity to pray with their class every day.</li> </ul>
<b>Responding to the Data:</b> <i>Implementation Plan &amp; Strategies:</i>	<ul style="list-style-type: none"> <li>● Staff will meet for staff led prayer on Mondays</li> <li>● Admin will lead prayer and fellowship on Fridays after school</li> <li>● Celebrate and focus school attention on Catholic celebrations and the Liturgical Calendar including the Feast of Christ the King, Advent, Lent, and other seasons of the Liturgical Calendar.</li> <li>● Support staff with Faith permeation opportunities provided by Central Office pertaining to specific subject matters.</li> <li>● Faith development embedded into Professional Development activities throughout the school year</li> <li>● Support staff will have opportunities for faith PD on selected School Staff PD Days.</li> <li>● All staff will be invited to celebrate Mass as a school community in the local Parish with food and fellowship.</li> <li>● Encourage staff to participate in "Saying of the Rosary" with Knights of Columbus and Student Representative Council.</li> <li>● Communicate about religious celebrations and events using Facebook, Instagram, school messenger and outdoor scrolling school sign.</li> <li>● Invite parents to religious celebrations and events at the school and Parish.</li> </ul>



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Christ the King School Education Plan GOAL #2	
<b>Domain 1:</b>	<b>Grow &amp; Affirm Catholic Identity</b>
<b>Board Priority</b>	Students understand what it means to live in relationship with Jesus Christ
<b>Outcomes:</b>	Students will hear, learn, and model their lives guided by faith and the Church
<b>Measures:</b>	See link at top of page
Results Report Components	
<b>Insights, Implications &amp; Conclusions:</b>	<ul style="list-style-type: none"> <li>● The extensive opportunities that students and staff have to participate in religious celebrations, activities and functions is recognized by Christ the King School staff, students and parents. Religious events continue to be an important and integral part of the Christ the King culture.</li> <li>● Teachers are continuing to find ways to share their faith stories with students. The school will continue to provide opportunities to foster more dialogue where teachers and students can share personal experiences and reflections on faith to add to a more robust spiritual atmosphere at CTK.</li> <li>● There is a noticeable difference between structured religious education and informal based conversations. Christ the King school will continue to promote open dialogue about living according to faith to foster even stronger personal connections to the values being taught.</li> </ul>
<b>Responding to the Data:</b>  <b>Implementation Plan &amp; Strategies:</b>	<ul style="list-style-type: none"> <li>● Staff will begin each morning class with dedicated time to pray with students and reflect on Christ centered learning.</li> <li>● Faith development embedded into every Professional Development activity.</li> <li>● Encourage all staff and students to share their own personal faith experiences with Christ the King community.</li> <li>● Use Social Media to recognize, promote and celebrate faith activities.</li> <li>● Have Charged Retreats for all grade levels to continue to foster and support students' own personal faith journey.</li> <li>● Provide staff and students opportunities and resources for learning about the Holy Mass.</li> <li>● Support the division in the development of student faith leadership teams.</li> <li>● Provide opportunities for students to lead and participate in prayer life at Christ the King.</li> <li>● Encourage students to lead in the ministry at the school during religious celebrations and events.</li> </ul>



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Christ the King School Education Plan GOAL #3	
<b>Domain 1:</b>	<b>Grow &amp; Affirm Catholic Identity</b>
<b>Board Priority</b>	Staff and students witness the gospel
<b>Outcomes:</b>	Staff and students understand Catholic social teaching and witness the Gospel through acts of social justice and charity.
<b>Measures:</b>	See link at top of page
Results Report Components	
<b>Insights, Implications &amp; Conclusions:</b>	<ul style="list-style-type: none"> <li>Christ the King staff are both supportive and actively participating in or promoting acts of social justice and charity.</li> <li>81% of students report that the school organizes activities to help those in need, such as supporting food banks or collecting clothes. This is a strong indicator that students are actively involved in service-oriented activities and that the school is fostering a culture of giving back.</li> <li>Christ the King School will continue to explore how to involve all students more effectively or ensure that the social justice and charity activities are more inclusive and visible across the student body.</li> <li>Christ the King School will continue to find ways to better communicate with parents about the specific charitable initiatives and social justice programs the school is involved in and diversify service opportunities for all students.</li> </ul> <p>At Christ the King School we are proud of our <b>Social Justice Projects</b> which include:</p> <ul style="list-style-type: none"> <li>The Leduc Food Bank Fall, Christmas and Lenten Drives</li> <li>The Mustard Seed Challenge</li> <li>Think Fast for Development and Peace</li> <li>Terry Fox Cancer Charity Fundraiser</li> <li>Collection for Leduc Santa's Helpers</li> <li>Music Ministry for local Seniors Homes</li> </ul>
<b>Responding to the Data:</b>  <b>Implementation Plan &amp; Strategies:</b>	<ul style="list-style-type: none"> <li>Professional Development session for staff to learn about social justice and charity and the call to stewardship and justice.</li> <li>Support and promote social justice through our Religious Studies Service Projects</li> <li>Support and promote social justice through our Student Council and Rotary Clubs</li> <li>Communicate with the larger community more frequently about Christ the King's acts of charity and social justice established within the focus of our Catholic Faith.</li> <li>The staff will collectively lead a social justice project in line with Catholic social teachings.</li> </ul>



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Christ the King School Education Plan GOAL #5	
Domain 2:	Student Growth and Achievement
<b>Board Priority</b>	A focus on mental health and well-being
<b>Outcomes:</b>	When we support mental health, we support student success. Students in a state of emotional, behavioural, and social well-being are able to learn, build resilience, and thrive.
<b>Measures:</b>	See link at top of page
Results Report Components	
<b>Insights, Implications &amp; Conclusions:</b>	<ul style="list-style-type: none"> <li>● Teachers feel highly confident in their ability to form trusting relationships with students and support their social and emotional well-being.</li> <li>● The fact that <b>100%</b> of teachers feel there are internal supports and structures for social and emotional well-being shows that Christ the King School has built a solid infrastructure to address these needs. Our teachers are benefiting from access to resources.</li> <li>● While <b>86%</b> of teachers feel confident in supporting student regulation, the remaining <b>14%</b> indicate that there may be challenges in managing behavior or guiding emotional responses effectively. This could be an area to focus on for professional development, with more training or resources for classroom management or emotional regulation strategies.</li> <li>● The <b>71%</b> satisfaction with The Third Path suggests it is a valuable tool for many teachers, but there is room for improvement or further support in its application. Teachers who are less familiar with or confident in using the framework may benefit from additional training, clarification, or resources that help integrate this model more seamlessly into daily practice.</li> </ul>
<b>Responding to the Data:</b>  <b>Implementation Plan &amp; Strategies:</b>	<ul style="list-style-type: none"> <li>● Continue to use the strategies from The Third Path training.</li> <li>● Implement Third Path review sessions for staff at each PD Day.</li> <li>● Continue to develop and foster staff/student relationships to ensure every student has a healthy relationship with at least one adult in the school.</li> <li>● Support students with mental health concerns.</li> <li>● Ensure students have access to counselor services who will utilize a solution focused approach.</li> <li>● Utilize division and community resources to help support students with their mental health and emotional well being.</li> <li>● Provide healthy options through our nutrition grant to promote overall nutritional wellbeing</li> <li>● Work with School Intervention Teams to support at-risk students.</li> <li>● Ensure that Mental Health resources and contacts are listed on the division and school websites.</li> <li>● Promote and facilitate a school wide mental health day.</li> <li>● Embed wellness events, resources and support through the entire school year.</li> </ul>



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Christ the King School Education Plan GOAL #6	
<b>Domain 2:</b>	<b>Student Growth and Achievement</b>
<b>Provincial and Diploma Achievement Exams</b>	
<b>Provincial Goal</b>	PAT Acceptable/Excellence & Diploma Exam Acceptable/ Excellence
<b>Background</b>	<p>Background: The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments. Student growth and achievement refers to many different aspects including educational programs, academic achievement, student well-being and citizenship to name a few.</p> <p>Provincial Achievement Tests (PATs): PAT exams allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams.</p>
<b>Measures</b>	See link at top of page
<b>Results Report Components</b>	
<b>Insights, Implications &amp; Conclusions:</b>	<p><b>PAT Results:</b></p> <ul style="list-style-type: none"> <li>We are proud of our English 9 results which are above the province in the acceptable and the excellence standards. However, we still see a decline in the ELA from our three year average for the acceptable standard.</li> <li>Science 9 results show that we continue to achieve the excellence standard. We have declined in the acceptable standard for Science 9; however, we still remain above the province.</li> <li>Social 9 results continue to score above the province in the acceptable level. We are below the province in the excellence standard for Social 9.</li> <li>Results in Mathematics 9 continue to be low in both the acceptable and excellence standards for both CTK and the province.</li> </ul> <p><b>DIP Results:</b></p> <ul style="list-style-type: none"> <li>In English 30-1 we have maintained our strong results at the acceptable level and improved in our level of excellence; however, we are below the province for the acceptable standard and the standard of excellence in English 30-2.</li> <li>Math 30-1 has significantly improved in both the acceptable and the excellence standard. Math 30-2 results have relatively been maintained from the previous 3 years and continue to be below the province at the excellence standard.</li> <li>We are proud of our Social 30-1 results which are very high at both the acceptable and excellence standards. Social 30-2 results are lower than the province at both the acceptable and excellence standards.</li> <li>We are proud of our Biology, Physics, Chemistry and Science 30 results which are inline or above the province for both the acceptable and excellence standards.</li> </ul> <p><b>Overall:</b> Further data analysis into the type of questions our students are having difficulties with is needed.</p>



**Responding to the Data:**

**Implementation Plan & Strategies:**

- Professional Development focused through PLC groupings to collaborate and develop Tier 1 strategies and common assessments.
- Professional Development focused on inclusion and differentiation and alternative programming embedded within the regular classroom as opposed to streaming students into alternative program routes.
- Continued focus on literacy and numeracy throughout all curricular areas.
- Encouraging staff to form strong relationships with students ensuring every student has an adult they can relate to.
- Encourage teachers of grade 9 and grade 12 core subjects to participate in the Assessment branch of Alberta Education to mark or prepare PAT and Diploma exams.
- Response to Intervention prioritized in the classroom, through IPP plan development and Professional Learning Communities (PLC).
- Increased awareness and identification of students with the Student Intervention Team.
- Cross grade curricular teacher collaborative planning.
- Have PLC groups analyze PAT and Diploma results to develop strategies to increase student achievement





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<b>Christ the King School Education Plan GOAL #7</b>	
<b>Domain 2:</b>	<b>Student Growth and Achievement</b>
<b>Provincial Goal</b>	High School Completion
<b>Background</b>	Background: High School completion is a fundamental building block on which other educational and life goals are built. It opens opportunities for growth and creates a better quality of life. High School Completion Rate is measured by the percentages of students who completed high school within three, four, and five years of entering Grade 10.
<b>Measures</b>	See link at top of page
<b>Results Report Components</b>	
<b>Insights, Implications &amp; Conclusions:</b>	<ul style="list-style-type: none"> <li>We are proud of our high school completion rates. They continue to remain high for students who completed high school within three, four, or five years.</li> </ul>
<b>Responding to the Data:</b>  <b>Implementation Plan &amp; Strategies:</b>	<ul style="list-style-type: none"> <li>Work with students in helping to plan for high school completion, utilizing strategies such as high school redesign.</li> <li>Work with the Student Intervention Team to identify students at risk for not completing high school.</li> <li>Teachers will monitor and report to the Student Intervention Team the progress of students at risk for not completing high school.</li> <li>Communicate to parents of students at risk for not completing high school the plan to make students successful.</li> <li>Work collaboratively with STAR Outreach to provide programming not otherwise available at Christ the King.</li> <li>Ensure access to mentorship programs using outside agencies (Selections Career Support Services), career counselling opportunities, and other supports to help students find the support they need to graduate.</li> </ul>



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Christ the King School Education Plan GOAL #7	
Domain 2: Student Growth and Achievement	
Provincial Goal	Citizenship
Background	Background: Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship..
Measures	See link at top of page
Results Report Components	
Insights, Implications & Conclusions:	<ul style="list-style-type: none"> <li>We are proud of our overall high results that indicate overall teachers, parents and students are satisfied that students model the characteristics of active citizenship.</li> <li>The parent population is least satisfied and therefore Christ the King will look at ways to communicate strategies more effectively with the parent population.</li> </ul>
<b>Responding to the Data:</b>  <b>Implementation Plan &amp; Strategies:</b>	<ul style="list-style-type: none"> <li>Increased positive communication about existing programs and events students and staff are currently involved in.</li> <li>Development of a social justice planning calendar creating more awareness about activities.</li> <li>Support and empower student leadership in the promotion of activities and events to increase student involvement.</li> <li>Increase student recognition and celebration of their involvement in social justice activities.</li> <li>Focus on building strong and meaningful connections between students and at least one adult in their school.</li> <li>Staff are educated in The Third Path framework, which is a relationship-based education, that supports students to succeed in school and in life through the promotion of positive, genuine, intentional, and responsive relationships in the classroom and beyond.</li> <li>Continue to foster relationships with the parish and CTK community as a whole.</li> <li>Involve students in the promotion and advocacy of Christ the King School to feeder schools.</li> </ul>



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Christ the King School Education Plan GOAL #8	
Domain 2: Student Growth and Achievement	
Provincial Goal	Student Learning Engagement
Background	Background: learning improves when students find course content interesting and useful in their everyday lives.
Measures	See link at top of page
Results Report Components	
<b>Insights, Implications &amp; Conclusions:</b>	<ul style="list-style-type: none"> <li>There is a discrepancy between the results which indicate that while 100% of teachers agree that students are engaged in their learning, parents and students who agree students are engaged in their learning at school are slightly below the division and the province results.</li> <li>Christ the King must investigate why a lower percentage of parents and students feel that students are engaged in their learning at school.</li> </ul>
<b>Responding to the Data:</b>  <b>Implementation Plan &amp; Strategies:</b>	<ul style="list-style-type: none"> <li>Response to Intervention (RTI) using universal and targeted instruction.</li> <li>Using School Leadership Teams to analyze results to drive professional development and instructional practices.</li> <li>PLC collaboration to focus on and develop interventions.</li> <li>Attendance monitoring to identify students who may require additional accommodations and support.</li> <li>Utilize English Language Learner strategies that support student learning.</li> <li>The School Leadership Teams and individual Professional Learning Community groups will set goals and strategies using best practices for student engagement in their learning.</li> <li>Access support from outside agencies for social emotional support for students.</li> <li>Provide staff with relevant technology and programs for their instruction.</li> <li>Implement new courses based on student, teacher and parent feedback.</li> </ul>



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Christ the King School Education Plan GOAL #9	
<b>Domain 3:</b>	<b>Teaching and Leading</b>
<b>Board Priority</b>	Continue to build and develop staff capacity
<b>Outcome:</b>	Staff enhance their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.
<b>Measures:</b>	See link at top of page
Results Report Components	
<b>Insights, Implications &amp; Conclusions:</b>	<ul style="list-style-type: none"> <li>Professional development opportunities are valued by teaching and support staff.</li> <li>We are proud that 100% of our teaching staff are satisfied with the Professional Development opportunities they have.</li> <li>100% of teaching and support staff agree they have opportunities to access both division and school support.</li> <li>Only three support staff responded to the survey and therefore it is important that we find ways to ensure more participation in survey completion by the support staff.</li> </ul> <p><b>Professional Development:</b>  <i>Christ the King staff is provided with professional learning sessions focused in</i></p> <ul style="list-style-type: none"> <li>Professional Learning Communities</li> <li>Smarter Marks</li> <li>PowerSchool</li> <li>Working and Learning Environments</li> <li>Mental Wellness</li> <li>Third Path Framework</li> <li>Individual Learning Plans</li> <li>First Nation, Metis and Inuit student success</li> <li>Survey and Data Analysis</li> <li>Learning and assessment practices</li> <li>Goal Setting</li> <li>Response to Intervention and Differentiation Best practices</li> </ul>
<b>Responding to the Data:</b>  <b>Implementation Plan &amp; Strategies:</b>	<ul style="list-style-type: none"> <li>Staff lead teachers in Third Path Mental Wellness refresher sessions.</li> <li>Staff lead teachers in PowerSchool providing continued support.</li> <li>REC and faith leadership team collaboration.</li> <li>Promote access and role understanding of the Central Office Learning Team and SLS Team.</li> <li>School Leadership Team collaboration on Landscape Analysis of Achievement Tests and Diploma exams and PD goals and strategies.</li> <li>Focused PLC meetings throughout the year (including faith permeation, First Nation, Metis and Inuit teach-ings, RTI).</li> <li>Schools will create Professional Development plans that align with division goals.</li> <li>Support and encourage staff to utilize division and community resources and PD.</li> <li>Ensure all staff have first aid training.</li> </ul>



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Christ the King School Education Plan GOAL #10	
<b>Domain 3:</b>	<b>Teaching and Leading</b>
<b>Board Priority</b>	Foster a culture of collaboration and leadership development.
<b>Outcome:</b>	Staff are provided with structured opportunities to collaborate and to be involved in leadership.
<b>Measures:</b>	See link at top of page
Results Report Components	
<b>Insights, Implications &amp; Conclusions:</b>	<ul style="list-style-type: none"> <li>We are very proud of our results which indicate that 100% of our teachers feel they have opportunities to participate in leadership at school, value the PLC and have the opportunity to collaborate with professional learning communities. Christ the King will need to continue to ensure staff have these valued opportunities.</li> </ul>
<b>Responding to the Data:</b>	<ul style="list-style-type: none"> <li>Encourage staff to participate in school leadership teams including SLT, Acting Admin, School Intervention Team, Extra Curricular, facilitating PD, etc.</li> <li>Ensure all teachers are able to participate in a professional learning community (PLC).</li> <li>PLC groupings review Landscape data analysis of provincial exam results and development of goals.</li> </ul>
<b>Implementation Plan &amp; Strategies:</b>	<ul style="list-style-type: none"> <li>Professional Learning Community scheduled collaboration time.</li> <li>Student Intervention Team regular meetings focused on RTI.</li> <li>Faith Leadership Team regularly scheduled goal setting and planning meetings.</li> <li>Receive input and feedback from staff on meaningful PD.</li> <li>Encourage staff to attend division school leadership sessions.</li> </ul>



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Christ the King School Education Plan GOAL #11	
<b>Domain 3: Teaching and Leading</b>	
<b>Board Priority</b>	Staff are supported in their wellness
<b>Outcome:</b>	When staff experience positive social, emotional, and physical well-being, they are better able to fulfill their role in supporting students.
<b>Measures:</b>	See link at top of page
Results Report Components	
<b>Insights, Implications &amp; Conclusions:</b>	<p>Teaching Staff:</p> <ul style="list-style-type: none"> <li>Results indicate that teachers are 100% aware of resources available to support their wellness and most teaching staff utilize these resources.</li> </ul> <p>Support Staff:</p> <ul style="list-style-type: none"> <li>The results indicate that only three support staff responded to the survey. It will be important to find ways to ensure more Support Staff respond to the survey in order to get accurate data for analysis. From the preliminary Support staff results 67% of the respondents are aware of the available resources to support wellness and utilize those resources.</li> </ul> <p>This is a new priority and further data will be needed to ensure Christ the King School staff feel supported in their wellness.</p>
<b>Responding to the Data:</b>  <b>Implementation Plan &amp; Strategies:</b>	<ul style="list-style-type: none"> <li>Communicate with staff about wellness resources available through the ATA, STAR Central Office, ASEBP and the community.</li> <li>Ongoing development of staff understanding and utilization of division initiatives that support both student and staff wellness (Mental Health Literacy, Third Path Framework, TES, ASIST, SIVA, First Aid).</li> <li>Staff meet at the end of the week in the staff room for prayer and fellowship.</li> <li>Provide opportunities for wellness activities with staff throughout the school year.</li> <li>Increase awareness of Health and Wellness accounts. Provide focused Wellness PD on the different dimensions of wellness (physical, social, and emotional).</li> </ul>



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<b>Christ the King School Education Plan GOAL #12</b>	
<b>Domain 3: Teaching and Leading</b>	
<b>Provincial Goal</b>	Education Quality
<b>Outcome:</b>	Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.
<b>Measures:</b>	See link at top of page
<b>Results Report Components</b>	
<b>Insights, Implications &amp; Conclusions:</b>	<ul style="list-style-type: none"> <li>• Overall, satisfaction with the quality of education continues to be high.</li> <li>• Students' satisfaction with the quality of education is low.</li> <li>• CTK must plan targeted ways to find out why students respond that they are not satisfied with the quality of their education.</li> </ul>
<b>Responding to the Data:</b>  <b>Implementation Plan &amp; Strategies:</b>	<ul style="list-style-type: none"> <li>• Response to Intervention strategies enhanced to support a more diverse high school student population.</li> <li>• Continue to focus on expanding extra-curricular activities working towards increased student participation.</li> <li>• Continue to enhance option alternatives, example aviation, forensic science e-sports, yoga fitness, and medical services.</li> <li>• Professional Development supporting differentiation within an inclusive environment.</li> </ul>



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Christ the King Education Plan GOAL #13	
Domain 4: Learning Supports	
<b>Board Priority</b>	First Nation, Metis, and Inuits students are successful.
<b>Outcome:</b>	More First Nation, Metis and Inuit students meet or exceed identified measures.
<b>Measures:</b>	See link at top of page
Results Report Components	
<b>Insights, Implications &amp; Conclusions:</b>	<ul style="list-style-type: none"> <li>● CTK teachers continue to grow in their capacity of understanding of First Nation, Metis and Inuit Cultures and recognize the school's growth in this area.</li> <li>● Christ the King is proud of the progress we are showing in providing opportunities for staff and students to learn more about the First Nation, Metis and Inuit culture.</li> <li>● 73% of our self-identified Indigenous students feel like Christ the King School is a place they belong. While it is an improvement from the 64% that responded this way last year, it is important that Christ the King continues to find why some students do not feel that Christ the King School is a place they belong.</li> </ul>
<b>Responding to the Data:</b>  <b>Implementation Plan &amp; Strategies:</b>	<ul style="list-style-type: none"> <li>● PLC strategies to embed First Nations, Metis and Inuit perspectives into all curricular areas.</li> <li>● Access the Division First Nations, Metis and Inuit Coach from the central office.</li> <li>● First Nations, Metis and Inuit learning embedded into Professional Development.</li> <li>● Continue to promote Orange Shirt Day, Red Dress Day and Indigenous month (June).</li> <li>● Develop a school Treaty 6 Land Acknowledgement.</li> <li>● Ensure a first nations teepee is visible in the school at key times in the school year.</li> <li>● Continue to recognize all graduating First Nation, Metis and Inuit students with the sash and feather ceremony.</li> <li>● Support and encourage First Nations, Metis and Inuit PD for our FNMI lead.</li> <li>● Have staff present their own personal treaty land acknowledgement during PD and staff meetings.</li> <li>● Invite First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members into Christ the King School.</li> <li>● Invite and provide opportunities for First Nation, Metis and Inuit students to celebrate and share their culture.</li> </ul>





Christ the King School  
School Assurance Plan  
School Year: 2024-2025

Christ the King Education Plan GOAL #14	
<b>Domain 4: Learning Supports</b>	
<b>Board Priority</b>	Recognize and support the diverse learning needs of ALL students through the Response to Intervention model.
<b>Outcome:</b>	<ol style="list-style-type: none"> <li>1) Quality core instruction foundational to success for all and is grounded in solid assessment practice.</li> <li>2) Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students</li> <li>3) Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students.</li> </ol>
<b>Measures:</b>	See link at top of page
Results Report Components	
<b>Insights, Implications &amp; Conclusions:</b>	<ul style="list-style-type: none"> <li>• 100% of staff indicate that they recognize and support the diverse learning needs of all students using the Response to Intervention model.</li> <li>• Students' results indicate a fairly strong awareness of personal learning preferences and confidence in communicating these preferences with teachers. The majority of students feel supported by adults and receive help when they ask (86%).</li> <li>• We are proud of our strong results in this domain. The data suggests that the learning environment is relatively positive, with clear expectations, regular feedback, and ample opportunities for practice.</li> <li>• Additional support or resources on how to recognize and express learning styles could be beneficial to students.</li> <li>• <b>Teacher Development:</b> Teachers can further refine their communication practices, ensuring that all students have clear and consistent access to resources like rubrics, feedback, and study outlines.</li> <li>• The high score for knowing assignment expectations and receiving feedback shows the importance of structured assignments and regular check-ins. Expanding on this with more focused support for exam preparation and practice may help to further boost student results.</li> </ul>
<b>Responding to the Data:</b>  <b>Implementation Plan &amp; Strategies:</b>	<ul style="list-style-type: none"> <li>• The School Leadership Team regularly meets to focus on and provide input on Response to Intervention strategies.</li> <li>• Learning Support Facilitation of IPPs with every teacher.</li> <li>• Strategies for differentiation within an inclusive or integrated classroom.</li> <li>• Create and implement a strategic RTI Plan to further advance and support the division's work.</li> <li>• Teachers work collaboratively with the Specialized Learning Support Team to meet student needs. Use of data to target and identify students needing intervention.</li> <li>• Teachers collaborate through PLC to develop common assessments and strategies. Implementation of numeracy and literacy programming to focus on closing the gaps in student understanding and learning (grade 9 numeracy and literacy, Math 15, ELA 15).</li> <li>• Use the division resources to develop outcome based assessment strategies for all subjects.</li> </ul>



**Christ the King School**  
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<b>Christ the King Education Plan GOAL #15</b>	
<b>Domain 4: Learning Supports</b>	
<b>Provincial Goal</b>	Access to Support and Services
<b>Outcome:</b>	Using resources to create optimal learning environment where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for respected and safe.
<b>Measures:</b>	See link at top of page
<b>Results Report Components</b>	
<b>Insights, Implications &amp; Conclusions:</b>	<ul style="list-style-type: none"> <li>● We have a very high number of teachers that agree students have access to appropriate support and services at school.</li> <li>● A high percentage of students agree students have access to appropriate support and services at school. This is well above the province and in line with STAR Catholic results.</li> <li>● The results indicate that 35% of the parents that completed the survey do not agree students have access to appropriate support and services at school. This is an area that will require further investigation to understand why parents feel this way.</li> </ul>
<b>Responding to the Data:</b>  <b>Implementation Plan &amp; Strategies:</b>	<ul style="list-style-type: none"> <li>● School wide implementation of RTI.</li> <li>● The Student Intervention Team collaborates to provide access to support and services.</li> <li>● Connections to Community Supports (Family Community Support Services, Family Resource Net-work, Alberta Health Services Mental Health Supports, Victim Services).</li> <li>● Supports provided to and in schools including: Division Student Learning Support Team (Speech Language Therapist/ Occupational Therapist/ Wellness Coordinator), School Learning Support Facilitators, School/teacher counselors, Division Crisis Response Teams , External Consultants (Psychologists, Stollery Mobile Crisis Team, Center for Trauma Informed Practices).</li> <li>● Collaborate with Student Support Services and LSF personnel from feeder schools to facilitate a smooth transition for students requiring specialized services.</li> </ul>



**Christ the King School**  
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Christ the King Education Plan GOAL #16	
<b>Domain 5: Governance</b>	
<b>Provincial Goal</b>	Parental Involvement
<b>Outcome:</b>	Parent involvement and engagement leads to student success, and are high priorities for STAR Catholic. Research clearly demonstrates that parents who understand the school philosophy, know the school staff and participate in school activities are more likely to be satisfied with the education that their children are receiving. Parents need meaningful opportunities to participate in all facets of their children's schooling. They often want to be part of the decision-making process, and have access to information and ideas on a continuous, as-needed basis. (Building the Learning Team, AB Education, 2006)
<b>Measures:</b>	See link at top of page
Results Report Components	
<b>Insights, Implications &amp; Conclusions:</b>	<ul style="list-style-type: none"> <li>● We are very proud of our high results that indicate overall teachers and parents are satisfied with parental involvement in decisions about their child's education.</li> <li>● We continue to have a small number of parents complete the provincial surveys. CTK will need to continue to plan ways to increase parent participation in surveys.</li> </ul>
<b>Responding to the Data:</b>  <b>Implementation Plan &amp; Strategies:</b>	<ul style="list-style-type: none"> <li>● Increase parent awareness of events such as parent/teacher conferences where parents will have the opportunity to discuss their child's achievement and progress.</li> <li>● Increased participation in the School Council through promotion at events such as Welcome Back Barbecues and orientation evenings.</li> <li>● Opportunity provided at School Council meetings for collaborative dialogue, data review and input into planning.</li> <li>● Involve the parent community in supporting, preparing for and executing a variety of events at the school including, but not limited to: graduation, sports' tournaments, Shrove Tuesday, Masses and faith celebrations, social justice projects, start of the year BBQ and school council.</li> <li>● Solicit parent and school community feedback at school events such as Open House evenings and parent/teacher interviews.</li> </ul>



**Christ the King School**  
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<b>Christ the King STAKEHOLDER ENGAGEMENT</b>	
<b>Domain 5: Governance</b>	
<b>Provincial Goal</b>	Stakeholder Engagement
<b>Outcome:</b>	School authorities are expected to actively engage stakeholders to inform the development of local priorities and plans
<b>Measures:</b>	See link at top of page
<b>Summary of Engagement</b>	
	<p><b>Christ the King School values the engagement of all stakeholders and works to ensure that the voices of all stakeholders are heard and considered:</b></p> <p>All stakeholders including staff, teachers, and students were consulted throughout the process of the Education Plan creation:</p> <p>Parents were consulted during School Council meetings, participation in feedback forms at orientation evenings, Grad meetings and Parent Teacher interview evenings. Students were consulted through feedback surveys, meetings with the administration team, and Student Council initiatives. The School Learning Team consulted with staff, staff were consulted with and provided feedback through discussions, PLC groups and with feedback forms.</p> <p>Christ the King is excited and committed to continue exploring new ways to increase engagement with all stakeholders.</p>



**Supplemental Documents**

Budget  
2024-2025

## Budget Summary

*St. Thomas Aquinas Roman Catholic Schools  
2024 - 2025 Budget Fall Play*

### Christ The King

#### Revenue and Allocations to Budget Center

	2024 - 2025 Budget Fall Play			
Reserves - Operating & Capital	\$151,129	4.4%	\$0	0.0%
School Fees - Regular Instruction	\$46,966	1.4%	\$0	0.0%
Base Allocations	\$2,585,501	75.2%	\$0	0.0%
Specialized Learning Support (SLS) Allocations	\$328,402	9.6%	\$0	0.0%
Faith Development Allocations	\$25,890	0.8%	\$0	0.0%
French Language/Immersion Allocatons	\$0	0.0%	\$0	0.0%
English as Additional Language (EAL) Allocations	\$18,287	0.5%	\$0	0.0%
First Nations, Metis & Inuit (FNMI) Allocations	\$71,660	2.1%	\$0	0.0%
Other Program Allocations	\$24,683	0.7%	\$0	0.0%
One-Time Allocations	\$0	0.0%	\$0	0.0%
Facility Services Allocations	\$185,016	5.4%	\$0	0.0%
<b>Total Revenue and Allocations to Budget Center:</b>	<b>\$3,437,534</b>	<b>100%</b>	<b>\$0</b>	<b>100%</b>

#### Expenditures

	2024 - 2025 Budget Fall Play			
Ungrouped Object Codes	\$20,955	0.6%	\$0	0.0%
Certificated Staff	\$2,533,705	73.9%	\$0	0.0%
Uncertificated Staff	\$608,650	17.7%	\$0	0.0%
Services Contracts and Supplies	\$266,567	7.8%	\$0	0.0%
Held in Reserve	\$0	0.0%	\$0	0.0%
<b>Total Expenditures:</b>	<b>\$3,429,877</b>	<b>100%</b>	<b>\$0</b>	<b>100%</b>

#### Summary

	2024 - 2025 Budget Fall Play	
Total Revenue and Allocations to Budget	\$3,437,534	\$0
Total Expenditures	\$3,429,877	\$0
<b>Variance</b>	<b>\$7,657</b>	<b>\$0</b>