

in Heart and Mind...

*Growing, Learning & Loving*

*United*



*United*



EDMONTON CATHOLIC SCHOOLS

THREE Year Strategic Education Plan 2007-2010



## Commitment to the Eight Characters of Catholic Education .....

\*excerpts taken from The Religious Dimension of Education in Edmonton Catholic Schools - A Manifesto for Catholic Education, September 28, 1999.

### ▲ **Community**

*"In one Spirit we were all baptized into one body." (1 Corinthians 12:13)*

Edmonton Catholic Schools seek to create a learning environment that reflects the identity and character of the Catholic Church, and express the uniqueness of the Catholic experience.

### ▲ **Tradition**

*"We must pay greater attention to what we have heard, so that we do not drift away from it." (Hebrews 2: 1)*

We learn through life. Catholic education brings a focus to learning to discover, - evaluate, and interpret the human experience, which is always in transition. It provides insight into how learning can lead to fullness and freedom for all people.

### ▲ **Justice**

*"He has anointed me to bring good news to the poor." (Luke 4: 18)*

Justice is a mandate of Catholic faith. Catholic schools aim towards a synthesis of faith and culture, of faith and life, syntheses that characterize mature faith.

### ▲ **Sacramentality**

*"God saw everything that was made, and indeed, it was very good." (Genesis 1: 31)*

The idea of a Catholic school is to educate its members into a world that is sacred and holy because it is God's creation. Appreciation for God's gift finds expression in the attitudes and actions of a school community through liturgy and stewardship.

### ▲ **Hospitality**

*"Whoever welcomes me welcomes not me but the one who sent me." (Mark 9:37)*

The Catholic community is inclusive of diverse peoples and perspectives; is free of discrimination and sectarianism; and welcomes strangers, especially those most in need.

### ▲ **Humanness**

*"And being found in human form, he humbles himself." (Philippians 2: 8)*

Catholic schools, in partnership with the family and the entire community, strive to form strong and responsible persons who are capable of making free and correct choices, and are able to form in themselves a clear idea of the meaning of life.

### ▲ **Rationality**

*"Know how you ought to answer everyone." (Colossians 4: 6)*

In Catholic education, the learners are invited to be active agents of their learning, and have an attitude of openness to the truth. Such openness welcomes everyone into the learning process.



### ▲ Spirituality

*"You shall be holy, for I the Lord your God am holy."*

*(Leviticus 19: 2)*

Spirituality in Catholic schools consists in letting God be present in each moment of the day, becoming attuned to God's presence in the ups and downs of the life journey of the school community. Prayer and a commitment to the moral and ethical values of the gospel provide the opening to God's presence.

### Core Values Statement .....

Edmonton Catholic Schools is a Catholic/Christian community, which is inspired by and committed to the following values:

### ▲ Dignity & Respect

*"Love one another as I have loved you."*

*(John 15:12)*

We are called to value each person, and to treat one another with compassion. We are called to recognize the divine in each person. We are all children of God. Be noble of mind and heart; generous and forgiving.

### ▲ Honesty

*"If we live by the truth and in love, we shall grow in all ways into Christ.."*  
*(Ephesians 4:15)*

Tell the truth "in love" with kindness and compassion for others.

### ▲ Loyalty

*"Just as the body is one and has many members, and all the members of the body though many, are one body, so it is with Christ. For in the one Spirit we were all baptized into one body. If one member suffers, all suffer together with it; if one member is honoured, all rejoice together with it."* *(1 Corinthians 12:12-13:26)*

Strive towards loyalty to the vision, mission, goals and fundamental purpose of our school district. Loyalty is ambassadorship ... telling the good news.

### ▲ Fairness

*"Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me."* *(Matthew 25:40)*

What we seek is unity without uniformity, symmetry without sameness, and diversity without divisiveness. We need to be attentive, insightful, and willing to recognize and accommodate differences.

### ▲ Personal & Communal Growth

*"... so you will be able to lead the kind of life which the Lord expects of you, a life acceptable to him in all its aspects ..."* *(Colossians 1:9-10)*

In Edmonton Catholic Schools, we are an organization of people committed to the growth of the whole person, the intellectual, emotional, interpersonal, and spiritual growth of all people - our staff, our students, and our communities.



*United* in Heart and Mind...

*Growing,  
Learning  
Loving*

The theme we have chosen this year for our three-year strategic education plan is

## United in Heart and Mind Growing, Learning and Loving

At Edmonton Catholic Schools, students, staff, and parents are not only united by faith, we are united in our hearts and minds as well. Our faith has brought us together and through Catholic education we are expressing God's love and sharing that love with others.

In planning for 2007-2010, we are united in our desire to provide a Catholic education which inspires and prepares students to learn, to work, to live fully, and to serve God in one another. In this way, our students are able to grow, learn and love for the benefit of their future as well as for ours.

Inspired by the first apostles, Edmonton Catholic Schools is as vibrant as the life of the early Christian community described by St. Luke in the Acts of the Apostles. Ours is a life of unity in Christ expressed through our worship and our concern for our students and others. Through our God-given gifts and talents, we can become a brighter sign and a clearer instrument of communion with one another and all people, so that the light of Christ might shine out visibly from among us for all to see.

*Now the whole group of those who believed were of one heart and soul, and no one claimed private ownership of any possessions, but everything they owned was held in common. With great power the apostles gave their testimony to the resurrection of the Lord Jesus, and the great grace was upon them all.*

*(Acts 4:32-33)*



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# Board of Governance Policies, Responsibilities and Authorities

## Mission Statement

The mission of Edmonton Catholic Schools is to provide a Catholic education which inspires and prepares students to learn, to work, to live fully, and to serve God in one another.

### ▲ Inspired by

- Love of the Creator
- Faith in Jesus Christ
- Hope from the Holy Spirit

### ▲ Mandated by

- The parents and guardians of our students
- The educational mission of the Church
- The Alberta Ministry of Education

### ▲ Founded upon the Eight Characters of Catholic Education

- Community
- Tradition
- Justice
- Sacramentality
- Hospitality
- Humanness
- Rationality
- Spirituality

### ▲ We Believe

- That each person is created in the image and likeness of God
- In the goodness, dignity, and worth of each person
- That all can learn and develop their gifts
- That Catholic education includes spiritual growth and fulfillment
- That Catholic education is a shared responsibility in which parents and guardians have a primary role
- That Christ is our model and our teacher
- In building Christ-centred communities for service to one another
- In celebrating and witnessing to our faith in truth and life; holiness and grace; justice, love, and peace
- That learning is a life-long journey
- That all have rights, roles and responsibilities for which they are accountable
- Transforming the world through Catholic education

## Vision

Edmonton Catholic Schools delivers the curriculum of Alberta Education to students within a Christ-centred learning community. We emphasize a strong learning and teaching focus within a Catholic context resulting in the optimizing of human potential for students in our trust. Our community is a team of the school, home and parish working together. We offer our students a message of hope and growth; living Christian values of faith, hope and charity; respect and compassion; and present the teachings of the Catholic Church. The Edmonton Catholic Schools experience is more than academic achievement. Christ's teachings inspire our staff to see each child as a precious gift and a sacred responsibility. Social consciousness is highlighted in the everyday interactions with our students, thus fostering their capacity to live a productive life for the sake of the wider community and our world. This is reflected in everything we do ensuring the best learning possible for the children entrusted in our care.

## Why send your child to a Catholic school?

Why should you choose an Edmonton Catholic School for your child? There are many compelling reasons beyond the benefits of a quality education. Parents send their children to Edmonton Catholic Schools to strengthen overall faith and to learn values and morals necessary for a full and productive life for themselves and for the sake of the wider community and the world.

Edmonton Catholic Schools meets the academic needs of students precisely because we integrate faith, life and culture. We live our faith throughout the entire school day and we teach our faith in all subjects. Through this unique educational arrangement, students are encouraged to discern and develop their God-given talents and reach academic success.

For more information on how your child can be a part of our Edmonton Catholic Schools family, please call the schools directly or call the district office at 441-6000 or check our website at [www.ecsd.net](http://www.ecsd.net).

Edmonton Catholic Schools educates both Catholic and non-Catholic students who live in Edmonton. We warmly welcome students from other faiths and from neighbouring communities to our schools.

Non-Catholics and students residing outside of Edmonton may enroll at any Catholic school provided that there is available space and a suitable program for the student.

# Join our Circle of Faith & Learning

# From the Board of Trustees

## “United in Heart and Mind...Growing, Learning and Loving”

The Board of Trustees of Edmonton Catholic Schools celebrates the commitment of our parents, students, staff, and members of the Catholic community. Let us continue to be United in Heart and Mind...Growing, Learning and Loving.

The board is committed to do everything possible to preserve the high level of education that our students receive. Every year, through its advocacy plan, the board strengthens its commitment ensuring a strong educational program for our students. The advocacy efforts of the board align with our 8 Characters of Catholic Education: *Community, Hospitality, Justice, Tradition, Sacramentality, Humanness, Rationality, and Spirituality*; and our *Mission Statement* to provide a Catholic education which inspires and prepares students to learn, to work, and to live fully and to serve God in one another.

As we complete this three year electoral term, we look back at the many successes of our district. We have celebrated an increase in enrolment year after year. Our Provincial Achievement Test and Diploma Exam Results show that our students continue to excel. Our high school completion rates have improved. We attribute these successes to many factors including: the expansion of program choices to meet the unique needs of each student; the alignment between Alberta Initiative for School Improvement (AISI) and district goals; and most importantly, the dedication of our staff. We are indeed a *growing, learning, and loving* community offering Faith and Choice to the parents and students we serve.

An integral part of our advocacy work is developing and strengthening relationships with key partners in our community. These key partners include all levels of government, clergy, and Catholic organizations. We have an excellent relationship with the Ministry of Education at both the political and administrative level and we eagerly anticipate a strong relationship with the new Minister, the Honorable Ron Liepert. We are grateful for the excellent relationships that we had with two very important and humble leaders who have been reassigned to larger portfolios in Canada - Archbishop Thomas Collins of the Edmonton Archdiocese and Bishop Lawrence Huculak of the Ukrainian Eparchy. We warmly welcome their replacements, the Archbishop elect, Richard Smith and Bishop David Motiuk. By building strong relationships with our partners, we have been afforded many opportunities to share our district's successes and to promote the integral role of faith-based education within the public education system. We will spread the word far and wide that we are a vibrant educational community providing quality programs within a Catholic context.

Among the new initiatives is a \$10.9M major modernization to St. Francis Xavier High School. The board has approved in principle a partnership with the City of Edmonton to build a field house on the St. Francis Xavier High School site. This unique partnership is the first of its kind in North America and will be of great benefit to the students we serve and to the City of Edmonton. We see this initiative as ground breaking and precedent setting. We believe that creative partnerships at all levels of governments serve to optimize the use of public funds. We also support the plan to combine Life Long Learning and Aboriginal Services which allows us to better serve the needs of at-risk students. In the fall of 2007, elections will be held for Mayor, councilors, and trustees. We encourage all Catholic education supporters to exercise their democratic right to vote for strong Catholic leaders.

Community, one of the 8 Characters of Catholic Education, was brought to life through this year's Faith Development Day and its theme We are a community of love seeking communion. Thirty two hundred staff and invited guests celebrated that we are a community *United in Heart and Mind ... Growing, Learning and Loving*.

We thank each and every one of you for your commitment to Edmonton Catholic Schools. We look forward to continuing the exciting journey outlined in our 2007-2010 Three Year Strategic Education Plan.

Sincerely,



**Debbie Engel**, Chairperson, Board of Trustees

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### Board of Trustees

- Ward 1 . . . . **Debbie Engel** (Chairperson)
- Ward 2 . . . **Janice Sarich**
- Ward 2 . . . **Jim Urlacher**
- Ward 3 . . . **Mark Razzolini**
- Ward 4 . . . **Debbie Cavaliere**
- Ward 5 . . . **Judy Buddle** (Vice-Chairperson)
- Ward 6 . . . **Patrick McDonald**

The district's three year strategic education plan for 2007-2010 was prepared under the direction of the Board of Trustees of Edmonton Catholic Separate School District #7 in accordance with the responsibilities specified in the School Act, the Government Accountability Act, Alberta Education Policy 2.1.1 (Accountability in Education: School Authority Accountability) and the provincial government's accounting policies.

# From the Superintendent

My mission as the Superintendent of Edmonton Catholic Schools is to empower students, staff and parents to experience the joy and fulfillment of a truly Catholic education; striving for excellence in all areas while sharing in the vision of our risen Lord Jesus Christ. Our three year strategic education plan for 2007-2010 lays out an ambitious strategy of growth and achievement of results. We recognize the dedication of our staff, administrators, parents, trustees and parishes in collectively achieving our plan.

Edmonton Catholic Schools is committed to the Eight Characters of Catholic education (Community, Tradition, Justice, Hospitality, Sacramentality, Humanness, Rationality and Spirituality), as well as our five Core Values (Dignity & Respect, Honesty, Loyalty, Fairness, and Personal and Communal Growth). Our district goals and priorities are also aligned with the goals of Alberta Education and form the basis of this strategic plan.

This strategic plan focuses on the achievement of our school district's goals and priorities:

## Celebration of Catholicity

Our school district welcomes students from all faiths. Our students are taught to develop the knowledge, beliefs, skills, values and attitudes they need to build a relationship with God. Our goal is to continue to uphold the highest quality education while furthering the growth of and development of the whole child.

## High Levels of Student Learning

Through focused professional development, every school's Christ Centred Professional Learning Community is committed to common beliefs, values and goals. Schools will achieve

academic excellence by engaging students in high levels of learning. Through a renewed effort to promote social justice in our schools, students will be inspired to use their God-given talents and human capabilities for the enhancement of the common good.

## Celebration of Community

Our school district has a proud tradition of more than 100 years of service to Edmontonians. We will honor our history and traditions and create school communities that are welcoming and hospitable. The entire school community will experience a sense of what it truly means to be Catholic so our school celebrations, symbols and social justice activities are permeated with the mission of the risen Christ. Edmonton Catholic Schools will be further enhanced through strengthening and developing high quality partnerships with stakeholder groups.

We, at Edmonton Catholic Schools, are grateful for the leadership of our trustees and administrators; the support of our Archdiocese, Eparchy, and many parishes; efforts of exceptional staff; support of our parents; excellent achievements of our students; and the recognition of the broader community. We can be proud and look forward to a promising future!

*"God doesn't look at how much we do, but with how much love we put into the doing."  
- Mother Teresa*

  
Joan Carr, Superintendent

The priorities outlined in the strategic education plan 2007-2010, "United in Heart and Mind... Growing, Learning and Loving", were developed in the context of the provincial government's business and fiscal plans. The Board is committed to achieving the planned results laid out in this plan, as stated in Board Ends Statement #3.

  
Debbie Engel  
Chairperson, Board of Trustees

  
Joan Carr  
Superintendent of Schools

# From the Superintendent

# Preparation of our Three Year Strategic Education Plan

Edmonton Catholic Schools' three year strategic education plan, "United in Heart and Mind... Growing, Learning and Loving" encompasses our mission, beliefs, vision, priorities, outcomes and performance measures for 2007-2010. Our plan is in alignment with the learning systems goals identified in the Alberta Education's 2007-2010 Business Plan.

Each year the Board of Trustees focuses on specific topics in regards to advocacy, with Catholicity being the underlying theme in all communications, advocacy efforts, and actions. The Board will continue in its role to ensure the preservation of Catholic education and to increase the awareness of Catholic education, its uniqueness and value to families. In addition, the Board of Trustees will establish new relationships, and nurture existing relationships, with elected officials at various levels of government, with Catholic stakeholders, and with other education stakeholders.

Communication strategies in 2007 will be centered on the adequacy of funding from the provincial government, specifically related to the following topics:

## School Infrastructure .....

- Our District faces the challenge of maintaining aging buildings, which are in need of major modernization projects. At the same time, the exponential growth in the City of Edmonton is creating a need for Catholic schools in new neighborhoods. The Board will advocate for adequate, predictable, and sustainable funding for our infrastructure needs.

## Transportation Funding .....

- The District faces a number of general transportation challenges, including the lack of qualified drivers, escalation of the cost of fuel, and insufficient funding to cover the busing needs of students in Edmonton Catholic Schools. The Board will continue to raise this issue and seek solutions that meet the needs of our students and families.

## Programs and Services .....

- The District has identified a need for a Ministry of Literacy & Numeracy, to provide provincial support and direction to both literacy and numeracy. Within this context, the Board will continue to lobby for special education funding.

We will strive for responsible leadership and accountability, in an open transparent manner, while keeping the focus on our students, our greatest natural resource - our future. The Board of Trustees thanks the Edmonton Catholic community for your support and encourages everyone to become involved.

Our District goals & priorities for 2007-2008 are included in the plan (see the following page).

The document, "The Religious Dimension of Education in Edmonton Catholic Schools - A Manifesto for Catholic Education", continues to be a living expression of the district's Catholic identity in all our endeavors. The "Permeation-Living Eucharist in the Learning Community" handbook continues to be a living document enhancing the religious dimension of our schools.

The preparation of the education plan for 2007-2010 is based on the review of the 2006-2009 education plan, the 2005-2006 Annual Education Results Report, and the related documents named above.

# District Goals & Priorities 2007-2008

## ▲ Goal One:

### Celebration of our Catholicity

Edmonton Catholic Schools educates both Catholic and non-Catholic students who live in Edmonton. We warmly welcome students from other faiths and from neighboring communities to our schools. The distinctiveness of Catholic education begins with Jesus Christ who is the foundation for the life, curriculum and culture of Catholic schools. Christ inspires our staff to view each child as a precious gift and sacred responsibility. In turn, students are invited to develop the knowledge, beliefs, skills, values and attitudes needed to build a relationship with God and community through the person of Jesus Christ. Catholic education upholds the goals and objectives of the highest quality education while embracing the growth and development of the whole person, spiritually, physically, intellectually, emotionally, and socially.

## ▲ Goal Two:

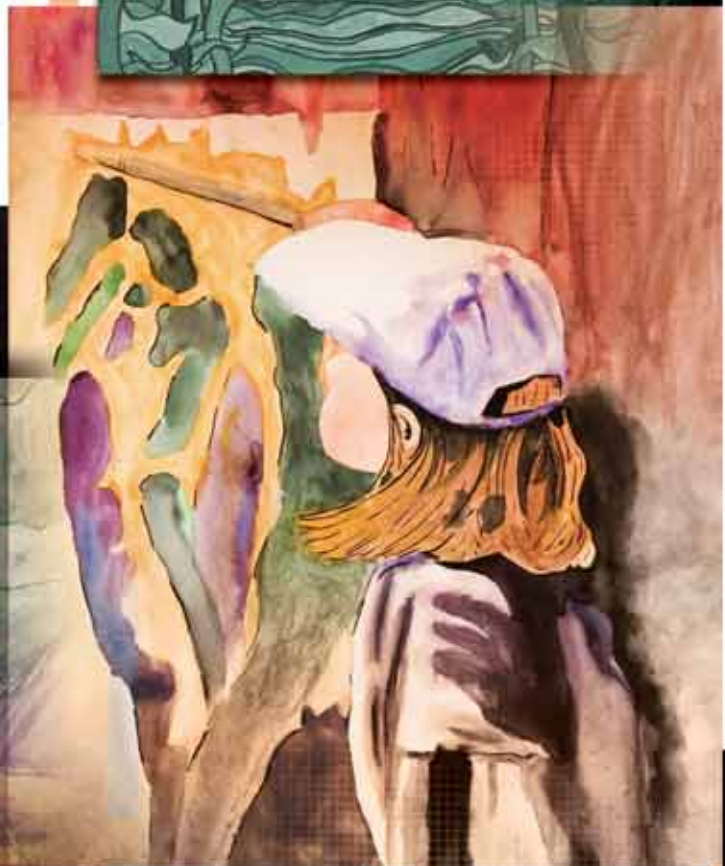
### High Levels of Student Learning

Thomas Groome, professor of theology and education, states that to “educate well is an act of salvation.” As Catholic educators we seek to realize our salvation as members of a Christ-Centred Professional Learning Community that is committed to a shared mission and vision of Catholic education witnessed through common beliefs, values and goals. Our quest for excellence in program and pedagogy is permeated by faith, hope and belief in the learning potential of all students and staff. By engaging students in high levels of learning, we inspire them to use their God given gifts, talents and human capabilities to the best of their ability and for the enhancement of the common good.

## ▲ Goal Three:

### Celebration of Community

One of the characters of Catholic identity is community. The communal characteristic of Catholicism is reflected in the responsibility to contribute to the ‘common good’ through social justice, the obligation to create a community of welcome and hospitality for all and to honour our District’s history and traditions. We celebrate community by grateful acknowledgment of the effective action and witness for justice shown through service by our staff and students in support of the ‘common good’, by public recognition of the many gifts and talents of our students and staff and by extending and strengthening the community through hospitality toward and partnership with others.



# District Goals & Priorities 2007-2008

Colina, gr. 5, Good Shepherd • Dallas, gr. 8, Sir John Thompson • Shenae, gr. 11, Austin O'Brien



Enrolment in our school district has been increasing for three consecutive years and is at its highest level for the 10 year period 1996-2006. The following section highlights some of our general District information such as facts, figures, programs, budget and priorities that focus on our students.

# Fast Facts of Edmonton Catholic Schools Rebecca,





### Quick Facts

84 ..... Schools  
 1 ..... Alternative Education and Lifelong Learning (7 schools)  
 32,556 ..... Students  
 1,826 ..... Certificated Staff  
 1,113 ..... Classified Staff

### Our Schools

51 ..... Elementary  
 11 ..... Elementary/Junior High  
 12 ..... Junior High  
 1 ..... Elementary/Junior/Senior High  
 1 ..... Junior/Senior High  
 7 ..... Senior High

### District Service Centres

- Catholic Education Services
- Learning Support Services - St. Peter
- Aboriginal Learning Services - Sacred Heart
- Lifelong Learning - Sacred Heart
- Service Centre
- St. Anthony District Archives and Meeting Centre

United in Heart and Mind... Growing, Learning and Loving



### Enrolment Trends 1997-2005

(September 30 Counts)



# Facts & Figures

Mary Ellen, gr. 11, St. Francis Xavier • Yeukai, gr. 9, St. Kevin • Juliusz, gr. 6, St. Boniface

# Focus Programs

## Academic and College Education (A.C.E.)

### Archbishop O'Leary High School

ACE offers a partnership with Grant MacEwan College for qualifying Grade 12 students to take a university course while completing high school.

## Fine Arts

### St. Boniface Grades K-6; Louis St. Laurent Grades 7-12, St. Nicholas Grades 7-9

Where teaching music, art, drama and dance in an expert integrated curricular experience enhances an overall Catholic Education.

## International Baccalaureate Programmes

Edmonton Catholic Schools is the first district in Canada to offer all three International Baccalaureate (IB) Programmes.

- **Primary Years Programme**  
~ St. Clement, St. Edmund, Annunciation\*, Holy Cross\*
- **Middle Years Programme**  
~ St. Clement, St. Edmund, St. Thomas More, Louis St. Laurent\*, Holy Cross\*, Holy Trinity, Archbishop MacDonald
- **Diploma Programme**  
~ Archbishop MacDonald, Holy Trinity, Louis St. Laurent\*, St. Joseph\*

\* *Currently in application phase of becoming an IB World School*

## International Languages

### St. Francis Xavier High School

The intent of this program is to provide language learning opportunities in four languages other than English with a focus on cultural experiences as well as languages used in the business community.

## Professional Learning Schools

### St. Mary Grades 2-6 / St. Monica Grades K-1

There is a shared belief that all who affect student learning must continually improve their own knowledge, skills and attitudes to ensure high levels of academic achievement for all learners.

## Personal Electronic Learning Environment (P.E.L.E.)

### St. Hilda Grades 7-9

The Personal Electronic Learning Environment (P.E.L.E.) provides students with an exciting new paperless learning environment.

## Personalized Self-Directed Learning (P.S.D.L.)

### St. Joseph High School

PSDL is an opportunity to provide students and parents an alternative that is better suited to the changing nature of students, curriculum and society.

## Science Academies

### St. Jerome Grades K-6; St. Mark Grades 7-9, St. Nicholas Grades 7-9

These schools are committed to the Sciences and giving children an edge in Science and the scientific process.

## Sports Academies

Edmonton Catholic Schools offers a variety of sports academies in elementary, junior high and high school.

- Archbishop O'Leary High School - Soccer, Hockey
- Austin O'Brien High School - Golf
- Holy Trinity - Soccer
- St. Edmund - Hockey, Soccer
- Our Lady of Mount Carmel - Hockey, Tennis
- St. Francis Xavier High School - Hockey, Soccer, Lacrosse, Baseball
- St. Kevin - Golf
- St. Thomas More - Hockey, Soccer, Baseball
- St. Nicholas - Soccer

## Jean Forest Junior High Leadership Academy (All Girls)

### St. Basil School Grades 7-9

Edmonton Catholic Schools offers a unique All Girls Junior High Program at St. Basil School with Grade 7-9 for September 2007.

## Hand in Hand

### St. Gabriel; St. Pius; Anne Fitzgerald

Hand in Hand is a pre-school special needs program.

## Revenues

### ▲ Alberta Education

Instruction Block .....	\$ 207,786,154
Support Block .....	\$ 9,714,190
Alberta Initiative for School Improvement .....	\$ 4,079,855
Class Size Funding .....	\$ 10,335,774
Student Health Initiative .....	\$ 7,412,947
<b>Total Alberta Education .....</b>	<b>\$ 239,328,920</b>

### ▲ Other Income

Alberta Infrastructure .....	\$ 29,124,607
Other Province of Alberta .....	\$ 708,711
Instruction Fees .....	\$ 8,500,000
Transportation Fees .....	\$ 3,559,134
Other Income .....	\$ 18,057,714
<b>Total Other Income .....</b>	<b>\$ 59,950,166</b>
<b>Total Income .....</b>	<b>\$ 299,279,086</b>

## Expenses

Certificated Salaries & Benefits .....	\$ 157,021,986
Classified Salaries & Benefits .....	\$ 61,488,018
<b>Total Salaries &amp; Benefits .....</b>	<b>\$ 218,510,004</b>

Services, Contracts & Supplies .....	\$ 78,089,120
<b>Total Expenditures .....</b>	<b>\$ 296,599,124</b>

Contribution to Deficit Recovery Plan .....	\$ 1,200,000
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<b>Total Expenses and Contribution to Deficit Plan .....</b>	<b>\$ 297,799,124</b>
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Administered Accounts Adjustment .....	\$ 1,479,962
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<b>Surplus Expenses &amp; Deficit Accrual ...</b>	<b>\$ 299,279,086</b>
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## Expenditures by Program

Schools .....	\$ 213,684,013
System Instruction Support .....	\$ 16,537,553
<b>Total Instruction .....</b>	<b>\$ 230,221,566</b>

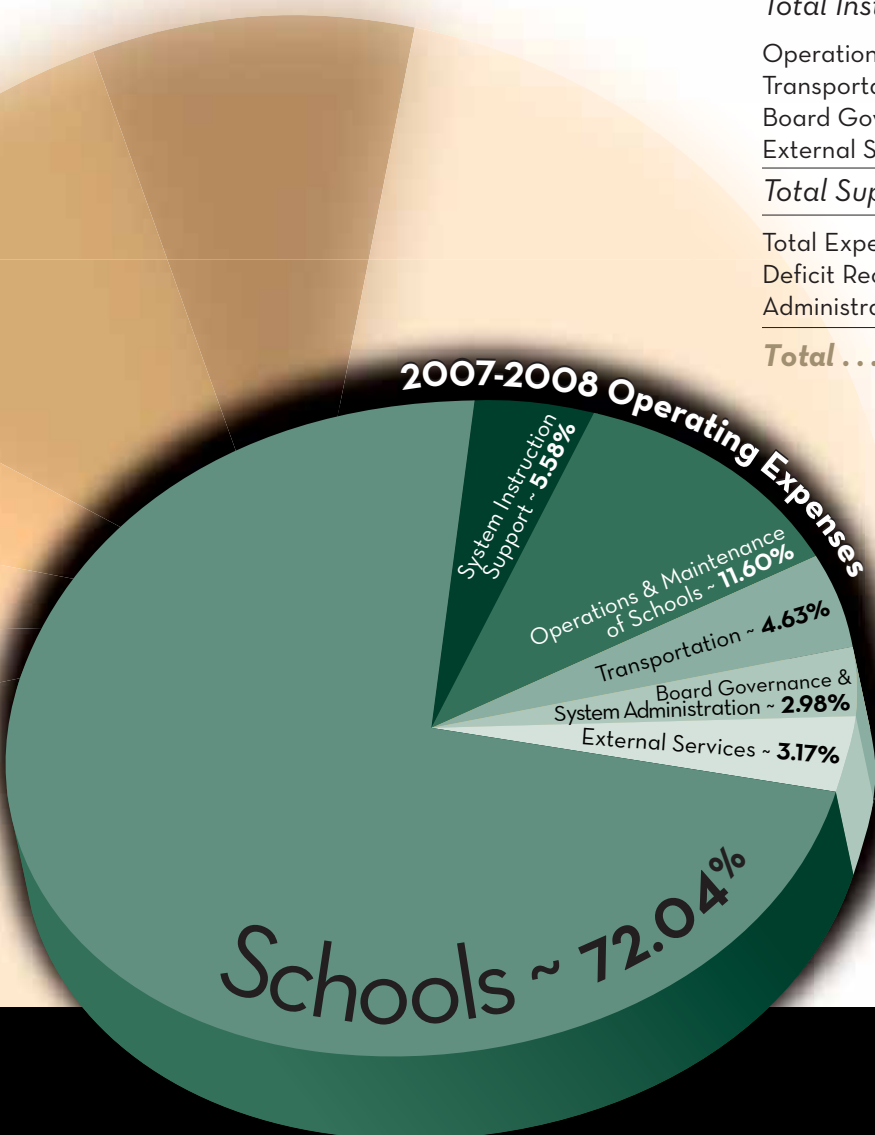
Operation & Maintenance of Schools .....	\$ 34,417,118
Transportation .....	\$ 13,734,834
Board Governance & System Administration* .....	\$ 8,831,158
External Services .....	\$ 9,394,448
<b>Total Support &amp; External Services .....</b>	<b>\$ 66,377,558</b>

Total Expenditures .....	\$ 296,599,124
Deficit Recovery Plan & Administrative Accounts Adjustment .....	\$ 2,679,962

<b>Total .....</b>	<b>\$ 299,279,086</b>
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\* Board Governance & System Administration includes the cost of Board of Trustees and the administration and support not directly connected with the classroom.

Please note that 97.02¢ of every dollar goes directly to schools and school support. The full budget document is available on the district's Web site: [www.ecsd.net](http://www.ecsd.net). For further information relating to the 2007-2008 budget, please contact: Andrew Isbister, CMA, Treasurer by phone at (780) 441-6021 or by email [isbistera@ecsd.net](mailto:isbistera@ecsd.net).



# Capital Plan 2008-2011

## Summary of New Construction and Preservation Priorities

Project (Priority)	Cost
<b>▲ Year One (2008-09)</b>	
1. Build and install 12 portables (including 2 links at &100,000 each) .....	\$937,664
2. Relocate 1 portable .....	\$50,960
3. Archbishop MacDonald High School - Major Modernization/Cafeteria & Classroom Expansion (partial funding by Friends of Mac, \$400,000) .....	\$11,539,413
4. Archbishop O'Leary High School - Major Modernization .....	\$21,830,000
5. *Construction of an elementary/junior high school in Windermere .....	\$9,509,916
6. *Construction of a high school in Terwillegar .....	\$17,239,505
7. *Construction of an elementary/junior high school in Lewis Farms .....	\$9,509,916
8. *Construction of an elementary school in Heritage Valleys .....	\$8,164,275
9. *Construction of an elementary/junior high school in Pilot Sound .....	\$9,509,916
10. *Construction of a junior high school in Castle Downs Extension .....	\$10,471,375
11. Louis St. Laurent - Expansion/Major Modernization for Fine Arts Program. ....	\$10,828,223
12. St. Edmund Elementary/Junior High School - Major Modernization .....	\$7,342,400
13. J.H. Picard - Major Modernization .....	\$13,771,747
14. Conduct Planning Studies for the Central, South Central, South East and West 1 Sectors .....	\$183,456
<b>Subtotal Year Three (2008-09) .....</b>	<b>\$130,888,766</b>
<b>▲ Year Two (2009-10)</b>	
15. Build and install 12 portables (including 2 links at \$100,000 each) .....	\$937,664
16. H.E. Beriault Junior High School - Major Modernization .....	\$9,874,454
17. St. Alphonsus Elementary/Junior High School - Major Modernization .....	\$13,082,550
18. St. Angela Elementary School - Major Modernization .....	\$8,542,592
19. Grandin Elementary School - Major Modernization .....	\$8,136,637
20. St. Matthew Elementary School - Major Modernization .....	\$10,424,111
<b>Subtotal Year Two (2009-10) .....</b>	<b>\$50,998,008</b>
<b>▲ Year Three (2010-11)</b>	
21. Build and install 12 portables (including 2 links at \$100,000 each) .....	\$937,664
22. Our Lady of Victories Elementary School - Major Modernization .....	\$4,598,095
23. St. Pius X Elementary School - Major Modernization .....	\$8,170,868
24. St. Hilda Junior High School - Major Modernization .....	\$6,664,596
25. Our Lady of Peace Elementary School - Major Modernization .....	\$4,626,283
26. St. Paul Elementary School - Major Modernization .....	\$5,338,019
<b>Subtotal Year Three (2010-11) .....</b>	<b>\$30,335,525</b>
<b>Total Capital Plan .....</b>	<b>\$212,222,299</b>

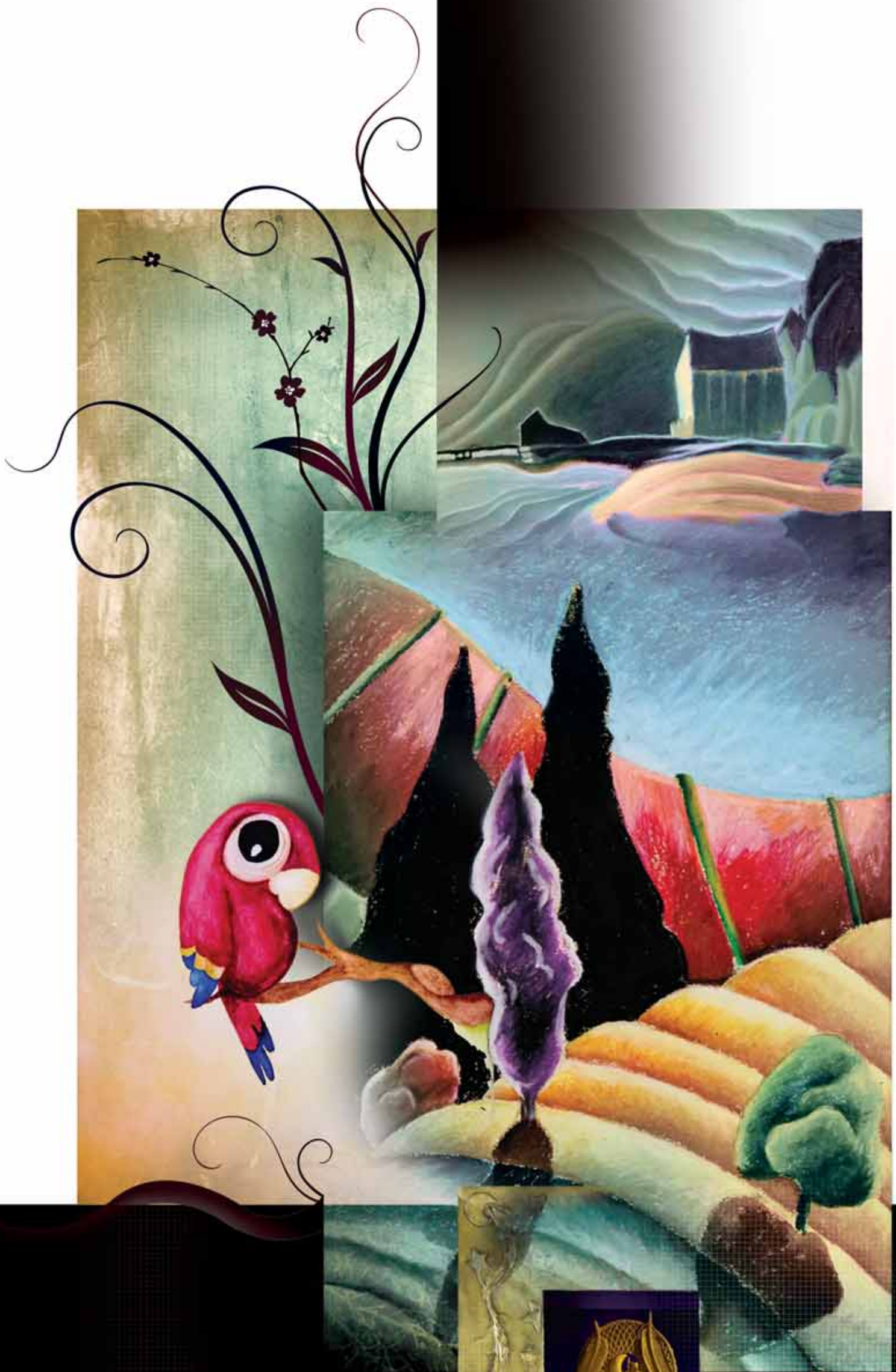
\* Potential partnership opportunity.



Student programming in Edmonton Catholic Schools reflects our work to meet the needs of a very diverse student community. This section highlights a few of our programming initiatives.

## Planning for the Future

*Jeff, gr. 9, St. Elizabeth Seton • Melissa, gr. 11, Austin O'Brien • Sunny, gr.*



## Full Day Kindergarten

The Alberta Commission on Learning has recommended full day kindergarten for at risk students. For the last several years, Edmonton Catholic Schools has provided extended hours to kindergarten programs in neighborhoods where children may be chronically at risk due to a variety of factors. A full day program provides opportunities for the development of social, emotional, physical, cognitive, spiritual, language, and literacy skills in children. There are presently 17 schools participating in this district funded program.

### Immediate Plans .....

- The program will move from an extended experience model to a full day Kindergarten program in which literacy is a primary focus
- To implement consistencies for all full day programs related to staffing, hours of operation, and program focus
- No fees for the additional program hours will be charged to families (only the regular registration fee)
- The program will be entirely teacher directed. SNTA's may have a program delivery role but all activities will be directly supervised by the classroom teacher

### Future Plans .....

- To continue to explore the viability of full day kindergarten programs given the provincial government does not currently fund the additional 400 hours
- To further explore and implement promising practices for full day programming
- To explore possible expansion of full day programs based on need and funding

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## Language Literacy

*"... [To be literate means] to be able to access many videotapes in our minds about what language means and how language works in different situations. Our job as educators is to help our students to extend their videotape library ..."* (Gee, 2001, p. 716)

Edmonton Catholic Schools has renewed literacy as a district goal and priority for primary Early Language Learning Intervention and has extended this focus to Divisions II and III, including the struggling readers in these divisions. Our current AISI project extends the work done with the Early Language Literacy Initiatives of the past 6 years. The current professional development focus is for literacy programming aimed at classroom teachers, administrators, and literacy coaches by implementing balanced literacy across the grades. Working directly with teachers to assist our struggling readers is also integral to improving the literacy of all students.

### Immediate Plans .....

- Primary classroom teachers' professional development is focused on a comprehensive understanding of balanced literacy to support and enhance student achievement. A particular focus is looking at expository text and content literacy. All grade 1 and 2 students are assessed for their independent reading level and data is collected to monitor their progress. Grade 2 students are also assessed for their writing ability with data being collected to improve instruction and learning.
- Our Reading Intervention Consultants provide professional development and on-site coaching to classroom teachers, reading intervention teachers, and site literacy coordinators. This includes all elementary schools as well as the 8 junior high schools participating in the AISI project. Struggling readers are tracked through Gain Scores to closely monitor their progress throughout this project.
- All grades 4-6 teachers are participating in an on-going professional development series where independent reading (Readers Workshop) will continue, and guided reading will be implemented. Classroom libraries will continue to develop and monies will be allocated to purchase guided reading materials. There is a particular focus on building classroom libraries with appropriate literature and implementing strategies to support children to think more critically. Data is collected on a random sample of students to more closely monitor progress. Struggling readers in grades 4 and 5 are being tracked individually.
- The fourteen K-9 and 7-9 schools involved in the literacy project are continuing to build reading competencies begun last year by focusing on independent reading of informational text. Schools will be encouraged to build on the Book Club and Reader Response strategies using periodicals and other non-fiction texts. Data is being collected from a random sample of students to closely monitor progress. Struggling readers in grades 7 and 8 are being tracked individually.
- Literacy Leadership Workshops will continue to be offered to school administrators and literacy coaches. Junior High Professional Learning Communities are continuing to work on best practice reading strategies and beginning to focus on writing in the content areas for school based professional development. Elementary teams are continuing to develop their understanding of research based practices in balanced literacy strategies to implement at their school sites.

# Planning for the Future

- To support schools with the effective use of reading and writing data in grades 2, 5 and 8, district exams and exemplar development continue to provide teachers with instructional tools for both formative and summative assessment.

## Future Plans .....

- To maintain the momentum of this initiative, the district will continue:
  - ~ to bring in recognized literacy experts
  - ~ to use provincial and district data to inform our professional development needs
  - ~ to address and implement content literacy strategies across the grades
  - ~ to maintain and extend the coaching model through grades 1-9
  - ~ to closely involve administrators in the implementation of the goals of this initiative
  - ~ to encourage schools to purchase informational/expository text across the grades that meet the reading abilities of students

## English as a Second Language (ESL)

Edmonton Catholic Schools has experienced a seventy-three percent increase of ESL students over the past five years. There has been a twenty-two percent increase since September 30, 2005.

The needs and trends within this population have changed and as a district, we must respond to:

- recommendations and implications to the school district in response to the Alberta Education Review of K-12 ESL;
- the significant challenges of the complex social, emotional and learning profiles of ESL students;
- develop cultural competency and build teachers' and students' capacities to serve and work effectively in a cross cultural, multilingual context.
- increased requests from schools to provide on site research based professional development for both ESL and mainstream teachers that provide effective instructional strategies that address both the level of English proficiency and content area learner outcomes.

## Immediate Plans .....

- To implement recommendations set forth by the provincial review of ESL.
- To continue the ESL file review process and review the current process for allocating ESL grant dollars.
- To review the current models of ESL support to improve the academic growth of ESL students. Based on this review, a strategic, comprehensive plan for schools to implement will be developed.
- ESL learners will improve their English language proficiency and academic achievement by gaining the strategies required to access academic curriculum more successfully.
- K to 12 ESL students will be supported in a culturally responsive learning environment that meets the cultural, linguistic, cognitive and social needs thereby increasing the number of students who experience success as they transition from elementary through junior high, senior high, and beyond.
- To provide equitable support for immigrant children and their families that promote greater participation and academic achievement.

## Future Plans .....

- To respond to the identified gap in services to ESL students with complex learning and psychological profiles through the staffing of a culturally sensitive Family Support Worker.
- To ensure all schools provide appropriate and identifiable ESL programming to meet the unique educational needs of their students.
- To acquire the necessary means that enables Learning Supports Services to respond to the recommendations and direction from Alberta Education.
- To access outside grants to improve the support services to the immigrant students and their families.
- To capitalize on the beneficial opportunities provided by other stakeholder organizations in response to the current increase in immigration to Alberta.
- To revise the current ESL district policy to reflect the current reality in Edmonton Catholic Schools.
- To discuss with Human Resources the recommendation of requiring staffing of ESL positions with teachers who have taken ESL related courses.
- To develop a "Guide for Parents of ESL Students in Secondary Schools" to be made available in several different languages. District parent information sessions will be held to increase awareness of the expectations of parents and students in ECSD.

## Elementary Mathematics

Revisions to the Alberta Program of Studies for K-9 Mathematics (WNCP) are set to begin in the 2007/2008 school year. This revised program represents major changes in both content and pedagogy as compared to current practice in Edmonton Catholic Schools. A comprehensive implementation plan has been developed to support teachers as they meet the challenges of the newly revised program.

New research in the area of early numeracy also has significant implications for the nature of teaching in primary classrooms. Edmonton Catholic Schools is well-situated to take a leadership in forging a new developmental view of teaching and learning mathematics in the early years of schooling. Keeping abreast of these changes will also ensure that our district is well-prepared for future changes to the Alberta Program of Studies.

### *Immediate Plans* .....

- Review and select Student Basic resources for grades K-6
- Provide professional development for K-3 teachers in the areas of Shape/Space and Patterns/Relations (total of two full days)
- Provide professional development for 4-6 teachers in the areas of Shape/Space and Patterns/Relations (total of two full days)
- Rewrite report card descriptors for grades 1 and 4 in preparation for mandatory implementation in the fall of 2008
- Support elementary administrators through clear and timely communication, and optional professional development
- Provide Early Years training for new teachers in the thirteen AISI Primary Mathematical Literacy Project schools
- Provide inquiry-based professional development and in-class coaching to all AISI Primary Mathematical Literacy Project schools
- Establish cross-school learning cohorts for first year AISI schools

### *Future Plans* .....

- As the revised program is phased in over the next four years, Edmonton Catholic Schools will need to provide ongoing support and leadership to elementary schools. This includes professional development in all strands of the program, the rewriting of report card descriptors for all grades, the creation of new District Mathematics Exams at the grade two and five levels and other diagnostic and formative assessment tools.
- Provide professional development for K-3 teachers in the area of Number (total of two full days) in the 2008-2009 school year
- Provide professional development for 4-6 teachers in the area of Number (total of two full days) in the 2008-2009 school year
- Provide professional development for K-3 teachers in the areas of Number and Statistics and Probability (total of two full days) in the 2009-2010 school year

- Provide professional development for 4-6 teachers in the areas of Number and Statistics and Probability (total of two full days) in the 2009-2010 school year
- Rewrite report card descriptors for grades 2 and 5 in preparation for mandatory implementation in the fall of 2009
- Rewrite report card descriptors for grades 3 and 6 in preparation for mandatory implementation in the fall of 2010
- Continue to support elementary administrators through clear and timely communication, and optional professional development
- Rewrite and pilot new District Mathematics Exams at grades 2 and 5 during the 2009-2010 school year
- Investigate additional diagnostic and formative assessment tools
- Continue support to schools involved in the AISI Primary Mathematical Literacy Project through inquiry-based professional development and in-class coaching for the 2008-2009 and 2009-2010 school years

## Secondary Mathematics

Revisions to the Alberta Program of Studies for K-9 Mathematics (WNCP) are set to begin in the 2007/2008 school year and the 10-12 to begin in 2010. This revised program represents major changes in both content and pedagogy as compared to current practice in Edmonton Catholic Schools. A comprehensive implementation plan has been developed to support teachers as they meet the challenges of the newly revised program. At the same time, formative assessment practices will be fostered at the junior and senior high level to help improve student learning in mathematics.

### *Immediate Plans* .....

- Review and select Student Basic resources for grades 7-9
- Provide professional development for 7-9 teachers in the areas of Number (total of three full days)
- Rewrite report card descriptors for Grade 7 Mathematics in preparation for mandatory implementation in the fall of 2008
- Support secondary administrators through clear and timely communication, and optional professional development
- In support of student learning, secondary mathematics teachers will be involved in professional development opportunities intended to build capacity of secondary mathematics teachers to create and use formative assessment tools specific to mathematics curriculum.
- Provide professional development to support a collaborative learning community to build a common understanding of formative assessment through a consistent use of the language around formative assessment. Teachers will gain

knowledge of formative assessment strategies such as; reflective prompts, effective questioning strategies, clarifying and sharing of learning intentions, activities that foster critical thinking and approaches to providing feedback to learners.

*Future Plans* .....

- As the revised program is phased in over the next five years, Edmonton Catholic Schools will need to provide ongoing support and leadership to secondary schools. This includes professional development in all strands of the program, the rewriting of report card descriptors, the creation of new District Mathematics Exams grades 7, 8, 10 and 11 levels and formative assessment tools.
- Provide professional development for 7-9 teachers in the area of patterns and Relations and Shape and Space (total of two full days) in the 2008-2009 school year
- Provide professional development for 7-9 teachers in the area Statistics and Probability (total of one full day) in the 2009-2010 school year
- Rewrite report card descriptors for grades 8 preparation for mandatory implementation in the fall of 2009
- Rewrite report card descriptors for grades 9 in preparation for mandatory implementation in the fall of 2010
- Continue to support secondary administrators through clear and timely communication, and optional professional development
- Rewrite and pilot new District Mathematics Exam at grade 7 during the 2009-2010 school year
- Formative assessment practices will continue to be fostered at the junior and senior high level to improve student learning in mathematics.

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## Coordination of Services for Children

The district continues to work collaboratively and closely with community partners to enhance the learning and well being of our students. The Edmonton Catholic School District is actively involved with the following agencies and community groups:

- Capital Health Authority
- Edmonton Regional Educational Consulting Services (ERECS)
- Edmonton and Area Child and Family Services Region 6
- Glenrose Hospital Services and I CAN Centre

- Child and Adolescent Services Association (CASA)
- Success by Six
- Joint Action for Children (JACC)
- Family Linkages
- Neurodevelopmental Clinics
- Edmonton Student Health Initiatives Partnership (ESHIP)
- Edmonton Police Service (School Resource Officer Program)
- University of Alberta (e.g. Community University Partnership)
- Edmonton Catholic School District Inclusion Parent Interest Group
- Edmonton Regional Coalition For Inclusive Education
- Alberta Association for Community Living
- Edmonton Association for Bright Children
- Private Early Childhood Operators
- Elves Child Development Centre
- BOSCO Homes

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## ESHIP (*Edmonton Student Health Initiative Partnership*)

ESHIP is a provincial government partnership involving the ministries of Education, Health and Wellness and Children Services. Edmonton Catholic Schools and ESHIP will continue to partner in the areas of health related services to students within the district.

*Current Plans* .....

ESHIP will provide the following ongoing services to Edmonton Catholic Schools:

- Speech/Language Services
- Emotional Behavioural Supports for students with a mild/moderate disability
- Mental Health Classrooms (Spruce Avenue School)
- Children’s Mental Health Enhancement for Neurodevelopment
- Home Care Services
- Early Childhood Services Transition Facilitator
- Registered Psychiatric Nurses supports

*Future Plans* .....

- Edmonton Catholic Schools will continue to allocate or reallocate increases in ESHIP dollars received from the government to areas identified by the district as a high priority. Service in some areas is limited due to the current inability to fill all vacant positions within the partnership.

# Alberta Initiatives for School Improvement (AIS) Projects

In the years 2007 - 2010, Edmonton Catholic Schools will operate six AIS projects as approved by Alberta Education. Collectively, these projects are representative of the elements of district Goal Two: High Levels of Student Learning, as stated in the District Plan for Continuous Growth.

## Grades 1-9 Literacy Project

Grade Divisions Targeted: *Div. I, II, III*  
Number of Schools Served: 63  
Number of students potentially served: 19,000  
Total three year project budget: \$7,048,318.00

This project will extend the key learnings of the successful Reading Intervention and Balanced Literacy initiatives, as well as further incorporate current research to implement best practices in reading and writing Grades 1-9. It will cultivate and “grow” successful intervention strategies into the Grades 4 to 9 levels in the elementary and elementary-junior high schools and maintain those strategies in Grades 1-3. Differentiating literacy strategies across all content areas will also be addressed. Schools will be required to submit action research projects that demonstrate student learning using pre, post, and ongoing assessment data and program differentiation strategies.

## Pathways to Learning Through Formative Assessment

Grade Divisions Targeted: *Div. III, IV*  
Number of Schools Served: 32  
Number of students potentially served: 12,000  
Total three year project budget: \$750,000.00

The overall goals of this project is to improve grade 7-12 student learning and achievement in math and science. As a district, we have implemented summative assessments in Mathematics 10 Pure and Applied, Mathematics 20 Pure and Applied, Chemistry 20, Biology 20, and Physics 20 through AIS Cycle II. Looking towards the new AIS cycle we hope to continue to increase achievement gains through the use of authentic learning tasks and formative assessment strategies in Math and Science classrooms.

Administrators, teachers, and district consultants will better be able to identify areas for growth and provide appropriate scaffolds for students through the close monitoring of achievement gains and the analysis of classroom based performance assessment tasks. Authentic assessments will assist teachers in determining Grade Level of Achievement (mandatory 2008).

## Primary Mathematical Literacy

Grade Divisions Targeted: *Div. I*  
Number of Schools Served: 13  
Number of students potentially served: 2100  
Total three year project budget: \$498,000.00

The overall goals are to improve conceptual understanding in key areas of the Number Strand Alberta Program of Studies and to increase student’s strategic competence (problem-solving ability) in real-world contexts. (counting, place value, the operations, number sense) The Primary Mathematical Literacy project targets improved student learning in mathematics by changing the quality of classroom instruction in the primary grades.

The focus of the project will address the following four areas:

- to improve teaching and learning in the area of early mathematical literacy
- to develop a shared professional vocabulary in the area of mathematics teaching and learning
- to implement effective formative assessment practices
- to engage parents as partners in improving the mathematical literacy skills of their children

An important feature of this project is its ability to develop capacity within primary teachers to assess the individual needs of their students, implement an effective instructional strategy, and determine results and future learning directions. This will be achieved through developing a structured assessment procedure, tracking student growth, and investigating best practices that build math skills for primary students.

## Wellness Works

Grade Divisions Targeted: *Div. III*  
Number of Schools Served: 24  
Number of students potentially served: 7000  
Total three year project budget: \$150,000.00

Alberta Education and Alberta Health have partnered together to improve the health of school-aged children. They have partnered together in response to the ACOL recommendation to introduce a new wellness program for all students in the province, Kindergarten to Grade 12. It is widely believed that the school is an important setting because children’s health status affects their ability to learn, and conversely, educational attainment is a determining factor to students’ health. Children’s health status (physical, mental, and emotional) impacts their learning outcomes.

# Alberta Initiatives for School Improvement (AISI) Projects

Schools will have the opportunity to become involved in the AISI Project, Wellness Works, through a volunteer commitment to the project. Once a school commits to the project, they will conduct a Wellness Indicator Survey with their students, staff, and parents to identify what is currently happening in their school and provide baseline information for the project in June 2006. When the results have been assessed, the school will identify the issues that they would like to address. Schools will form a "Wellness Team" that will consist of representation from students, staff, parents, school health nurse, and any other interested parties. The school, along with their "Wellness Team" will develop one or two SMART Goals to help ensure that they are able to meet their identified issue. Schools will identify their areas of focus through SMART Goals, which will help schools know their true priorities.

## ESL Access to Academic English

Grade Divisions Targeted: *Div. III, IV*  
Number of Schools Served: 20  
Number of students potentially served: 1000  
Total three year project budget: \$450,000.00

The overarching goal of this project is to improve the academic competency of English Language Learners (ELLs) with a focus on secondary students, by supporting them with strategic social, linguistic, and cultural approaches to fulfill their academic potential. This project will help teachers become better prepared to meet the complex diverse needs of these language learners in three-fold ways:

- through informed and directed instructional planning that enables them gain better access to content curriculum while increasing language proficiency,
- through effective supports to ensure optimal program placement and success in transitional years, and
- through increased cultural competency with its implications for successful learning.

Developing a District ESL "student transition portfolio" will assist ESL students in successful transitioning from Division II to Division III and on to post-secondary education or the local job market.

A parent guide will be designed and translated to provide immigrant parents of secondary ESL students with a basic understanding of how our education systems works, what expectations revolve around the transitioning between divisions, and what supports are in place to help make the best decisions for placement in schools and programs that support language learning.

## Students in Transition Supports

Grade Divisions Targeted: *Div. III, IV*  
Number of Schools Served: 32  
Number of students potentially served: 1000  
Total three year project budget: \$2,037,710.00

Although there has been a significant increase over the last few years in the rate of high school completion for Edmonton Catholic schools, each year there continues to be many students who are leaving the district without successfully completing high school. For the majority of students, dropping out is not a single event but rather, is preceded by a pattern of course failure, poor attendance and repeated transitions between schools and programs. Edmonton Catholic Jurisdictional Completion Results show that the completion rates for movers (students changing jurisdictions) is a key area for improvement. Another concern which was identified in Cycle II was the number of students who do not successfully make the transition from junior to senior high school and also those non-completers who are transitioning into 4th and 5th year programs. These points to the need to select the target group as being Students in Transition.

In response to these issues, the Cycle III AISI project will focus on the following target groups:

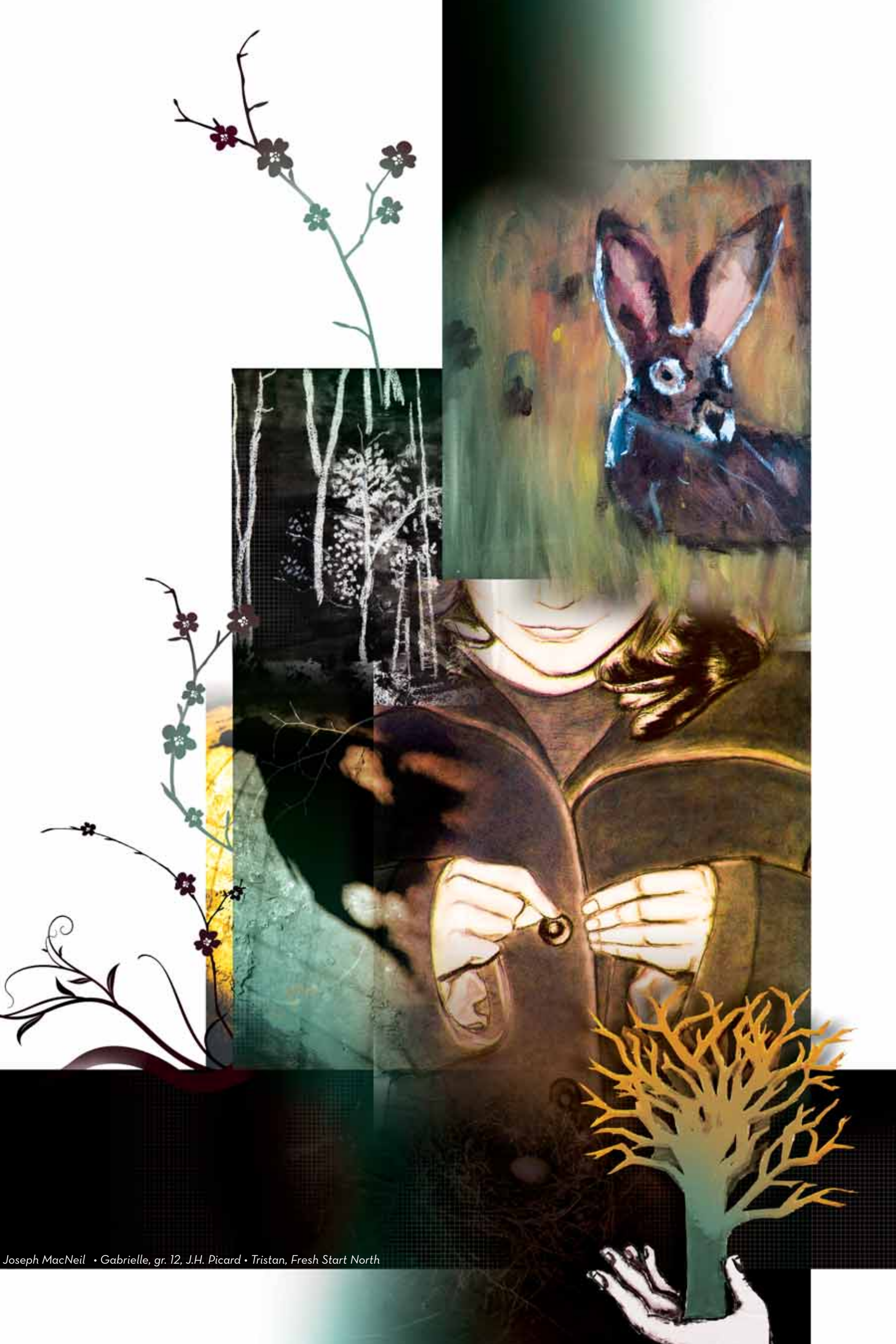
- students transitioning from Grade 9 into high school
- students transitioning between schools and programs
- students transitioning into 4th and 5th year programs



The goals and priorities of Edmonton Catholic Schools derive from, and are in alignment with the Goals of Alberta Education, the Board Governance Policies, Responsibilities and Authorities, and the Mission Statement of the district. In this section we present our district goals, strategies and outcomes in alignment with the learning system goals and required performance measures of Alberta Education.

## Mapping Our Future

*Stephanie, gr. 9, Sir John Thompson • Nick, gr. 7, Archbishop*



## Provincial Goal One: High Quality Learning Opportunities for All

### 1a. Provincial Outcome: Schools provide a safe and caring environment for students.

#### Required Performance Measures

- Teacher, parent, and student agreement that students are safe at school, learning the importance of caring for others, learning respect or others, and are treated fairly at school.

Local Measures	Current Result	Previous Result
• Percentage of Grade 4 to 6 students who feel safe in their school building. ....	97.3	97.0
• Percentage of Grade 4 to 6 students who feel safe on their school ground during school hours. ....	91.5	93.2
• Percentage of Grade 7 to 9 students who feel safe in their school building. ....	87.9	87.7
• Percentage of Grade 7 to 9 students who feel safe on their school ground during school hours. ....	87.8	87.1
• Percentage of Grade 10 to 12 students who feel safe in their school building. ....	91.6	91.2
• Percentage of Grade 10 to 12 students who feel safe on their school ground during school hours. ....	90.3	89.7
• Percentage of parents who feel that their child's school provides a safe environment. ....	94.9	95.5
• Percentage of parents who feel that their child's school provides a caring environment. ....	96.0	95.6
• Percentage of staff who feel that their school is a safe and caring environment for learning. ....	98.2	99.1

#### Local Strategies

- District Goal 1* .....
- Ensure that our staff, students and parents are committed to the distinctiveness of Catholic education.
    - ~ Increase the use of the eight characters of Catholic education in communications to staff, students and parents.
    - ~ Continue to provide schools and departments support and guidance in planning liturgies and celebrations.
    - ~ Continue to work with administrators through Catholic Education Leadership sessions to enhance the distinctiveness of Catholic education.
  - Continue to provide safe and healthy learning environments by:
    - ~ modernizing and renovating existing facilities.
    - ~ maintaining and operating District schools and buildings.
    - ~ providing timely support and communications to all aspects of school and building operations.
    - ~ being responsible stewards of the District's Care for Creation policy.
- Other District Initiatives and Strategies* .....
- Increase the understanding of the eight characters of Catholic Education within the staff of Learning Support Services in order to facilitate permeation of these characters in our work with schools.

## 1b. Provincial Outcome: The education system meets the needs of all K-12 students, society and the economy.

### Required Performance Measures

- Teacher, parent, and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.
- Teacher, parent and student satisfaction with the overall quality of basic education.
- Teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

Local Measures	Current Result	Previous Result
Percentage of Grade 4 to 6 students who, overall, are happy with their school. ....	94.8	95.6
Percentage of Grade 7 to 9 students who, overall, are satisfied with the quality of education they are receiving in their school. ....	88.2	87.2
Percentage of Grade 10 to 12 students who, overall, are satisfied with the quality of education they are receiving in their school. ....	89.8	91.2
Percentage of Grade to 12 students who, overall, are satisfied with the quality of education in Alberta. ....	88.3	87.0
Percentage of parents who, overall, are satisfied with the quality of education their child is receiving in school. ...	93.0	93.0
Percentage of parents who, overall, are satisfied with the quality of education in Alberta. ....	91.4	89.2
Percentage of teachers who, overall, are satisfied that their students receive a broad program of studies including fine arts, career, technology, health and physical education. ....	97.9	97.9
Percentage of teachers who, overall, are satisfied that services and support are accessible when needed by their students. ....	91.2	92.1
Percentage of teachers who, overall, are satisfied that their school provides appropriate learning experiences for all students. ....	95.6	95.8
Percentage of teachers who, overall, are satisfied with the quality of education in Alberta. ....	93.0	89.3
Percentage of students in Grades 4 to 6 who acknowledge that Christian values are demonstrated in their school. ....	98.8	98.8
Percentage of students in Grades 7 to 9 who acknowledge that Christian values are demonstrated in their school. ....	85.9	88.7
Percentage of students in Grades 10 to 12 who acknowledge that Christian values are demonstrated in their school. ....	73.5	81.3
Percentage of parents satisfied with the Catholic Christian atmosphere of the school ....	96.4	96.6

### Local Strategies

- District Goal 1* .....
- Ensure that all programs and services in the Edmonton Catholic School District adhere to the mission and beliefs of the District and to the characters of Catholicity.
  - Continue to recognize and celebrate staff through District programs such as new staff orientation, new continuous contract ceremony, replacement staff appreciation, and the long service recognition.

- Ensure that the greater community of Edmonton is aware of the distinctiveness of Catholic education and the “good news” regarding the many successes of Edmonton Catholic Schools.
  - ~ Continue providing good news stories about our schools to the media.
  - ~ Include more “good news” type stories about our schools in editorials in education supplements of Edmonton newspapers.
  - ~ Increase the “Catholicity” of our advertising so that at first glance readers will know that we are about Catholic education.
  - ~ Increase the reach and frequency of District advertising by expanding to more radio and tv stations.
  - ~ Provide Edmonton parishes with periodic District updates on distinctive Catholic activities in our schools.
  - ~ Increase the distribution of The Bulletin and Focus on the Future to include Catholic Women’s League (CWL) and Knights of Columbus in Edmonton.
  - ~ Increase distribution of District promotional materials to daycares, playschools, and other organizations with preschool children.
  - ~ Increase distribution of District promotional materials to organizations that assist Aboriginal people and immigrant families moving into Edmonton.

*District Goal 2* .....

- In support of the Board Governance Policy, to ensure that, within the limits of approved resources, staff support the creation of environments that promote wellness and healthy choices and lifestyles for staff and students through:
  - ~ the AISI Wellness initiative schools being involved in promoting physical wellness, nutrition, and social wellness.
  - ~ continuing to promote staff wellness through the support of the Employee and Family Assistance Program.
  - ~ working toward achieving the Occupational Health & Safety (OH & S) Certificate of Recognition for the District by:
    - i. the creation of a joint worksite health and safety committee for the District,
    - ii. the development and distribution of a safety manual to all worksites,
    - iii. the creation of an inventory of hazardous materials,
    - iv. the completion of an initial inspection for all worksites,
    - v. the development and commencement of training of senior district staff in health and safety responsibilities.
  - ~ reduction of time lost by the implementation of a ‘return to work’ initiative.
  - ~ education and promotion of employee wellness initiatives (i.e. nutrition, fitness passes, etc.).
- Continue to look at innovative programming in our school District to ensure that we remain responsive to the needs and wants of our parents and students in regards to educational programs.
  - ~ promote and support the expansion of the Chinese Mandarin and Culture, Cree Bilingual, Spanish Bilingual and French Immersion programs into their next grade levels.
  - ~ promote and support the expansion of the Jean Forest All Girls Leadership Academy into Grade 9 for September 2007 and into Grade 10 for September 2008.
  - ~ promote and support the newly sanctioned focus programs: Baseball Academy at St. Thomas More School and an Academy of Fine Arts, Science and Soccer at St. Nicholas School.
  - ~ assist schools pursuing authorization as International Baccalaureate World Schools: Annunciation, Louis St. Laurent, Holy Cross and St. Joseph.
  - ~ implement regular programming in English and Mathematics at St. Joseph High School as a complement to Personalized Self Directed Learning.
  - ~ work in cooperation with the District Principal of Alternative Education and Lifelong Learning to establish and promote a south side Ascension High location.
- Continue utilizing instructional technology to ensure that District students are engaged in a challenging and personalized learning environment that empowers them with the tools and skills to become active learners and problem solvers in the knowledge economy of the 21st Century through:
  - ~ district support for innovative use of technology in the classroom.
  - ~ extension of web-based report card to the high school level.
  - ~ provision of electronic collaboration tools for students and teachers.
  - ~ department support for district one-to-one laptop pilot project.
- Continue to focus on the delivery of the prescribed Religious Education programs, the permeation of faith throughout the curriculum and the life of the District.
  - ~ Continue to support the religious education program through school-based consultation by religious education consultants and through the elementary residency program.
  - ~ Support creative ways in offering service learning opportunities K-12.
  - ~ Develop a blended on-line program for senior high religious education utilizing the Desire2Learn (D2L) platform.
  - ~ Promote best practices and appropriate pedagogy in religious education.

*Other District Initiatives and Strategies* .....

- Continue to support the religious education program through regular consultation by religious education consultants. This will include improving the rate of contact to junior high schools.
- Enact phase two of the elementary religious education residency (twenty-four elementary schools will be participate in the residency).
- Meet monthly with the chaplains and religious studies department heads to discuss issues related to the high school religious education curriculum and Catholic ethos and to identify ways to improve teaching and learning in religious education at the high school level.
- Broaden the mode of delivery for senior high religious education by introducing a blended on-line program for senior high Religious Education utilizing the Desire2Learn (D2L) platform.
- Identify ways to meet the religious education needs of special needs students.
- Support the work of the high schools in providing retreat opportunities for their students.
- Support the piloting of a cooperative venture with Young Life at St. Francis Xavier High School.
- Work with the junior and senior high Ukrainian religious education teachers and with external resource personnel toward the completion of the revision of the Ukrainian religious education program.
- Continue to offer professional development for teachers to assist them in teaching the prescribed religious education program and in understanding and strengthening the Catholic ethos of their classes and schools.
- Continue to improve religious education programming by the application of assessment for learning principles and methods to the teaching of religious education.
- Support goal setting at each school site that supports teachers in focusing their religious education programs on the core outcomes.
- Encourage principals to support teachers in setting aside collaborative time to focus on the core outcomes of the religious education program.
- Assist elementary principals to increase their knowledge of the religious education curriculum outcomes and how to apply assessment principles and strategies to those program outcomes.
- Provide support for teacher theological education through the continuation of the Newman Bursary program in support of the Graduate Diploma in Religious Education (GDRE). Cohort III will enter year three and cohort IV will begin in September 2007.
- Meet monthly with the GDRE cohorts.
- In cooperation with the ATA Local, celebrate our Catholic identity and community through the opening school mass.
- Continue to organize and facilitate an annual district-wide Faith Day for all staff.
- Offer staff opportunities to participate as members of the working committee for Faith Day.
- Continue to prepare and support attendance at the weekly liturgy of the word and monthly Eucharistic liturgy at the Catholic Education Services building.
- Continue to produce a monthly parent newsletter to increase awareness of unique aspects of Catholic education Encourage use of the eight characters of Catholicity on Religious Education Services and other district documents so that the distinctiveness of Catholic education is given a greater profile and prominence
- Continue to provide staff and students opportunities to apply and demonstrate the characters of Catholicity and to permeate the curriculum with Catholic understandings through professional development designed to enhance their knowledge and use of the Manifesto and Permeation binder.
- Continue to work with Learning Support Services to update the Permeation binder as new curricula are introduced.
- Support religious education in the wider Catholic community through committee membership and by supporting the programs and aims of REN, RMEC, Archdiocesan Committees, St. Joseph's College and Newman Theological College.
- Continue to encourage staff to take advantage of professional development opportunities in the area of Catholicity through participation in Catholic conferences especially Blueprints, SPICE (Shared Purpose in Catholic Education) and other similar religious education conferences.
- Provide professional development opportunities for school-based and district administrators related to Catholic Educational leadership through participation in the Catholic Educational leadership program, the October leadership Academy and the principal level meetings.
- Continue to participate in the Social Justice Institute of the Edmonton Archdiocese.
- Continue to support the Bread and Thread social justice initiative at the Catholic Education Services.
- Support Project Starfish, a joint social justice initiative among all high schools across the district.
- Provide opportunities for all staff members to enhance their awareness of the religious dimension of district goals through reflection days and workshops on Catholic theology and spirituality.
- Encourage schools to provide opportunities for celebrating our faith including participation of parents and the wider community.
- Encourage all district buildings to visually reflect our mission through sign, symbol, language and action.
- Complete the junior high Ukrainian religious education program revision.
- Create a locally developed Ukrainian Religious Studies program for the senior high (RS 15, 25, 35 - Ukrainian).
- Encourage the integration of Catholic identity throughout the Program of Studies through the Permeation Project.

**1c. Provincial Outcome: Children at risk have their needs addressed through effective programs and supports.**

**Required Performance Measures**

- Annual dropout rate of students aged 14 to 18.

Local Measures	Current Result	Previous Result
• Percentage of teachers satisfied with the opportunity for students to receive a broad program of studies (Fine Arts, Career, Technology, etc.)	97.9	97.9
• Percentage of parents with students with special needs (mild, moderate, severe, gifted and talented) satisfied with progress and achievement of their child with special needs.	89.5	85.6
• Percentage of teachers satisfied that services and supports for their children at risk are easy to access and timely.	91.2	92.1
• Percentage parents satisfied that services and supports for their children at risk are easy to access and timely.	89.8	91.2

**Local Strategies**

- District Goal 2*
- Ensure high levels of success for aboriginal students in all schools throughout the District by the:
    - ~ support for and monitoring of the services given to aboriginal students and their families as provided by Aboriginal Learning Services in conjunction with the schools
  - Ensure alternative educational programming in our District which is responsive, innovative and offers students and parents a variety in choice while answering the needs of students beyond mainstream schooling.
    - ~ Sanctuary at St. Margaret will grow to serve 18-20 secondary coded students.
    - ~ Fresh Start/Guardian Angel Mill Woods will answer the student (200 students) needs for the Mill Woods/Southeast area.
    - ~ Our Lady of Grace program changes (adding a teacher and social worker) will serve over 90 students throughout Edmonton Catholic School District.
      - i. The junior high outreach programs (Guardian Angel Programs and Partners for Youth) will continue to establish a strong working relationship with our Catholic junior high schools to facilitate approximately 100 referrals.

- Other District Initiatives and Strategies*
- Develop an ESL Centre website that will profile information, services and programming for English as a Second Language students in Edmonton Catholic Schools.
  - Develop resources that support immigrant families and the schools that serve them.
  - Review equitability funding guidelines to assist those schools with financial issues to meet the needs of the students.
  - Monitor at-risk students in grades 4 and 7 in designated schools who were designated as “at-risk” according to low achievement on the Provincial Achievement Tests for English Language Arts.
  - Offer Knowledge and Employability in-servicing to teachers teaching the new Knowledge and Employability Grade 9 courses.
  - Develop Knowledge and Employability locally developed courses for Grade 7 in science and social studies.
  - Continue to build capacity in the district of both ESL teachers and content area teachers of best practices that are outcome based, differentiated, and focused on instruction that promotes and improves ESL student achievement in literacy and numeracy.

**1d. Provincial Outcome: Students complete programs.**

**Required Performance Measures**

- High school completion rate of students within three years of entering Grade 10.

**Local Strategies**

*District Goal 2*

- Ensure high levels of success for aboriginal students in all schools throughout the District by the encouragement of academic achievements, career preparedness, appreciation of culture, world perspective, and a will to become life-long learners on a spiritual journey by:
  - ~ support of the Achieving Potential program increases student completion rates by appropriate transitioning from elementary to junior high and from junior high to high school resulting in:
    - i. 20-25 of early leavers returning,
    - ii. 00% of Grade 6 students being contacted for transition to Grade 7,
    - iii. 100% of Grade 9 students registering for high school.
  - ~ continue support as evidenced by Annual Education Results Report for the Alberta Education: First Nations, Métis, and Inuit initiative [FNMI] and its accompanying funding framework.
  - ~ work in collaboration with other departments to provide support to aboriginal students within District special education programs and within inclusive settings.
- Increase our District high school completion rates by 1.5% for the 2007-08 school year to 70% based on a 3 year rate and to 80% based on a 5 year rate.
- Initiate cycle 3 of the AISI project: 'Students in Transition Supports' (formerly High School Completion) looking to increase District targets and percentages.



## Provincial Goal Two: Excellence in Student Learning Outcomes

### 2a. Provincial Outcome: Students demonstrate high standards.

#### Required Performance Measures

- Percentages of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.
- Percentages of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.
- Percentages of students who achieved the acceptable standard on diploma examinations.
- Percentages of students who achieved the standard of excellence on diploma examinations.
- Percentages of students who have written four or more diploma exams by the end of their third year of high school.
- Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.

Local Measures	Current Result	Previous Result
• Percentage of students in grades 4 to 6 satisfied with the challenge of classroom and school activities. . . .	82.8	81.9
• Percentage of students in grades 7 to 9 satisfied that their classroom activities are challenging. . . . .	76.6	78.9
• Percentage of students in grades 10 to 12 satisfied that that their classroom activities are challenging. . .	81.6	84.3
• Percentage of students in grades 4 to 6 satisfied that their teacher expects their work to be done well. . .	99.3	99.4
• Percentage of students in grades 7 to 9 satisfied that they are involved in self-assessment of their school work. . . . .	86.1	86.9
• Percentage of students in grades 7 to 9 satisfied that they know what they need to do to improve in their school work. . . . .	93.5	92.8
• Percentage of students in grades 7 to 9 satisfied that their teachers tell them how they are doing in their school work. . . . .	85.5	83.0
• Percentage of students in grades 10 to 12 satisfied that they are involved in self-assessment of their school work. .	78.0	79.6
• Percentage of students in grades 10 to 12 satisfied that they know what they need to know to improve in their school work. . . . .	93.2	91.1
• Percentage of students in grades 10 to 12 satisfied that their teachers tell them how they are doing in their school work clearly communicates learning expectations to students. . . . .	92.6	92.9
• Percentage of parents satisfied that their child's school helps their child learn to the best of his/her ability. . .	87.1	88.9
• Percentage of parents satisfied that their child's school focuses on continuous improvement. . . . .	92.5	93.6
• Percentage of staff satisfied that their school has student achievement as its primary focus. . . . .	96.6	97.3

#### Local Strategies

- District Goal 2* . . . . .
- Ensure that every school and department is committed to achieving academic excellence within the context of a faith-based learning community through:
    - ~ promotion and support of pedagogy and best practices.
    - ~ our continued strong focus on Early Language Literacy Intervention (ELLI) in division one by:
      - i. focusing on literacy development within our kindergarten curriculum,
      - ii. implementing specific reading interventions with 'at risk' struggling readers in primary,
      - iii. focusing on staff development with primary teachers that addresses literacy development in early readers.
    - ~ the extension of the literacy focus to division two and division three by:
      - i. implementing a balanced literacy model of instruction,
      - ii. tracking 'at risk' struggling readers and implementing reading interventions to address their needs,
      - iii. focusing on staff development that emphasizes literacy development within all content areas of the curriculum.
    - ~ effective use of data (e.g. Provincial Achievement Tests (PAT's), diploma examination results, regression analysis) to inform instruction by:

- i. implementing analysis protocols for all PAT and Diploma examinations,
- ii. continuing to explore Computer Adapted Assessments as formative assessment tools,
- iii. focusing staff development on a coaching model for school improvement,
- iv. determining and reporting to parents and Alberta Education the student's grade level of achievement.
- ~ implementation of new curriculum by supporting schools in the implementation of the new curriculum in the following areas:
  - i. Social Studies Grades 5, 8, 10,
  - ii. Knowledge and Employability Social Studies Grades 8 and 10,
  - iii. Preparation for revised K,1,4,7 Mathematics,
  - iv. Biology 20, Chemistry 20, Physics 20, Science 20.
- ~ the implementation and infusion of Information and Communication Technology (ICT) Outcomes into Programs of Study by:
  - i. connecting students and teachers to learning resources online through the District portal,
  - ii. enriching student learning through video-conference pilot program,
  - iii. providing professional development opportunities for District staff through Technology Services.
- ~ District-wide understanding and implementation of research-based teaching practices that enhance student learning by:
  - i. continuing to focus Assessment For Learning on models of staff development that are job embedded at the school sites,
  - ii. fostering the sharing of formative assessment strategies in Language Arts, Mathematics, Science, Social Studies,
  - iii. focusing District-wide staff development on differentiation to address achievement gaps between student achievement in PATs and Diploma results.
- ~ implementation of the District Alberta Initiative for School Improvement (AIS) Cycle Three projects.
- ~ internationalize our schools by inviting and welcoming students from other countries to our Catholic District to participate in short-term and long-term education programs, student and teacher exchanges, school twinnings, and second language experiences.
- ~ review current models of support for special needs students to determine the most effective programming for different types of learning needs and establishing indicators of success which measure individual special needs student's literacy growth.
- ~ implement recommendations set forth by the provincial review of English as a second language including assisting with the establishment of provincial benchmarks.
- ~ develop the second language potential of all of our students by requiring all students to study a second language beginning in Grade 4 and acquiring minimally an Intermediate level of language proficiency as measured by specific language proficiency benchmarks.
- ~ continue to support and expand our French Immersion program as outlined in the French Language Learning report June 2005 including Late immersion programs and establishing a French Immersion Centre of Excellence.
- ~ develop a process to have qualified French Immersion teachers available as replacement staff.

## 2b. Provincial Outcome: Students are well prepared for lifelong learning.

### Required Performance Measures

- High school to post-secondary transition rate within four years of entering Grade 10.

Local Measures	Current Result	Previous Result
• Percentage of students in grade 10 to 12 satisfied that they are receiving help in selecting courses to prepare for post secondary education. ....	67.4	64.9

**Local Strategies**

*District Goal 2*

- Ensure high levels of success for aboriginal students in all schools throughout the District by the encouragement of academic achievements, career preparedness, appreciation of culture, world perspective, and a will to become life-long learners on a spiritual journey by:
  - ~ district staff including the aboriginal perspective in regular lessons and in the regular events of their schools.
    - i. 120 to 130 students will be involved in dance programs,
    - ii. 60 to 70 dance performances will be held,
    - iii. 650-700 students will be involved in classroom visits as curriculum enrichment,
    - iv. 225-250 students will explore career options,
    - v. 90-100 aboriginal students will graduate from Grade 12.
  - ~ support of the Achieving Potential program increases student completion rates by appropriate transitioning from elementary to junior high and from junior high to high school resulting in:
    - i. 20-25 of early leavers returning,
    - ii. 100% of Grade 6 students being contacted for transition to Grade 7,
    - iii. 100% of Grade 9 students registering for high school.
  - ~ continue support as evidenced by Annual Education Results Report for the Alberta Education: First Nations, Métis, and Inuit initiative [FNMI] and its accompanying funding framework.
  - ~ work in collaboration with other departments to provide support to aboriginal students within District special education programs and within inclusive settings.
- Increase our District high school completion rates by 1.5% for the 2007-08 school year to 70% based on a 3 year rate and to 80% based on a 5 year rate.
- Initiate cycle 3 of the AISI project: ‘Students in Transition Supports’ (formerly High School Completion) looking to increase District targets and percentages.

*Other District Initiatives and Strategies*

- Develop a promotional and communications plan for all educational services delivered by Lifelong Learning to the community.

**2c. Provincial Outcome: Students are well prepared for employment.**

**Required Performance**

**Measures**

- Teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

Local Measures	Current Result	Previous Result
• Percentage of students in grade 4 to 6 satisfied they have the skills to use information technology. ....	83.7	86.3
• Percentage of students in grade 7 to 9 satisfied they have the skills to use information technology. ....	76.5	92.4
• Percentage of students in grade 10 to 12 satisfied they have the skills to use information technology. ....	77.7	80.1
• Percentage of students in grade 10 to 12 satisfied with the resources available to help them make career decisions. ....	78.4	75.7
• Percentage of parents satisfied with their child’s technology skills development. ....	90.1	90.1
• Percentage of parents satisfied with the quality of education their child is receiving. ....	93.0	93.0
• Percentage of staff satisfied that students have the attitudes and behaviours that make them successful in the world of work. ....	86.7	89.7

**Local Strategies**

*District Goal 2* .....

- Ensure that every school and department is committed to achieving academic excellence within the context of a faith-based learning community through:
  - ~ the implementation and infusion of Information and Communication Technology (ICT) Outcomes into Programs of Study by:
    - i. connecting students and teachers to learning resources online through the District portal,
    - ii. enriching student learning through video-conference pilot program,
    - iii. providing professional development opportunities for District staff through Technology Services.
- Continue utilizing instructional technology to ensure that District students are engaged in a challenging and personalized learning environment that empowers them with the tools and skills to become active learners and problem solvers in the knowledge economy of the 21st Century through:
  - ~ district support for innovative use of technology in the classroom.
  - ~ extension of web-based report card to the high school level.
  - ~ provision of electronic collaboration tools for students and teachers.
  - ~ department support for district one-to-one laptop pilot project.

*Other District Initiatives and Strategies* .....

- Implement effective intervention strategies which support at-risk students to be successful in their transition to high school.
- Support collaborations with junior high and senior high completion projects through AISI.
- Facilitate the effective transition of students in the PRP programs from Grade 9 to their community high school.
- Initiate Cycle 3 of the AISI Project: “Students in Transition Supports” (formerly High School Completion) looking to increase department/district targets and percentages.
- Establish relationships with students experiencing challenges or lack of success; chaplains meet with students on a daily basis through the year.

**2d. Outcome: Students model the characteristics of active citizenship.**

**Required Performance**

**Measures**

- Teacher, parent and student agreement that students model the characteristics of active citizenship.

<b>Local Measures</b>	<b>Current Result</b>	<b>Previous Result</b>
• Percentage of students in Grade 4 to 6 who show respect for others in their school. ....	99.5	99.0
• Percentage of students in Grade 4 to 6 who follow the school rules. ....	99.0	99.1
• Percentage of students in Grade 7 to 9 who respect their school. ....	93.9	92.6
• Percentage of students in Grade 7 to 9 who show respect for others in their school. ....	96.5	95.3
• Percentage of students in Grade 10 to 12 who demonstrate that Christian values are important to them. ....	73.5	81.3
• Percentage of students in Grade 10 to 12 who respect their school. ....	93.9	91.4
• Percentage of students in Grade 10 to 12 who show respect for others in their school. ....	96.3	95.7
• Percentage of parents who are satisfied that students model the characteristics of active citizenship. ....	90.3	91.4
• Percentage of staff who are satisfied that students model the characteristics of active citizenship. ....	90.1	91.9

**Local Strategies**

*District Goal 1* .....

- Demonstrate our Catholic identity through social justice actions including community service, outreach to the marginalized, enhancing world peace, supporting underprivileged children in other countries, and supporting the common good.
  - ~ Examples include supporting the Sign of Hope campaign, Development and Peace, Holy Childhood, Save a Family Plan, etc.
  - ~ Continue the community service aspect of our students’ learning.
- Instill in our students the importance of good citizenship and hospitality through:
  - reinforcement of effective behavior school strategies throughout the District.

## Provincial Goal Three: Highly Responsive and Responsible Jurisdiction

### 3a. Provincial Outcome: The jurisdiction demonstrates effective working relationships with partners and stakeholders.

#### Required Performance Measures

- Teacher and parent satisfaction with parental involvement in decisions about their child's education.

Local Measures	Current Result	Previous Result
• Percentage of parents satisfied with the partnership of the school with the parish. ....	.94.0	94.5
• Percentage of staff satisfied that their community is a team of the school, home, and parish working together. . .	.93.9	95.4
• Percentage of staff satisfied that their school/site promotes the permeation of their faith in their relationships with staff, parents, and students. ....	.96.7	97.2
• Percentage of parents who express satisfaction with the effectiveness of school councils. ....	.93.3	93.7
• Percentage of parents satisfied with the partnership of the school with parents. ....	.91.3	92.3

#### Local Strategies

- District Goal 2* .....
- Ensure high levels of success for aboriginal students in all schools throughout the District by the establishment of responsive learning environments that give voice and action to the values of our District and the values of the aboriginal peoples as encouraged by our Spiritual traditions and the wisdom of our Elders by:
    - ~ Aboriginal Learning Services staff and First Nations Metis Inuit (FNMI) students participating in District Faith celebrations.
    - ~ the Elders Advisory Council who convene on a regular basis and their advice will be used in planning of the services to students.
- District Goal 3* .....
- Continue the establishment of a functioning "District Archives and Meeting Centre" that will "Honor our Past" and enable all supporters of Catholic education to have access to and an understanding of our heritage and contributions as a School District.
    - ~ Revisit the District archives existing three year plan, focusing on the examination and review of our established drivers and outcomes through a new visioning exercise with our stakeholders which will lead to a new three year blueprint for the District Archives.
    - ~ Develop a web-based presence for the Archives as a component of the District's web site.
    - ~ Establish ad-hoc working committees to provide leadership and support for new initiatives that reflect our history and heritage.
    - ~ Build the infrastructure to intake and catalog archival materials and resources, plan and promote the acquisition of additional materials, enable researchers, create and display archive resources.
    - ~ Continue the process of video interviews.
    - ~ Conclude the Support Staff/Out-of-Scope/Maintenance and Custodial Honor Board initiative.
    - ~ Foster working relationships with local and provincial historical resources.
    - ~ Establish financial and operational stability for the St. Anthony Archives and Meeting Centre and pursue funding opportunities for archival purposes.

- Build and maintain partnerships in the provision of programs and services for students with educational stakeholders such as parents, provincial and community agencies, Alberta Education, and post secondary institutions by:
  - ~ collaborating with ESHIP (Edmonton Student Health Initiative Partnership) in addressing services and supports to students within the District,
  - ~ collaborating with The Learning Partnership in the Welcome to Kindergarten project,
  - ~ collaborating with Community University Partnership in researching issues related to education within the District,
  - ~ continuing to work in partnership with the Mennonite Centre for Newcomers, Catholic Social Services, and Norquest College,
  - ~ establishing a partnership between St. Joseph High School and NAIT to develop dual enrolment programming.
- Create a District learning portal to enhance community and promote communication and learning through a collaborative and resource rich environment that is accessible to students, parents, and staff. ....
- Support and participate in the Joint Use Agreement (JUA) to enable enhanced recreational opportunities for both our students and the community.

*Other District Initiative and Strategies* .....

- Continue to advocate for students with special needs through effective outreach initiatives.
- Establish a monthly parent newsletter to increase awareness of unique aspects of Catholic Education.
- Support the Alberta Optometrists Eye See Eye Learn project in kindergarten.
- Support the Partnership in Learning Welcome to Kindergarten project.
- Support the following organizations through committee membership and by working to promote their programs and aims:
  - ~ Religious Education Network
  - ~ Religious & Moral Education Council
  - ~ Archdiocesan Committees
  - ~ St. Stephen's College
  - ~ St. Joseph's College
  - ~ Newman Theological College
  - ~ Council of Catholic School Superintendents of Alberta
  - ~ CRT
  - ~ ATA Local
  - ~ Pandemic Committee
  - ~ Archive Committee
  - ~ New Staff Orientation
  - ~ Superintendent's Council
  - ~ Newman College Alumni Board Awards
- Successfully negotiate a Joint Use Agreement with the City and Edmonton Public Schools that provides optimum opportunities for both our students and the community to access partner facilities for recreational and social activities.
- Successfully negotiate a Joint Use Agreement with the City and Edmonton Public Schools that meets the district's needs in the allocation of lands for future schools and addresses mechanisms for disposal of existing properties.

**3b. Provincial Outcome: The jurisdiction demonstrates leadership and continuous improvement.**

**IMPROVEMENT**

**Required Performance Measures**

- Percentages of teachers and parents indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.
- Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

<b>Local Measures</b>	<b>Current Result</b>	<b>Previous Result</b>
• Percentage of parents satisfied with trustees leadership of the district. ....	.87.0	92.1
• Percentage of parents satisfied with the superintendents leadership in district. ....	.79.5	90.7
• Percentage of parents satisfied with the principal's leadership in their child's school. ....	.89.3	90.9
• Percentage of parents who agree that schools/district focus on improvement activities. ....	.92.5	93.6
• Percentage of parents satisfied with improvements/changes implemented by the district. ....	.86.8	89.9
• Percentage of staff satisfied with improvements/changes implemented by the district. ....	.60.0	84.9
• Percentage of staff satisfied that the Assessment For Learning Initiative has improved student learning in their school. ....	.92.8	93.0

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## Other District Initiatives and Strategies

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- Offer a variety of Religious Education Workshops and In-services for staff and students in the District.
- Ensure that leadership programs and services provide an opportunity for school based leaders to develop the religious dimension of leadership through reflection, dialogue and literature on elements of faith commitment and personal faith development.
- Provide professional development sessions in the area of primary mathematics through the AISI Primary Literacy Project.
- Provide practice-based professional development support to AISI project teachers through in-class coaching.
- Offer District PD sessions with a literacy focus to grades 4-5 French Immersion teachers.
- Implement ongoing effective professional development for grades 4-9 teachers focused on research-based literacy and assessment strategies that result in increased student achievement.
- Provide intensive support to 8 school sites in the creation and implementation of a focused grade 7-9 reading intervention program that results in improved reading achievement for students within these sites.
- Offer new teachers in-services on the process of standardized English Language Arts/French Language Arts assessments in French Immersion (Gr 1-3).
- Support new and experienced teachers on the standardized English Language Arts/French Language Arts assessments in French Immersion (Gr 1-3) through on-site PD.
- Offer Social Studies in-services to French Immersion Grades 4 and 7 teachers.
- In-service teachers on the new Polish 15 curriculum.
- In-service teachers on the new FSL 4-6, 7-9 curriculum.
- In-service teachers on the new Knowledge & Employability 8-12 curriculum.
- In-service teachers on the new Spanish bilingual Language Arts assessments tools.
- In-service teachers of Spanish Language & Culture 4 & 5 curriculum Guide to Implementation.
- In-service teachers on the new Chinese 10 curriculum.
- In-service teachers on the new Italian 10, 20, 30; curriculum.
- Prepare teachers for implementation of new curriculum in Biology 20, Chemistry 20, and Physics 20 for September 2007.
- Provide professional development in-services addressing assessment of student growth and the appropriate implementation of new programs of study in Social Studies.



*Brigette, St. Teresa • Jeff, gr. 12, Louis St. Laurent*



Francis, gr. 9, Father Michael Troy • Giulliano, gr. 11, St. Joseph • Luciano, gr. 5, Katherine Therrien

## Catholicity

- a) *One of our priorities is to ensure that all programs adhere to the mission and beliefs of Edmonton Catholic Schools. We are focusing on the implementation of our district's Eight Characters and how they impact all areas of the district. What examples can you give that these Eight Characters are being taught and lived in our schools?*
- Social justice initiatives (Acts of Kindness, talent shows to raise money, Kindness Express, Food Bank, World Vision, Carnivale, Terry Fox Run, improving conditions in Haiti, Hope campaign, hampers, We Care Market) [11]
  - School assemblies/celebrations [11]
  - Student and staff modeling the Eight Characters [6]
  - Social justice integrated in curriculum [6]
  - Visible demonstration of the Eight Characters in school displays/newsletters [5]
  - Accepting other cultures and faiths [5]
  - Daily prayer in classroom [4]
  - Reflection of the Eight Characters at home/permeation [2]
  - Students volunteering in community/social justice projects [2]
  - Parish involvement [2]
  - Faith based education [1]
  - Parent prayer group [1]
  - Non-responsive [1]
- b) *What information do you need about our Eight Characters so that you can support their development at home?*
- Reference materials about the Eight Characters (e.g. brochures, pictures) to be sent home [6]
  - Curricular information/projects in school practice [4]
  - No further information needed [3]
  - Specific examples of each character for parents [3]
  - Focus on one character theme over a certain time period [2]
  - Students as ambassadors of the Eight Characters [2]
  - Newsletters [2]
  - At home activities [1]
  - Website [1]
- c) *Your role in preserving Catholic education is essential. How can we help you advocate for Catholic education?*
- Market/promote our successes and advantages [5]
  - Participation in school council/parent participation [4]
  - Continue to support Catholic public education [2]
  - Parish involvement [2]
  - Trustees as advocates [2]
  - Pay transportation costs for sending children to church [1]
  - Faith Development Day for students [1]
  - More formal ceremonies/masses [1]
  - Hire professional Catholic staff [1]
  - Fund programs adequately [1]
  - Create an Oblate program [1]
  - Survey [1]

## Student Learning and Achievement

- a) *Information regarding your child's achievement is communicated through the Provincial Achievement Test results written in grade 3, 6, and 9 and diploma exams. Achievement is also communicated formally through report cards, Individual Program Plans (IPPs), and results of the district testing program and Canadian Cognitive Ability Tests (CCAT). Are there other kinds of information that would be helpful to you as a parent regarding student learning?*
- Open and immediate communication between teachers and parents [6]
  - There is enough information available [5]
  - Parent-teacher interviews [4]
  - Share results of more exams with parents [3]
  - Reduce frequency of the demonstrations of learning [1]
  - Demonstrations of learning [1]
  - Parent Connect for all elementary schools [1]
  - Celebrate our success/programs [1]
  - Improve report cards [1]
  - Student agendas [1]
  - Non-responsive [1]

## Communication

- a) *The home-school partnership is vital to the success of our school district. In order for parents and the public to be able to support our school district, information is required. What forms and types of information do you find most meaningful to receive? Are there other kinds of information you would find helpful? If so, what are they?*
- District website [5]
  - Information on district planning and processes [3]
  - School/class newsletters [3]
  - Trustee newsletters [3]
  - School council information and monthly meetings [2]
  - Expansion of web resources for homework/class activities [2]
  - Information on how trustees are lobbying the government [1]
  - Only one copy of letter per family to reduce waste [1]
  - Revise district calendar [1]
  - Flyers are not helpful [1]
  - Guide to schools [1]
  - Online surveys [1]
- b) *What new directions should the district take with respect to promoting the faith based education we offer?*
- Media attention/advertise our success [4]
  - Focus on student leadership [4]
  - Parish involvement in Catholic education [3]
  - Lobby government for more funding [2]
  - Faith Development Day/celebrations [2]
  - More information needed on the direction of the district [1]
  - Faith Development Day open to families [1]
  - Focus on quality of education [1]
  - No new direction is needed [1]

We thank our schools, school councils, parents and our community for their feedback on the Three Year Strategic Education Plan. This section is a summary of the 19 submissions we received: (The number in the bracket indicates number of responses.)

# Three Year Strategic Education Plan Survey 2007-2010

## Initiatives and Programs

a) *Edmonton Catholic Schools, in response to parent request for increased choice and program need, has initiated a number of "Focus Schools and Alternate Programs". These include programs such as: The International Baccalaureate Programmes, Sports Academies, Fine Arts and Language Programs. Should other programs be considered? If so, what kinds? Where?*

- French immersion and other focus programs combined [3]
- No additional programs are necessary [3]
- Increased funding for special needs/behaviour children [2]
- Focus on/funding for basic education [2]
- Community feedback when planning new programs [1]
- High school French immersion in south-west [1]
- Focus/language program at St. Vincent [1]
- More focus programs on the north side [1]
- Continuity for special needs programs [1]
- Mandatory second language program [1]
- Mentoring programs in junior high [1]
- Single gender high school [1]
- Direct funding for schools [1]
- Environmental program [1]
- Computers for schools [1]
- Political program [1]
- Non-responsive [1]

## Overall Comments

a) *What is working well in the Edmonton Catholic School District? What major strengths must be maintained?*

- Faith based learning [10]
- Student achievement [5]
- Focus schools and alternative programs [4]
- Advertising [4]
- Parental involvement [2]
- The need for funds directly to schools [1]
- Great place to work for teachers [1]
- Leadership of administration [1]
- Safe school environment [1]
- Solid basic education [1]
- Inclusive education [1]
- Bussing [1]

b) *What aspects need to be strengthened? What areas need to be addressed?*

- Funding for inclusive education [3]
- Lobby the government for funding [3]
- Services for special needs [3]
- French immersion issues (dual track, transportation, need for immersion in south) [1]
- Be cautious when entering a partnership with the public board [1]
- Use the Western Catholic Reporter to promote our district [1]
- Partnership with the Parishes [1]
- Technology integration for small schools [1]
- District must be more parent centered [1]

- Educating the whole child [1]
- Accountable budget process [1]
- Casinos for fund raising [1]
- Faith based learning [1]
- Bullying [1]
- Non-responsive [1]

c) *What three aspects of our school district are the most important to you and that you clearly believe should be preserved, nourished and maintained?*

- Catholicity [6]
- Faith based learning [4]
- Academic achievement [3]
- Talent development among students [2]
- Funding/learning based budget [2]
- Equity among schools/levels [2]
- Social justice initiatives [2]
- Live the Core Values and the Eight Characters [1]
- Open and accountable processes [1]
- Continuous school improvement [1]
- Site based decision process [1]
- Second language programs [1]
- Daily physical activity [1]
- Fine arts [1]

d) *Other - please feel free to make any other comments. [Note: these are direct quotations.]*

"Trustees need to work with parents to work on the government for better funding to schools for resources needed. Casinos are a moral issue that needs to be dealt with at some time on a much bigger level."

"This survey would be much more effective if done online as more time could be spent considering the questions."

"Bi-annual survey (every second year). Provide a summary of survey available to review what other schools/parents/families wish to see happen in the district."

"We support Catholic education as central to the continuation of publicly supported Catholic schools."

"It is an awesome time for our district...great results, great people working with great children and families."

"It is my hope that a Catholic education is unique because it sees [sic] the individual student as a spiritual learner and encourages one to maintain those values in everything they do including decisions that promote a healthy happy life. The Catholic education should be forerunners in connecting its students with the knowledge and confidence of what their God-given talents are. The school should be goal oriented to the point of knowing they set a student on their correct path, a unique path that lets the student use the gifts and talents that God gave them and the school system helped strengthen and identify, so they can go into the world to do wonderful things while promoting the Catholic faith and continuing one a pattern of spiritual growth and happiness. To develop leaders in our community who offer a good example to others."

# United

in Heart and Mind...

**Three Year Strategic Education Plan Acknowledgement:**

Collages used in this publication were created from Artwork that is the creative works of students from our schools that were recognized at the "Celebration of the Arts" May 2, 2007. Design and layout by Christine Plican.



Growing,  
Learning  
Loving



EDMONTON CATHOLIC SCHOOLS

# THREE Year Strategic Education Plan 2007-2010

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Please see our Web site [www.ecsd.net](http://www.ecsd.net)  
for the detailed Three Year Strategic  
Education Plan 2007-2008.

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