



District Plan for Continuous Growth

2019-2022



Our Foundation

WE BELIEVE IN GOD AND WE BELIEVE

- that each person is created in the image and likeness of God
- that each child is a precious gift and sacred responsibility
- in the goodness, dignity and worth of each person
- that Christ is our model and our teacher
- in celebrating and witnessing our faith
- in transforming the world through Catholic education
- that Catholic education includes spiritual growth and fulfillment
- that learning is a lifelong journey
- that all can learn and develop their gifts
- in building inclusive Christ-centred communities for service to one another
- that all have rights, roles and responsibilities for which they are accountable
- that Catholic education is a shared responsibility in which parents have a primary role

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

VISION

Our students will learn together, work together and pray together in answering the call to a faith-filled life of service.

EIGHT CHARACTERS OF CATHOLIC EDUCATION

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

CORE VALUES

Dignity & Respect • Loyalty • Honesty • Fairness • Personal & Communal Growth

INSPIRED BY

Love of the Father • Faith in Jesus Christ • Hope from the Holy Spirit

CHRIST-CENTRED, COMPETENCY-BASED LEARNING IN EDMONTON CATHOLIC SCHOOLS

Preparing our students for this world and the next

Inspired by our District **mission and vision statements**, Edmonton Catholic Schools is committed to offering a Christ-centred, competency-based learning experience for all learners. Every facet of our learning system is aligned to offer an excellent Catholic education that inspires students to develop the conceptual and procedural understanding needed for successful learning, living, and working in Alberta and beyond.

Guided by our moral compass, students and staff will engage individually and collaboratively in serving the common good today while being good stewards for tomorrow.

A DEFINING STATEMENT OF INCLUSIVE EDUCATION IN OUR DISTRICT – KATHOLOS: EDUCATION FOR LIFE FOR ALL

In accordance with our District Foundation Statement, all *resident students and their parents/caregivers are welcomed into our schools. The Learning Team is committed to collaborating, identifying, applying and monitoring practices enabling all students to reach their potential, spiritually, socially, emotionally, physically and academically within the Programs of Study alongside their peers.

(*resident student as defined by the School Act)

EDMONTON CATHOLIC SCHOOL DISTRICT GOAL:

Live and enhance the distinctiveness of Catholic education

Objective: This goal is central to our mission and fundamental to our being.
We are called to live the Word of God through worship, witness, and service.

1.1 Demonstrate the distinctiveness and strengths of Catholic education.

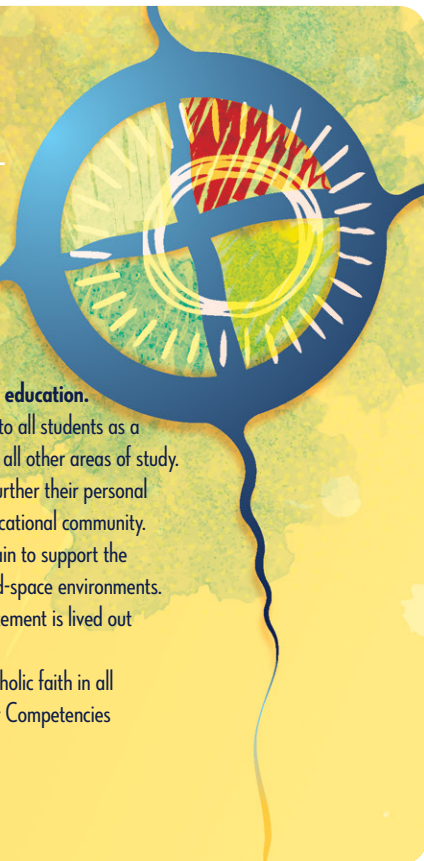
- a. Continue to enhance the home – school – parish relationships.
- b. Enhance and strengthen our Catholic identity within each site by implementing our Catholic Identity Plan 2019-2022. (See Appendix I on page 24)
- c. Demonstrate a way of life rooted in the Catholic Christian call to discipleship and service.
- d. Ensure that permeation of faith remains central in all our day to day practices.

1.2 Promote and foster the presence of Edmonton Catholic Schools in the education, Church, civic, business and government communities.

- a. Continue collaboration with the Archdiocese of Edmonton and the Ukrainian Catholic Eparchy of Edmonton to enhance our mutual work and to evangelize our families and promote a life of faith.
- b. Celebrate and advance the work of the Edmonton Catholic Schools Foundation within our schools and District.
- c. Create opportunities for the community to learn about, celebrate, and advocate for Catholic education.
- d. Provide opportunities for authentic student expressions and applications of faith as members of many different communities.

1.3 Demonstrate commitment to and excellence in Catholic education.

- a. Deliver and support our Religious Education programs to all students as a spirit-filled lived experience with the same excellence as all other areas of study.
- b. Provide faith formation opportunities for all staff that further their personal and communal growth as participants in a Catholic educational community.
- c. Continue to develop the role of the school-based chaplain to support the faith formation of students and staff and support sacred-space environments.
- d. Identify and celebrate how our District Foundation Statement is lived out daily at each site.
- e. Continue to build capacity in the permeation of our Catholic faith in all areas of learning through the framework of the Learner Competencies Formed Through Catholic Education



ECSD GOAL ONE

ECSD students are successful

Objective: To develop students to their fullest potential, through multiple pathways, so that they can nurture their gifts and talents in service to others and pursue their passions and interests as contributing members of community... academically, spiritually, physically, mentally and socially.

Edmonton Catholic School District Key Strategies:

- 1.1 Focus on strategies to support seamless transitions from K to 1, Grades 6 to 7, Grades 9 to 10, and 12 and beyond.
- 1.2 Identify and implement best practices that align with excellent pedagogy and learning environments while developing a strong foundation in literacy and numeracy. A strong start to learning necessitates a focus upon developing competencies, i.e. communication, growth and well-being, creativity and innovation, critical thinking, problem solving and management of information.
- 1.3 Implement pedagogical and assessment practices focused on improving students' conceptual and procedural knowledge of subject-area disciplines and cross-curricular connections.



- 1.4 Identify and implement best practices in disciplinary literacy from early learning through to graduation to ensure all students have the foundational skills for success.
- 1.5 Ensure that flexible and responsive programming meets the diverse needs of all learners.
- 1.6 Continue to review career pathways for students.
- 1.7 Develop a plan to increase participation in the Advanced Placement and International Baccalaureate high school programs.
- 1.8 Continue to pilot and evaluate the provincially funded school nutrition programs and report success.

**CURRENT RESULTS FROM THE 2017-2018 SCHOOL YEAR:
PERFORMANCE MEASURES FROM OCTOBER 2018
ACCOUNTABILITY PILLAR AND TARGETS**

A - Acceptable E - Excellence

<i>Grade 6</i> Percentage of students who achieved standards on Grade 6 provincial achievement tests	2017-18 ECSD % Targets		2017-18 ECSD %		2017-18 Province %		ECSD % Targets					
							2018-19		2019-20		2020-21	
	A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts	88.7	21.6	89.4	18.7	83.5	17.9	88.7	21.6	88.5	21.5	89.0	21.6
French Language Arts	89.4	19.0	91.6	14.0	85.2	12.3	89.4	19.0	90.0	14.5	91.5	15.0
Mathematics	72.1	11.0	76.9	11.5	72.9	14.0	72.1	11.0	75.0	14.0	75.5	14.0
Science	81.6	26.6	82.4	26.8	78.8	30.5	81.6	26.6	82.0	25.5	82.5	26.0
Social Studies	79.1	21.5	80.2	20.2	75.1	23.2	79.1	21.5	79.0	20.5	80.0	21.0

<i>Grade 9</i> Percentage of students who achieved standards on Grade 9 provincial achievement tests	2017-18 ECSD % Targets		2017-18 ECSD %		2017-18 Province %		ECSD % Targets					
							2018-19		2019-20		2020-21	
	A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts	84.0	15.0	82.4	15.8	76.1	14.7	83.5	16.0	83.6	16.2	83.8	16.5
English Language Arts KAE	68.8	7.6	60.0	10.0	55.7	5.9	70.0	7.5	70.5	8.5	71.0	9.0
French Language Arts	89.9	11.9	89.0	12.1	81.4	9.8	90	12.5	90.3	13.0	90.5	13.1
Mathematics	73.3	17.6	61.5	13.2	59.2	15.0	69.0	15.0	69.5	15.5	70.0	16.0
Mathematics KAE	48.8	9.3	54.7	10.3	57.4	13.6	60.0	9.0	60.5	10.0	61.0	10.5
Science	79.4	20.2	82.5	28.2	75.7	24.4	80.0	24.0	81.0	25.0	82.0	25.2
Science KAE	60.0	5.8	67.0	10.7	64.6	12.3	68.0	8.0	69.0	8.3	69.5	9.0
Social Studies	74.8	20.0	73.8	23.8	66.7	21.5	75.0	21.5	75.5	22.0	75.7	22.4
Social Studies KAE	60.1	10.1	55.1	14.3	55.2	14.2	64.0	14.5	64.5	15.0	65.0	15.3

**CURRENT RESULTS FROM THE 2017-2018 SCHOOL YEAR:
PERFORMANCE MEASURES FROM OCTOBER 2018 ACCOUNTABILITY PILLAR AND TARGETS**

A - Acceptable E - Excellence

<i>Grade 10-12</i> Percentage of students who achieved standards on diploma examinations	2017-18 ECSD % Targets		2017-18 ECSD %		2017-18 Province %		ECSD % Targets					
							2018-19		2019-20		2020-21	
	A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 30-1	88.6	12.2	90.7	14.0	87.5	13.2	89.5	13.0	89.9	13.8	91.0	14.3
English Language Arts 30-2	91.9	12.6	89.1	14.7	88.0	13.1	90.5	13.7	90.9	14.2	91.3	14.7
French Language Arts 30-1	95.4	4.8	90.9	9.1	93.8	11.0	94.0	9.8	94.3	11.0	95.0	11.3
Mathematics 30-1	74.5	28.9	78.1	31.7	77.8	35.3	78.0	32.0	78.5	32.5	78.8	33.3
Mathematics 30-2	74.6	18.2	76.7	19.3	74.2	16.4	76.0	19.5	77.0	20.0	77.5	20.5
Social Studies 30-1	90.4	15	88.4	16.3	86.2	17.7	88.5	16.0	89.5	16.8	89.8	17.1
Social Studies 30-2	81.5	11.1	77.9	10.2	78.8	12.2	80.0	11.0	80.5	12.0	80.9	12.2
Biology 30	80.2	29.2	86.9	31.7	86.6	36.6	85.0	30.5	86.0	33.0	86.5	33.3
Chemistry 30	82.4	33.8	80.6	27.1	83.6	38.3	81.0	30.0	81.5	31.0	81.8	31.5
Physics 30	85.6	39.6	88.0	43.6	86.2	43.6	87.0	40.5	87.9	41.5	88.2	43.0
Science 30	87.1	28.9	87.4	31.7	85.4	31.5	87.5	30.0	88.0	31.0	88.9	31.8

<i>Performance Measures</i> results from the May 2019 Accountability Pillar (Current results are for the 2017-18 school year)	2017-18 ECSD% Targets	Current ECSD%	Current Province%	ECSD % Targets		
				2018-19	2019-20	2020-21
Percentage of students writing four or more diploma examinations within three years of entering Grade 10	62.0	60.7	56.3	62.0	62.5	63
Annual dropout rate of students aged 14-18	1.1	1.2	2.6	1.2	1.1	1.0
High school completion rate of students within five years of entering Grade 10	85.8	87.9	79.1	87.0	87.5	88.0
Percentage of students entering post-secondary programs (including apprenticeship) within six years of entering Grade 10	69.5	71.0	59.0	70.5	71.0	71.3
Rutherford Scholarship Eligibility Rate	65.0	64.6	64.8	65.2	65.5	66.0
<i>Performance Measures</i> results from the May 2019 Accountability Pillar (Current results are for the 2018-19 school year)	2018-19 ECSD% Targets	Current ECSD%	Current Province%	ECSD % Targets		
				2019-20	2020-21	2021-22
Agreement of parents, teachers and students that students model the characteristics of citizenship	85.5	85.1	82.9	85.3	85.5	85.7
Satisfaction of parents, teachers and the public that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school	85.0	85.6	82.4	85.5	85.8	86.0

*"Shimmer and shine,
be a DEACON SO BRIGHT 'cause
God made you, CHILD
God made light."*

Matthew Paul Turner



ECSD GOAL TWO:

*ECSD supports First Nations,
Métis and Inuit students' success*

Objective: In collaboration with our Indigenous communities, we will continue to be at the forefront of developing best practices to ensure success of First Nations, Métis and Inuit students.

Edmonton Catholic School District Key Strategies:

2.1 Increase academic success and cultural knowledge by promoting successful practices to support First Nations, Métis and Inuit students.

- Continue programs and enhanced academic and cultural supports for all students that lead to successful transitions between all levels, increased high school completion rates, improved successful transitioning to post-secondary, career development and encourage life-long learning.
- Ensure that all teachers and leaders have the acquired skills to meet and exceed the foundational knowledge of First Nations, Métis and Inuit standard as outlined in Alberta Education Teaching Quality Standards.
- Support the provincial Pre-K-12 Cree language and culture programming.
- Recruit, retain and support First Nations, Métis and Inuit staff in education.
- Continue to develop the collaborative plans between provincial school authorities and Indigenous communities.
- Continue to develop and advance agreements to enhance supports and services for First Nations students residing on reserve.

2.2 Provide and promote cultural diversity.

- Engage Elders in a collaborative approach to meet the cultural needs of Indigenous students through the Indigenous ways of knowing.
- Recognize the Council of Elders as the authentic, active participants in spiritual ceremonies, traditional events and cultural protocols.
- Provide opportunities for on-going professional development for all District staff in cultural awareness.

2.3 Ensure accountability of targeted funding for First Nations, Métis and Inuit students.

- Require all school sites that receive targeted funding to engage in and report on the First Nations, Metis and Inuit model framework for student success.

2.4 Continue to walk together recognizing the calls to action from the Truth and Reconciliation Commission.

CURRENT RESULTS FROM THE 2017-2018 SCHOOL YEAR: PERFORMANCE MEASURES FROM OCTOBER 2018 ACCOUNTABILITY PILLAR AND TARGETS

A - Acceptable E - Excellence

Grade 6 Percentages of self-identified First Nations, Métis and Inuit students who achieved standards on Grade 6 provincial achievement tests	2017-18 ECSD % Targets		2017-18 ECSD %		2017-18 Province %		ECSD % Targets					
							2018-19		2019-20		2020-21	
	A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts	73.0	6.0	77.0	7.1	69.0	5.5	75.0	6.5	76.0	7.0	77.0	7.2
Mathematics	50.0	3.0	58.1	2.2	49.1	3.0	56.0	2.5	56.5	3.0	57.0	3.2
Science	63.0	10.0	67.4	11.6	58.9	11.5	65.0	11.0	66.0	11.5	67.0	11.8
Social Studies	55.0	8.0	63.3	9.0	52.8	7.5	57.0	8.5	58.0	9.5	60.0	9.9

Grade 9 Percentages of self-identified First Nations, Métis and Inuit students who achieved standards on Grade 9 provincial achievement tests	2017-18 ECSD % Targets		2017-18 ECSD %		2017-18 Province %		ECSD % Targets					
							2018-19		2019-20		2020-21	
	A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts	64.0	6.0	62.7	5.9	54.4	4.9	63.0	6.0	63.5	6.5	64.0	6.8
Mathematics	50.0	5.0	27.4	3.4	30.7	3.4	40.0	5.5	42.5	6.0	43.9	6.5
Science	53.0	8.0	55.3	11.2	58.9	12.2	55.0	9.5	55.5	10.0	60.0	11.0
Social Studies	50.0	7.0	45.4	8.8	41.2	6.8	46.0	7.5	47.0	8.0	48.0	8.5

**CURRENT RESULTS FROM THE 2017-2018 SCHOOL YEAR:
PERFORMANCE MEASURES FROM OCTOBER 2018 ACCOUNTABILITY PILLAR AND TARGETS**

Grade 10-12 Percentages of self-identified First Nations, Métis and Inuit students who achieved standards on Grades 10-12 provincial achievement tests	2017-18 ECSD % Targets		2017-18 ECSD %		2017-18 Province %		ECSD % Targets					
							2018-19		2019-20		2020-21	
	A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 30-1	87.0	11.0	84.5	13.8	83.1	5.9	87.0	11.0	87.3	11.5	87.5	12.0
English Language Arts 30-2	93.0	11.0	92.3	14.1	88.5	10.0	94.0	11.5	94.5	12.0	94.7	12.5
Mathematics 30-1	74.0	10.0	68.2	13.6	61.3	15.3	70.0	15.5	71.0	16.0	71.3	16.2
Mathematics 30-2	67	10.0	70.8	12.5	69.1	9.7	74.0	14.0	74.5	14.5	75.0	14.8
Social Studies 30-1	90.0	8.0	77.8	8.9	75.3	8.1	82.0	8.5	82.5	9.0	83.0	9.5
Social Studies 30-2	79.0	6.0	80.0	7.1	72.2	5.8	77.5	7.5	78.5	8.0	79.5	8.3
Biology 30	73.0	18.0	78.4	16.2	75.7	17.3	80.0	20.0	80.5	21.0	81.0	21.3
Chemistry 30	72.0	18.0	81.3	25.0	69.7	19.9	76.0	18.5	76.5	19.5	77.5	20.5
Science 30	80.0	16.0	73.9	26.1	84.1	24.4	78.0	20.5	79.0	22.0	79.5	24.9

Performance Measures results from the May 2019 Accountability Pillar (Current results are for the 2017-18 school year)	2017-18 ECSD % Targets	Current ECSD %	Current Province %	ECSD % Targets		
				2018-19	2019-20	2020-21
Percentage of self-identified First Nation, Métis and Inuit students writing four or more diploma examinations within three years of entering Grade 10	22.0	19.5	24.6	22.0	22.5	23.0
Annual dropout rate of self-identified First Nations, Métis and Inuit students aged 14-18	3.5	5.5	5.4	3.5	3.3	3.2
High school completion rate of self-identified First Nations, Métis and Inuit students within five years of entering Grade 10	60.0	60.6	56.6	61.0	61.5	62.0
Rutherford Scholarship Eligibility Rate	30.0	28.3	37.1	30.0	31.0	31.5

ECSD GOAL THREE:

ECSD respects diversity and promotes inclusion

Objective: Establishing inclusive learning environments where diversity is embraced, so that all students and staff within ECSD are respected, supported, and celebrated.

Edmonton Catholic School District Key Strategies:

- 3.1 Implement the Inclusive Education Policy Framework by ensuring that schools focus on the creation of welcoming, inclusive, caring, respectful and safe learning environments for all students and staff.
- 3.2 Continue to support the provincial Inclusive Education Policy Framework.
- 3.3 Continue to develop partnerships supporting and advancing inclusive communities.
- 3.4 Provide equitable opportunities for children and students to participate in learning from Pre-Kindergarten to Grade 12.
- 3.5 Create opportunities to engage in collaboration across ministries to guide the development of an integrated early learning approach.
- 3.6 Continue to provide and develop services and model initiatives that promote student health, using the Mental Health Strategic Plan and staff health through Human Resource Services initiative.
- 3.7 Ensure that learner centered decisions are based on the 6 Principles of Inclusive Education (<https://www.alberta.ca/inclusive-education.aspx>).

3.8 Further develop a Collaborative Response Model with school multi-disciplinary teams.

3.9 Ensure that assistive technology is available to students identified with needs.

3.10 Continue to provide, develop and promote supports for staff through Human Resource Services (i.e. Respect in the Workplace & Employee Family Assistance Program).

<i>Performance Measures</i> results from the May 2019 Accountability Pillar (Current results are for the 2018-19 school year)	2018-19 ECSD % Targets	Current ECSD %	Current Province %	ECSD % Targets		
				2019-20	2020-21	2021-22
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school	90.0	88.9	89.0	89.5	90.0	90.5
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community	73.0	71.7	73.1	73.0	73.5	74.0

ECSD GOAL FOUR:

ECSD has excellent teachers, and school and school district leaders

Objective: We will provide an optimal learning and working environment that fosters a culture of faith, trust, unity, inclusivity, confidence, respect, value and appreciation for one another.

Edmonton Catholic School District Key Strategies:

- 4.1 Provide professional learning opportunities that build the capacity and leadership of all staff to improve learner success.
- 4.2 Ensure that teachers, principals and other administrative leaders have the capacity to meet the new Quality Standards, in collaboration with stakeholders and school authorities.
- 4.3 Continue to use the 10 Dimensions of Catholic Leadership to support, encourage and invest in the creative and innovative abilities of all staff.
- 4.4 Promote excellent teaching practices consistent with the Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard, all which guide and support student achievement.
- 4.5 Ensure that ECSD hiring and recruitment practices promote and identify the best Catholic and specialized teacher candidates available to support student learning.

4.6 Develop and oversee the application of standards that promote excellence for school and school authority leaders.

4.7 Ensure that every school and department create the conditions for optimal student learning and achievement within the context of a Catholic learning community.

- a) Engage in professional learning aligned with the provincial focus on new curriculum implementation, Alberta Education's learner competencies, literacy and numeracy, conceptual and procedural knowledge (as per the Ministerial Order on Student Learning (May 6, 2013)).
- b) Ensure that assessment practices focus on improved student learning. Assessment data gathered into a student profile leads the learning team, including the student, to a deeper understanding and greater ability to target teaching and improve learning. Multiple sources of assessment data, including district and provincial exam results, inform instruction for school improvement in identified areas.
- c) Ensure that schools and departments are given flexibility in allocating resources to meet their unique needs.



4.8 Support teachers and system leaders to implement technology effectively and equitably into the learning environment, identify indicators of progress, and be accountable for enacting policies, procedures and standards, as outlined in the Learning and Technology Policy Framework.

4.9 Develop further leadership pathways for staff.

- Develop leadership attributes and teacher interest and create opportunities for multiple robust succession plans; invest in formal professional development and courses to support leadership.
- Implement intentional recruitment to identify and nurture leadership opportunities for staff, the model of community ownership together with peers, with the responsibility of the principal and follow up from the Superintendent.
- Develop partnerships with post-secondary institutions to nurture leadership in administration.
- Create health and wellness opportunities for staff – including mental health sessions, physical literacy that encourages an active lifestyle and healthy environments.
- Position ECSD as the employer of choice and continue to strive for Alberta's Top 75 Employers designation.
- Develop knowledge and understanding of faith in diverse ways for staff and students.

Performance Measures results from the May 2019 Accountability Pillar (Current results are for the 2018-19 school year)	2018-19 ECSD % Targets	Current ECSD %	Current Province %	ECSD % Targets		
				2019-20	2020-21	2021-22
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education	83.5	84.3	82.2	84.5	84.7	85.0

ECSD GOAL FIVE:

ECSD is well governed and managed

Objective: We will engage in good stewardship of all resources: human, financial, and physical through principled governance.

Edmonton Catholic School District Key Strategies:

- To continue to develop relationships with key stakeholders to advocate for Catholic education.**
- Advocate for predictable and sustainable infrastructure funding to meet the needs of the District high utilization rate and fast-growing student population.**
- Ensure decisions are data-informed – enable best practice indicators and transparency to ensure continuous improvement.**
- Integrate health and safety into all District operations, maintain our Certificate of Recognition and continuously enhance and improve our safety management system.**
- Seek, promote and engage in responsive and responsible community partnerships that are mutually beneficial and respect our Catholic identity.**
 - Build, maintain and foster relationships and partnerships that promote the development and enhancement of programs and services within our District.
 - Collaborate with government ministries and community partnerships to meet the needs of a variety of learners.
 - Collaborate with the Catholic Archdiocese of Edmonton, Covenant Health, and Alberta Health Services for future multi-use facility programming.

5.6 Continue collaboration with partners on high school programming.

- Continue collaboration with the Government of Alberta, the City of Edmonton, Edmonton Public Library for the Lewis Farms High School Academic Centre.
- Continue to explore new opportunities and deepen existing partnerships for high school dual credentialing. (e.g. Kings, MacEwan, Mount Royal, NAIT, and NorQuest)

5.7 Continue collaboration with partners in early learning and care including the City of Edmonton, Genesis School, YMCA preschool outreach and wrap around childcare, and the City of Edmonton's End Poverty Initiative.

5.8 Continue collaboration with partners that support our Mental Health Strategic Plan (i.e. Alberta Health Services).

Performance Measures results from the May 2019 Accountability Pillar (Current results are for the 2018-19 school year)	2018-19 ECSD % Targets	Current ECSD %	Current Province %	ECSD % Targets		
				2019-20	2020-21	2021-22
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years	81.0	81.0	81.0	81.2	81.5	82.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education	82.5	82.6	81.3	82.6	83.0	83.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education	90.5	90.8	90.2	91.0	91.3	91.5



APPENDIX I

Edmonton Catholic Schools Catholic Identity Plan 2019-2022

Philosophy: The purpose of this plan is to provide the framework for school communities to understand, articulate and live their Catholic identity as members of the Body of Christ. It is intended to be a 3-year rolling plan where the strategies change and are responsive to the needs of the District.

Goal 1: My Catholic school belongs to God's family.

Key strategies:

- A) **Understand that our presence in a Catholic school is the result of Christ's call.**
John 15:16 - You did not choose me but I chose you. And I appointed you to go and bear fruit, fruit that will last, so that the Father will give you whatever you ask him in my name.
- B) **Explore and recognize ourselves as members of the Catholic Church.**
1 Corinthians 12:12 - For 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.

Goal 2: My Catholic school has a charism where our gifts are shared.

Key Strategies:

- A) **Explore how our school's charism is permeated throughout school culture and discuss why it is important.**
1 Corinthians 14:12 - So with yourselves; since you are eager for spiritual gifts, strive to excel in them for building up the church.
- B) **Ensure that every member of the community has a way to express and share their gifts from God.**
1 Corinthians 12:4-5 - Now there are varieties of gifts, but the same Spirit; and there are varieties of services, but the same Lord;

Goal 3: My Catholic school is the place where we learn to live our faith in our contemporary world.

Key Strategies:

- A) **Discern current events from a Catholic worldview.**
Romans 12:2 - Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God—what is good and acceptable and perfect.
- B) **Witness to the wider community our identity as people of God.**
Mark 16:15 - And he said to them, "Go into all the world and proclaim the good news to the whole creation.

Walking TOGETHER *in the* Light of Christ



www.ecsd.net

9807-106 Street nw

| Edmonton AB, T5K 1C2

| Tel: 780 441-6000

...let your light shine before others, so that they may see your good works...
(Matthew 5:16)

- September 2019 -