



## **SEPARATE SCHOOLS REGIONAL DIVISION #16**

**2004 – 2007  
THREE - YEAR EDUCATION PLAN**

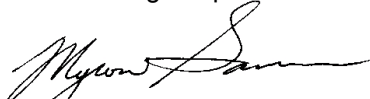
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## ACCOUNTABILITY STATEMENT

The \*Education Plan for East Central Alberta Catholic Separate Schools Regional Division No. 16 for the three years commencing September 1, 2004, was prepared under the direction of the Board in accordance with the responsibilities specified in the *School Act*, the *Government Accountability Act*, the *Policy on School Authority Education Plans* and the provincial government's accounting policies. The priorities outlined in the Education Plan 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.



Myron Ganser, Board Chair  
June 30, 2004

Valerie Burgardt, Superintendent  
June 30, 2004

*\*A copy of this Education Plan may be obtained through the divisional website at [www.ecacs16.ab.ca](http://www.ecacs16.ab.ca). The plan may also be obtained as a paper copy, by contacting the Secretary Treasurer, Iva Paulik, at 780.842.3992.*

## DIVISIONAL PROFILE

The East Central Alberta Catholic Separate School Regional Division No. 16 was formed by Ministerial Order effective September 1, 1994. The separate school districts that were regionalized to form East Central Alberta Catholic have a long history in their respective centres. Blessed Sacrament in Wainwright (K – 12) was established in 1931, St. Thomas Aquinas in Provost (1 – 12) in 1957, St. Jerome's in Vermilion (K-12) in 1962, and Theresetta in Castor (1 – 9) in 1917. More recently, the School of Hope, located in Vermilion, but serving students across the province (Gr. 1 – 12) was established in 1996, and Mother Teresa in Halkirk (Gr. 1 – 9) was established in 1997. In order to enhance the variety of high school opportunities for students, Blessed Sacrament Outreach School in Wainwright was established in 1999 and the Vermilion Outreach School opened in 2000. Finally, Christ-King School in Stettler was opened for September 2002. At present, the district serves 1263 students in regular educational environments within the school division, and 1594 students in blended and online programs across the province. 274 home education students complete the total cohort of 1868 students that we provide education to, on a province wide basis. 3136 students are provided education through the services of the entire school division.

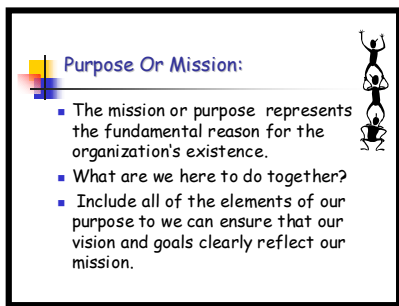
The division is located in East Central Alberta along the Saskatchewan border south, and west of the Lloydminster area. All communities that support East Central Alberta Catholic Schools have an agricultural, oil, and gas industrial base. The area is primarily rural population centres that include Vermilion, Wainwright, Provost, Castor, Halkirk, and Stettler. This area serves 40% of the total student population within the school division, while 60% of the total student population is served by the School of Hope through its province wide home, online, and blended programs.

Obviously, the sustainability and equitability of funding for School of Hope's programs is critical to the ongoing viability of the school division. Approximately half of the population that supports our "brick and mortar schools" resides in Vermilion and Wainwright. The rest of the population resides within our other towns. The ability of our small communities to provide the full range of second language, fine arts, and CTS programs that satisfies the expectations of the Accountability Pillar will be a significant challenge for the school division. On the other hand, the ability of all our communities to offer strong academic and faith-based programs is fundamental to the strong support that we receive from Catholic residents with our communities, as well as from people of other faiths.

## ARTICULATING OUR PURPOSE

For the next three year planning cycle, the Board established a review of its mission, vision, values, and core commitments. Through a consultative process that involved school administration and school councils, the board redefined its mission, vision, values, and core commitments as follows:

### The Mission of East Central Alberta Catholic Schools:



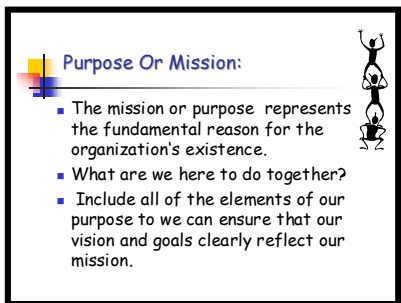
**Purpose Or Mission:**

- The mission or purpose represents the fundamental reason for the organization's existence.
- What are we here to do together?
- Include all of the elements of our purpose to we can ensure that our vision and goals clearly reflect our mission.

*Together with home and church, we respond to the needs of each student by providing quality learning experiences rooted in our Catholic faith.*

*Growing In Christ, Making A Difference!*

### Vision: An Image Of Our Desired Future:

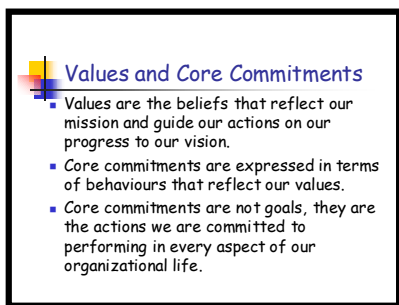


**Purpose Or Mission:**

- The mission or purpose represents the fundamental reason for the organization's existence.
- What are we here to do together?
- Include all of the elements of our purpose to we can ensure that our vision and goals clearly reflect our mission.

*Together, we live our faith and engage in lifelong learning.*

### Our Values and Core Commitments:



**Values and Core Commitments**

- Values are the beliefs that reflect our mission and guide our actions on our progress to our vision.
- Core commitments are expressed in terms of behaviours that reflect our values.
- Core commitments are not goals, they are the actions we are committed to performing in every aspect of our organizational life.

*With Christ as our source, our teacher and our anchor, Catholic values are alive throughout every part of our school division.*

## CORE COMMITMENTS

The Board has established core commitments that reflect the current needs of the organization. These commitments address variables, which will affect the School Division's success in meeting East Central Alberta Catholic Schools' mission, vision, and goals.

We Value	Our Core Commitments
<i>Life long learning and achievement</i>	<ul style="list-style-type: none"> <li>▶ We focus on learning to learn, to think, to question and to discern.</li> <li>▶ Together, we strive for learners to be engaged, to be challenged, to reach for undiscovered potential, and to be recognized for doing so. This is excellence in lifelong learning.</li> <li>▶ We believe that with our support and help, students can master challenging academic material and we expect them to do so.</li> <li>▶ We teach each child so that he or she learns. If what we are doing doesn't work, we will apply another approach until the child learns.</li> <li>▶ We work collaboratively with students, parents, teachers, support staff, administration, school councils, priests, and trustees to achieve this educational purpose.</li> <li>▶ We provide support, learning opportunities for our teachers, support staff, administration, parents, school councils, priests, and trustees.</li> </ul>
<i>The right to Catholic education and the responsibility it entails.</i>	<ul style="list-style-type: none"> <li>▶ We uphold our constitutional rights for Catholic education.</li> <li>▶ We respond to and support the call for Catholic education.</li> <li>▶ We advocate for Catholic education.</li> </ul>
<i>Strong and supportive relationships</i>	<ul style="list-style-type: none"> <li>▶ We are committed to developing relationships and a sense of community.</li> <li>▶ We practice hospitality.</li> <li>▶ We work together to achieve our common goals.</li> <li>▶ We practice open and honest communication.</li> <li>▶ We are solution-oriented.</li> </ul>
<i>Each person as a child of God</i>	<ul style="list-style-type: none"> <li>▶ We welcome all with unconditional love, as Christ would.</li> <li>▶ We live and teach respect, forgiveness, and reconciliation.</li> <li>▶ We provide a caring and safe environment that nurtures self-confidence and growth.</li> <li>▶ We identify and nurture the unique gifts and talents all students possess.</li> </ul>
<i>The gift of our resources</i>	<ul style="list-style-type: none"> <li>▶ We practice and teach stewardship and collaboration.</li> <li>▶ We support the well being and recognize the accomplishments of our staff.</li> <li>▶ We make strategic decisions to ensure our resources are used to achieve our identified outcomes.</li> </ul>
<i>Our right and responsibility to practice our faith</i>	<ul style="list-style-type: none"> <li>▶ Catholicity is evident in our schools through prayer, celebration of the sacraments, and visible signs of our faith.</li> <li>▶ We are in service to Christ by being active in social justice at the local and global level.</li> <li>▶ The responsibility of morality and ethical behaviour is a cornerstone of our teaching and actions.</li> <li>▶ Catholicity is included in all our learning.</li> </ul>

## STRATEGIC PRIORITIES

The Board has established strategic priorities that reflect the current needs of the organization. These priorities address variables, which, if not addressed, would affect the School Division's success in meeting East Central Alberta Catholic Schools' mission, vision, and goals. The following five priorities reflect the status of the school division, within a larger contextual environment. These priorities have arisen as a result of the school division's efforts to expand and initiate Catholic education in Stettler, improve common understanding between staff and the Board in addressing the educational priorities of our schools, and sustain the quality of Catholic education that exists in rural environments.

<b>Priority</b>	<b>Aligning Values and Core Commitments</b>
<i>A division wide strategy to manage and optimize resources that alleviate the issues of rural circumstance and scarcity of finances.</i>	<ul style="list-style-type: none"> <li>▶ We value the gift of our resources.</li> <li>▶ We practice and teach stewardship and collaboration.</li> <li>▶ We value lifelong learning and achievement.</li> <li>▶ We provide support, learning opportunities for our teachers, support staff, administration, parents, school councils, priests, and trustees.</li> <li>▶ We teach each child so he/she can learn.</li> <li>▶ We value strong and supportive relationships.</li> <li>▶ We work together to achieve our common goals. We are solution oriented.</li> </ul>
<i>Communication processes are in place to manage and resolve system wide issues. (i.e. EDOs)</i>	<ul style="list-style-type: none"> <li>▶ We value strong and supportive relationships.</li> <li>▶ We work together to achieve our common goals. We are solution oriented.</li> <li>▶ We practice open and honest communication.</li> </ul>
<i>Working with the Stettler community to have Catholic Education in their community.</i>	<ul style="list-style-type: none"> <li>▶ We respond to the call for Catholic education</li> <li>▶ We advocate for Catholic education</li> <li>▶ We value the gift of our resources.</li> <li>▶ We make strategic decisions to ensure our resources are used to achieve our desired outcomes.</li> </ul>
<i>Focus on building Catholicity in our schools</i>	<ul style="list-style-type: none"> <li>▶ We value our right and responsibility to practice our faith.</li> <li>▶ We value each person as a child of God.</li> </ul>
<i>Developing whole school Catholic professional learning communities</i>	<ul style="list-style-type: none"> <li>▶ We teach each child so he/she can learn. If what we are doing does not work, we try something else.</li> <li>▶ Together, we strive for personal academic excellence for our students.</li> <li>▶ We provide support, learning opportunities for our teachers, support staff, administration, parents, school councils, priests, and trustees.</li> </ul>

## SUPPORT PROGRAMS

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In order for the school division to meet its expectations for continuous improvement, it will rely heavily upon the provincial AISI, SuperNet, and Student Health Initiatives. Three locally established projects: Talented and Gifted (TAG), "In the Zone," and the Web Based IPP will round off our programs that are dedicated to improving learning for students.

### AISI Program

The division's AISI Program has been dedicated to enhancing literacy within grade 1 – 3 classrooms through the application of balanced literacy and action phonics to student learning. Furthermore, the division is dedicated to improving the efficacy of home education parents as they learn different instructional approaches through the application of "brain based learning". Moreover, the AISI Program for the division has prioritized Math 9, Science 9, and Senior High Science, as key target areas for improving learning results. A Catholic professional learning community initiative has been established within the division, in which teachers learn assessment and instructional strategies to help address the higher level thinking skills that must be attainable for students enrolled in these subjects.

### Student Health Initiative

The Student Health Initiative continues to support an extremely strong Family School Liaison program within the school division. Counseling costs that would not normally be affordable through the basic per pupil instructional grant, are offset through the liaison workers who can integrate community services for students requiring greater supports in their lives. Unfortunately, our parental appreciation for the ability of the division to coordinate additional support for special education students continues to wane. This is because speech and occupational therapy specialists are not readily accessible within the division. The need for inter-departmental dollars through Learning, Child and Family Services, and Mental and Community Health to support these services is the biggest challenge that SHIP 7 must encounter resolve during the next few years.

### SuperNet

Our School Division awaits SuperNet with great anticipation. The division anticipates that enhanced bandwidth will be fully accessible in all our communities within the next two years. Already, East Central Alberta Catholic is planning to incorporate video conferencing and student enrichment programs throughout the division. This plan will be fully integrated within our schools, once the required bandwidth arrives in each of our communities.

### Talented and Gifted Program

The Talented and Gifted Program (TAG) is designed for high aptitude and achieving students, as well as those who wish to reveal undiscovered potential. This program will incorporate web quests into a differentiated instructional template, and evaluate student performance based upon Bloom's Taxonomy.

### "In The Zone"

"In the Zone", is a password protected web-based information system that provides up-to-date reports of students' attendance, progress, assignments, and homework. "In the Zone" is accessible in varying degrees to all students, parents, teachers, and administrators in East Central Alberta Catholic Schools.

### Individual Program Plan

The web-based Individual Program Plan (IPP) is one that will be available to special education teachers, other staff, students with special needs, and their parents.

## FINANCES

The following charts reveal the most recent accounting of total revenues and expenditures of the division as outlined in the Board's audited financial statement for 2002 – 2003. Accompanying this information are the percentages of all revenue and expenditure allocations. Furthermore, when one looks at the spending and per pupil spending comparisons, it becomes clear that approximately 83% of all spending within the division is spent directly on students.

## REVENUE

Instructional	\$ 16,319,933.00	87.12%
Operations & Maintenance	\$ 1,825,776.00	9.75%
Transportation	\$ 79,385.00	0.42%
System Administration	\$ 911,558.00	4.87%
External Services (SHIP)	\$ -	0.00%
Transfers To Reserves	\$ (881,369.00)	-4.70%
Capital Debt Interest	\$ 162,241.00	0.87%
Amortization of Capital Allocations	\$ 316,087.00	1.69%
	<b>\$ 18,733,611.00</b>	<b>100.00%</b>

## EXPENSES

Instructional	\$ 15,814,976.00	83.12%
Operations & Maintenance	\$ 1,632,259.00	8.58%
Transportation	\$ 67,676.00	0.36%
System Administration	\$ 899,332.00	4.73%
Capital Debt Interest	\$ 162,241.00	0.85%
Amortization of Capital Allocations	\$ 376,109.00	1.98%
Transfers to Reserves	\$ 73,817.00	0.39%
External Services (SHIP)	\$ -	0.00%
	<b>\$ 19,026,410.00</b>	<b>100.00%</b>
<b>Operating Deficit</b>	<b>\$ 292,799.00</b>	

While our financial summary demonstrates strong fiscal efficiency and accountability, the school division is concerned about the initial impact of the Renewed Funding Framework for 2004 – 2005. Since the framework ultimately provides a 2% overall increase for East Central Alberta Catholic Schools, this funding does not sufficiently address our committed expenditures for certificated staff and the relative declining enrollment pressures that have been experienced in our schools. In order to maximize the value of new funding throughout the School Division, the Board has upheld the following guiding principles in establishing its budget for 2004 – 2005:

- ▶ Establish a funding allocation committee, consisting of principals and trustees that represent each of the wards within the division.
- ▶ Create a contingency that addresses shared costs to which all schools must contribute, and for the most part, represents an “insurance policy” for each of the contributing schools. These costs include maternity leaves, long-term disability, and special education instruction shortfalls. The costs of travel reimbursement for administration and instructional meetings common to the school division are also included within this contingency.
- ▶ Create a divisional instructional support envelope that addresses the costs of technology, curriculum, religious education and student services support within the school division.
- ▶ Provide instructional support to assist the entire school division in enhancing its accountability for learning results.
- ▶ Enable schools to obtain as much money from the base and formula components of the funding framework as it will allow.
- ▶ Allow system administration and governance to allocate 5.6% of all funding.
- ▶ Establish a “top up” mechanism for schools, involving the redistribution of allocated money, when it becomes clear that the formula component of the framework creates inequity between schools (ie. increase distribution of dollars to St. Jerome’s and Blessed Sacrament).
- ▶ Support advocacy for Catholic education, by establishing a \$60,000.00 subsidy to Christ-King School in Stettler, while the school seeks to attract a larger student population during its second year of operation.

A copy of the 2004 – 2005 budget has been attached as an addendum to this document.

*\*Additional Information regarding the 2002 – 2003 audited financial statement for the School Division or the School Division’s 2004 – 2005 budget may be obtained by contacting the Secretary Treasurer, Iva Paulik, at 780.842.3992.*

## CAPITAL PROJECTS

The 2003 – 2004 school year has been devoted to the completion of the reconstruction of Blessed Sacrament School. This school was compromised by a fire that razed the entire school, except the gymnasium and the ECS Room. The division has had to sacrifice existing reserve dollars and interest earned to these reserves to front end expenditures for the relocation of a temporary school and the rebuilding of the permanent facility. The division completed this work without any financial assistance from the provincial government. While the responsiveness of the insurance funds to rebuild the school has been laggard and inconsistent, it is apparent that the commitment of the insurers has been completed, and the division will now have opportunities to commit its renewed “cash flow” to other maintenance projects within the school division.

East Central Alberta Catholic Schools received funding to address the emergent component of the 1999 Facility Audit at St. Jerome’s School in Vermilion. A \$2,342,911 upgrade of the building envelope and mechanical systems will be initiated during the summer months of 2004.

The School Division anticipates spending approximately \$100,000 dollars of Infrastructure Maintenance Project money on maintenance projects within the division. It is quite clear that existing Plant Operation and Maintenance dollars are insufficient to cover the custodial and utility costs of running our schools. Approximately 30% additional funding will be required to offset existing plant operation costs.

For the 2004 – 2005 school year, East Central Alberta Catholic Schools is committed to sustaining the following Capital Plan Priorities:

- ▶ Continuing a School Life Cycle Analysis Capital Renewal Program for the Division.
- ▶ Submitting Expansion and Preservation Priorities to Alberta Infrastructure that are as follows:
  1. New Addition (Gymnasium) to Theresetta: \$1,200,000.00
  2. Facility Audit and CTS Addition to St. Jerome’s: \$3,000,000.00
  3. Facility Audit and CTS Addition to St. Thomas Aquinas: \$1,200,000.00
  4. Facility Audit to Theresetta (Modernization Project): \$ 600,000.00

The educational benefit of receiving funding to address these priorities are that:

- ▶ Theresetta Catholic School would receive a facility that it currently lacks. Since the school does not have a gymnasium that meets contemporary standards and size, it must transport students 18 kilometers to our facility in Halkirk to provide a physical education program. When daily quality physical education becomes mandatory in the 2004 – 2005 school year, the relative cost and inefficiencies of transporting students will be clearly evident. This new physical education initiative puts physical education on equal ground with all other core educational programs. The school needs a facility to complement this priority.
- ▶ St. Jerome’s requires the remaining 50% of its Audit to address the “materials and finishes” component of classrooms, labs, and ancillary areas, and electrical systems within the building. These upgrades will improve the quality of the learning environment, and enhance the life span of the building. Apart from information processing, St. Jerome’s lacks accessibility to facilities that will enhance CTS offerings for the school. Strands relative to mechanics, construction, computer applications, and communications are not accessible to students throughout the instructional day.

- ▶ St. Thomas Aquinas lacks the same opportunities for CTS programs as does St. Jerome's. Of the three K – 12 schools in the division, only one has a comprehensive CTS lab. That school is Blessed Sacrament in Wainwright. It is important that we provide equity of opportunity to this kind of education in all our school communities. This is especially true since it is difficult to meet parental expectations for these programs if facilities are not available within our schools.
- ▶ Theresetta School requires a significant “materials and finishes” cosmetic upgrade, and a new heating and ventilation system. Ventilation and exhaust systems are insufficient for possible CTS opportunities within the existing school. These changes will enhance the life span of the school and address the quality of learning opportunities for students.

*\*Additional Information regarding the Capital Plan priorities for the School Division, may be obtained by contacting the Associate Superintendent, Leigh Calnek, at 780.842. 3992.*

## PURSUING IMPROVEMENT

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The relationship of administration to governance within the division requires that the Board of Trustees as a governance body develops a strategic plan, which sets goals that senior and school based administration pursue through strategies. These strategies are the basis for leadership initiatives by principals within the school division and dedicated to meeting specific targets that have been developed to impart improvement or sustainability within schools, and consequently, the entire school division.

For several years each school within the division established annual school education plans. These documents continue to provide the plans that schools use to implement the Three Year Education Plan of the School Division. A school as a Catholic professional learning community will use the input of staff and students to establish renewed focuses for these plans annually basis. For the next three-year planning cycle, school councils will have the opportunity to participate in the development and implementation of the school plan and include strategies the council intends to pursue to support the achievement of the outcomes in the school plan. The school division's foundational basis for how schools align their priorities for improvement and goals with those of the School Board and Alberta Learning will be explored later in this document.

## TARGETS FOR SURVEY MEASURES

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Since all the survey measures in the plan are new, there is insufficient data available to set targets. Baseline data for the survey measures in the Accountability Pillar were obtained from census surveys conducted in February and March 2003/04 of students, parents and teachers (grades 4, 7, and 10) and of board members. In future years, these results will be included in our jurisdiction's plan, reported in AERRs, and used to set targets.

## SETTING TARGETS

### For Achievement Test and Diploma Exam Results ...

The following rubrics describe the learning standards within the school division for those student writing provincial exams:

#### Rubric For Targets For The Acceptable Standard

*For Students Writing Achievement Tests and Diploma Exams*

Level		Description
5	<b>Beneath Acceptable Standard</b>	<ul style="list-style-type: none"> <li>Result is more than 12 percent beneath divisional target or divisional average.</li> </ul>
4	<b>Approaching Acceptable Standard</b>	<ul style="list-style-type: none"> <li>Result is within the range of 5 – 11 percent beneath the divisional target</li> </ul>
3	<b>Acceptable Standard Achieved</b>	<ul style="list-style-type: none"> <li>Result equals the division target (4% range).</li> </ul>
2	<b>Exceeds Acceptable Standard</b>	<ul style="list-style-type: none"> <li>Result exceeds the divisional target.</li> </ul>
1	<b>Substantially Exceeds Acceptable Standard</b>	<ul style="list-style-type: none"> <li>Result exceeds the divisional target.</li> <li>Result warrants sustainability</li> </ul>

#### Rubric For Targets For The Standard Of Excellence

*For Students Writing Achievement Tests and Diploma Exams*

Level		Description
5	<b>Beneath Acceptable Standard</b>	<ul style="list-style-type: none"> <li>Result is more than 5% percent beneath divisional target or divisional average.</li> </ul>
4	<b>Approaching Acceptable Standard</b>	<ul style="list-style-type: none"> <li>Result is within the range of 5% percent beneath the divisional target</li> </ul>
3	<b>Acceptable Standard Achieved</b>	<ul style="list-style-type: none"> <li>Result equals the division target (2% range).</li> </ul>
2	<b>Exceeds Acceptable Standard</b>	<ul style="list-style-type: none"> <li>Result exceeds the divisional target.</li> </ul>
1	<b>Substantially Exceeds Acceptable Standard</b>	<ul style="list-style-type: none"> <li>Result exceeds the divisional target.</li> <li>Result warrants sustainability</li> </ul>

The following rubrics describe the learning standards within the school division for the complete population (cohort) of those students enrolled in the courses where testing occurs:

**Rubric For Targets For The Acceptable Standard**

*For Full Cohort Of Eligible Achievement Testing Population*

Level		Description
5	<b>Beneath Acceptable Standard</b>	<ul style="list-style-type: none"> <li>▪ Result is more than 12 percent beneath divisional target or divisional average.</li> </ul>
4	<b>Approaching Acceptable Standard</b>	<ul style="list-style-type: none"> <li>▪ Result is within the range of 5 – 11 percent beneath the divisional target</li> </ul>
3	<b>Acceptable Standard Achieved</b>	<ul style="list-style-type: none"> <li>▪ Result equals the division target (4% range).</li> </ul>
2	<b>Exceeds Acceptable Standard</b>	<ul style="list-style-type: none"> <li>▪ Result exceeds the divisional target.</li> </ul>
1	<b>Substantially Exceeds Acceptable Standard</b>	<ul style="list-style-type: none"> <li>▪ Result exceeds the divisional target.</li> <li>▪ Result warrants sustainability</li> </ul>

**Rubric For Targets For The Standard Of Excellence**

*For Full Cohort Of Eligible Achievement Testing Population*

Level		Description
5	<b>Beneath Acceptable Standard</b>	<ul style="list-style-type: none"> <li>▪ Result is more than 5% percent beneath divisional target or divisional average.</li> </ul>
4	<b>Approaching Acceptable Standard</b>	<ul style="list-style-type: none"> <li>▪ Result is within the range of 5% percent beneath the divisional target</li> </ul>
3	<b>Acceptable Standard Achieved</b>	<ul style="list-style-type: none"> <li>▪ Result equals the division target (2% range).</li> </ul>
2	<b>Exceeds Acceptable Standard</b>	<ul style="list-style-type: none"> <li>▪ Result exceeds the divisional target.</li> </ul>
1	<b>Substantially Exceeds Acceptable Standard</b>	<ul style="list-style-type: none"> <li>▪ Result exceeds the divisional target.</li> <li>▪ Result warrants sustainability</li> </ul>

**For Qualitative Results Measuring Stakeholder Satisfaction, Grade 12 Participation Rates, High School Completion Rates, and Rutherford Scholarship Eligibility**

- ▶ Long-term targets will set only when sufficient data are available. Specifically, no target will be set when there is only one year of data. One-year targets will be set when there are two years of data. Two-year targets will be set when there are three years of data. Three-year targets will be set when there are four or more years of data available.
- ▶ For measures with only two to three years of results, realistic targets will be set that are similar to current results.
- ▶ Any target or result that equals 90% or greater, will result in the sustainability of the result to occur.
- ▶ Stretch targets will be established if through four consecutive years, the sustainability threshold (90% or greater) has been met.
- ▶ A target is considered to have been met if the result reaches 95% of the total.

## High Quality Learning Opportunities For All

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**What it means to us** East Central Alberta Catholic Schools welcomes all with the unconditional love of Christ to provide high quality learning opportunities for all through the establishment of Catholic professional learning communities that support good teachers, good resources, and current technology. Teachers are teaching students so they can learn.

As a result students are receiving a solid basic education in the core subject areas and have access to:

- Specialization opportunities beyond the core that provide the personal opportunity to excel.
- Courses that are not directly accessible in school.
- Differentiated programs / instruction that meets student needs spanning all levels.
- Opportunities for faith development and celebration. The principles of Catholicity are integrated into all subject areas.

**Outcome 1.1** The learning system meets the needs of all learners, society and the economy.

**Provincial Priority For Improvement** Improving learning through effective use of information and communications technology.

**Strategies for this priority**

- Schools establish an implementation plan for the integration of ICT Outcomes in all subject areas.
- Schools continue involvement in the Telus Learning Connection.
- Schools use existing technology to improve the access of courses for students.
- Schools use video conferencing, high bandwidth (SuperNet), and the sharing of district personnel to enable equal access of courses for students across the division.

**Measure** Percentages of teachers, parents, board members and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, **technology**, health, physical education and, and religious education.

**Provincial Priority For Improvement** Improving community satisfaction with education.

**Strategies for this priority**

- School leadership collaborates with parish priests to provide annual school liturgy plans throughout the Division.
- School leadership establishes a public relations program with the local parish (ie. displays of work in the parish, school bulletin board, schools undertaking Sunday liturgies, Catholic Education Sunday Promotion, teachers undertaking Sunday ministries.
- School leadership establishes a public relations program within the greater community.
- School leadership initiates a Bully Proofing Program that is understood by the staff, student, and parent communities.
- School leadership conducts an annual review of the discipline plan so that relevant stressors affecting the school are known and addressed annually.
- School leadership communicates its School Education Plan to the School Council annually. School leadership demonstrates within its plan the manner in which the school council is undertaking activities to support the improvement priorities of the school.
- School leadership structures Catholic professional learning communities to engage in a review of provincial testing results, and sustains the ongoing Catholic professional learning communities through out the year. This will enable CPLCs to continue operating throughout the year as schools pursue the improvement priorities, as revealed through the annual testing results.
- School leadership conducts an annual review of crisis response plans.
- A student's access to educational programming is not encumbered by available finances.
- School leadership establishes faith development activities for students at every grade level that include: classes planning school liturgies, class involvement in Social Justice and Service Projects.
- Senior leadership within the division will provide opportunities for an annual faith development "ROOTS" Workshop opportunity for parents.
- School leadership and trustees will communicate the intent of the Three Year Education Plan and the Mission, Vision, Values, and Core Commitments of the Board to school staff.
- School leadership establishes a process to monitor the safety of the learning environment and the school grounds on a regular basis.

**Measure** Percentages of teachers, parents, students, and board members satisfied with the overall quality of education in Alberta (*Measure for the provincial community satisfaction priority*).

Percentages of teachers, parents, students and board members who agree 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.

**Outcome 1.2** All Albertans can participate in quality learning.

**Provincial Priority For Improvement** Improving children's access to services through conditions of those services.

**Strategies for this priority**

- Initiate a talented and gifted (TAG) program.
- Initiate an IPP monitoring process that provides frequent involvement and notification of parents.
- Involve Family School Liaison Workers and the Special Education Coordinator in establishing a referral process for parents of children with special needs.

**Measure** Percentages of teachers, parents, board members and students who agree that services and supports for children at risk are easy to access and timely. *\*(Measure for the provincial coordination of services priority).*

*For the purposes of this measure, children at risk is defined as students who are academically at risk, specifically students who do not achieve the acceptable standard on grade 3, 6, and 9 provincial achievement tests in language arts and students who are excused from those tests.*

**LOCAL PRIORITY**

**Outcomes A.4** **The learning system contributes to the student's intellectual, social, physical, emotional, and spiritual development.**

**Strategies for local outcome**

- All schools will provide a holistic faith formation program that is permeated by authentic Catholic Christian teaching.
- All schools will establish a daily prayer routine for staff and students.
- All schools will establish service and retreat opportunities for students.

**Measure** Percentages of teachers, parents, students, and board members who are satisfied with the opportunity for students to develop intellectual, social, physical, emotional, and spiritual development. (*Measure for the local priority from the RCO*).

**Excellence in Learner Outcomes**

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**What it means to us** Excellence in learner outcomes means that learners are well prepared to take the next step for lifelong learning, work, and citizenship, and are ready to compete on the global stage.

In East Central Alberta Catholic Schools, we strive for student achievement that meets or exceeds district standards and enables students to complete their programs successfully.

Our students are witnesses to the Good News of Christ and the visible modeling of Catholic Christian values. We model Catholic Christian values through our formal programs. Our students are expected to complete the objectives specified by religious education programs approved by the CCCB. Morality and ethical behaviour is a cornerstone of our teaching and actions. Catholicity is included in all our learning.

We manage technology as a tool to improve learning.

**Outcome 2.1** Learners demonstrate high standards.

**Provincial Priority For Improvement** Improving early literacy and numeracy.

**Strategies for this priority**

- Grade 1 – 3 teaching teams as Catholic professional learning communities will analyze the sub-test categories of literacy and numeracy within the Provincial Achievement Test, and recommend appropriate interventions for students according to the specific curricular strands that will require greater attention and emphasis.
- Schools will continue to implement strategies as articulated through the “Balanced Literacy” and “Action Phonics” AISI initiatives.

**Provincial Priority For Improvement** Improving secondary student achievement in mathematics.

**Strategies for this priority**

- Grade 9 - 12 teaching teams as Catholic Professional Learning Communities will analyze the sub-test categories within the Provincial Achievement Test and the Applied and Pure Diploma exams, and recommend appropriate areas of emphasis and interventions for students according to the specific curricular strands that will require greater emphasis.
- Schools will continue to implement strategies as articulated through the Math 9 AISI project, to improve provincial achievement test scores.

**Provincial Priority For Improvement**

Increasing high school completion rates.

**Strategies for this priority**

- Disaggregate the results of the satisfaction surveys for those FNMI learners who have been identified. Respond to those areas in which satisfaction has not been realized.

**Provincial Priority For Improvement**

Increasing the number of home ed, online and outreach students who complete high school programs.

**Strategies for this priority**

- Provide in-services for parents and students, which will give insights about the learning process and how this affects home-ed and online students.
- Provide in-services for teachers about the learning process in relation to home-ed and online students.

**Measure**

Percentages of students in grades 3, 6, and 9 (**cohort results**) who achieved the acceptable standard, and the percentages who achieved the standard of excellence on each provincial achievement test and overall results (combined subjects and goals). Measures for the provincial priorities of improving early literacy and numeracy and for improving student achievement in secondary mathematics are shaded.

**Acceptable Standard / Standard of Excellence  
For Full Cohort Of Eligible Achievement Testing Population**

		Relative to Sustainability Factor 2002/03	Target 2004/05	Target 2005/06	Target 2006/07
Grade 3 Language Arts:	Acceptable	73/90	73	74	75
	Excellence	8/20	8	8	9
Grade 3 Mathematics:	Acceptable	71/90	71	72	73
	Excellence	22/20	22	22	22
Grade 6 Language Arts:	Acceptable	64/90	64	65	65
	Excellence	11/20	11	12	13
Grade 6 Mathematics:	Acceptable	64/90	64	65	65
	Excellence	9/20	9	10	11
Grade 6 Science:	Acceptable	56/90	56	57	57
	Excellence	9/20	10	11	12
Grade 6 Social Studies:	Acceptable	53/90	53	54	54
	Excellence	11/20	12	12	13
Grade 9 Language Arts:	Acceptable	59/90	59	60	61
	Excellence	7/20	8	9	10
Grade 9 Mathematics:	Acceptable	51/90	51	52	52
	Excellence	11/20	11	12	12
Grade 9 Science:	Acceptable	N/A	N/A	N/A	N/A
	Excellence	N/A	N/A	N/A	N/A
Grade 9 Social Studies	Acceptable	57/90	58	58	59
	Excellence	15/20	15	16	
Combined (all subjects and grades)	Acceptable	61/90	61%	62%	62%
	Excellence	11	12	12	13

- Combined results for “acceptable” and for “excellence” for all subjects and grades combined are the unweighted averages.
- Targets will be set for grade 9 science in future years when there are at least two years of results based on the new curriculum.
- Sustainability = 90 – 100 percent of students meeting the expected standard. The only exception to this criterion occurs if over a five-year trend more than 90 percent of students reach the expected standard.
- Sustainability = 20 percent or more of students meeting the expected standard. The only exception to this criterion occurs if over a five-year trend more than 20 percent of students reach the expected standard.

**Measure** Percentages of students writing grades 3, 6, and 9 Provincial Achievement Tests who achieved the acceptable standard and a percentage who achieved the standard of excellence.

**Acceptable Standard / Standard of Excellence  
For Students Writing Achievement Tests**

		Relative to Sustainability Factor 2002/03	Target 2004/05	Target 2005/06	Target 2006/07
Grade 3	Acceptable	91/90	92	93	93
Language Arts:	Excellence	15/20	15	16	17
Grade 3	Acceptable	89/90	90	90	91
Mathematics:	Excellence	30/20	31	31	31
Grade 6	Acceptable	87/90	87	88	89
Language Arts:	Excellence	15/20	16	16	17
Grade 6	Acceptable	84/90	85	88	89
Mathematics:	Excellence	14/20	14	15	16
Grade 6	Acceptable	N/A	N/A	N/A	N/A
Science:	Excellence	N/A	N/A	N/A	N/A
Grade 6	Acceptable	85/90	87	88	89
Social Studies:	Excellence	20/20	20	20	21
Grade 9	Acceptable	90/90	90	90	91
Language Arts:	Excellence	13/20	14	14	16
Grade 9	Acceptable	71/90	76	79	80
Mathematics:	Excellence	14/20	17	17	18
Grade 9	Acceptable	82/90	82	83	84
Science:	Excellence	16/20	18	18	19
Grade 9	Acceptable	82/90	86	86	87
Social Studies	Excellence	21/20	24	24	24
Combined (all subjects and grades)	Acceptable	85/90	86%	87%	88%
	Excellence	18/20	19%	19%	20%

- Combined results and targets for “acceptable” and for “excellence” for all subjects and grades combined are the unweighted averages of the results and of the targets for each year.
- Targets will be set for grade 9 Science in future years when there are at least two years of results based on the new curriculum.
- Sustainability = 90 – 100 percent of students meeting the expected standard. The only exception to this criterion occurs if over a five-year trend more than 90 percent of students reach the expected standard.
- Sustainability = 20 percent or more of students meeting the expected standard. The only exception to this criterion occurs if over a five-year trend more than 20 percent of students reach the expected standard.

**Measure** Percentages of students who achieved the acceptable standard and percentage who achieved the standard of excellence on diploma examinations.

**Acceptable Standard / Standard of Excellence  
For Students Writing Diploma Exams**

		Relative to Sustainability Factor 2002/03	Target 2004/05	Target 2005/06
Applied Math 30	Acceptable	83/90	85	86
	Excellence	24/20	15	15
Biology 30	Acceptable	77/90	80	81
	Excellence	28/20	15	15
Chemistry 30	Acceptable	86/90	88	89
	Excellence	24/20	17	17
English 30	Acceptable	88/90	91	91
	Excellence	14/20	16	16
English 33	Acceptable	91/90	92	92
	Excellence	10/20	12	12
Physics 30	Acceptable	66/90	80	80
	Excellence	12/20	11	12
Pure Mathematics 30	Acceptable	76/90	80	81
	Excellence	18/20	21	21
Science 30	Acceptable	80/90	82	83
	Excellence	21/20	22	22
Social Studies 30	Acceptable	80/90	91	91
	Excellence	21/20	12	22
Social Studies 33	Acceptable	80/90	83	86
	Excellence	12/20	18	18
Combined (all subjects and grades)	Acceptable	81%	85%	86%
	Excellence			

- Sustainability = 90 – 100 percent of students meeting the expected standard. The only exception to this criterion occurs if over a five-year trend more than 90 percent of students reach the expected standard.
- Sustainability = 20 percent or more of students meeting the expected standard. The only exception to this criterion occurs if over a five-year trend more than 20 percent of students reach the expected standard.

**Measure**

Participation rates of grade 12 students in diploma examination courses.

Participation Rates	Actual 2002/2003		Targets		
	ECACS	Prov Results	2004-2005	2005-2006	2006-2007
English 30	41.5	58.1			
English 33	17	26.1			
French LA 30	N/A	N/A			
Social Studies 30	33.3	56.2			
Social Studies 33	26.4	33.1			
Pure Math 30	24.5	43.7			
Applied Math 30	15.1	21.5			
Biology 30	27.7	42.6			
Chemistry 30	22	38			
Physics 30	13.2	24.1			
Science 30	14.5	7.1			
Math 33	1.3	.5			

**Measure**

Percentage of Grade 12 students eligible for Rutherford Scholarships.

Participation Rates	Actual 2002/2003		Targets		
	ECACS	Prov Results	2004-2005	2005-2006	2006-2007
Students eligible	4.2%		5%	5%	5%

## Local Measures For Outcome 2.1

- Percentage of Aboriginal students and parents who are satisfied with the quality of education received.
- Percentage of Aboriginal students who graduate from high school.

Participation Rates	Actual 2002/2003	Targets		
		2004-2005	2005-2006	2006-2007
Students eligible	<b>100%</b>	100%	100%	100%

- Percentage of students whose first language is other than English.
- Percentage of students with special needs.
- Percentage of students who are academically at risk.
- Percentage of students in home education, online, and outreach programs.

## Outcome 2.2

Learners complete programs.

### Provincial Priority For Improvement

Increasing high school completion rates.

### Strategies for this priority

- Continue to offer Science 30 as an alternative to satisfy high school science requirements.
- Provide career and personal counseling for high risk students.
- Provide Outreach education as an alternative learning environment for students in the Vermilion and Wainwright areas.
- Increase monitoring and intervention strategies by School Of Hope teachers for students at risk.
- Offer Action Phonics to students reading two years below grade level

## Measure

Percentages of students who completed high school within five years of entering Grade 10 (measure for provincial high school completion priority). Measure for the provincial priority for increasing the high school completion rate is shaded.

High School Completion Rates	Actual 2001/2002		Targets		
	ECACS	Prov Result	2004-2005	2005-2006	2006-2007
Five-year rate (1997/98 grade 10 students)	<b>67%</b>	<b>74%</b>	68%	69%	
Three-year rate (1999/2000 grade 10 students)	<b>43%</b>	<b>65%</b>			

**Outcome 2.3** Learners are well prepared for lifelong learning.

**Strategies for this priority**

- Establish religious studies education and community service / social justice projects as a graduation requirement for students.
- Provide career counseling for students.

**Measure**

Percentages of teachers and parents satisfied that high school students who demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.

**Outcome 2.4** Learners are well prepared for employment.

**Strategies for this priority**

- Establish religious studies education and community service / social justice projects as a graduation requirement for students.
- Provide career counseling for students.

**Measure**

Percentages of teachers, parents, students and board members who agree that students have attitudes that will make them successful in the world of work.

**Outcome 2.5** Learners are well prepared for citizenship.

**Strategies for this priority**

- Make faith and theology relevant to students in all their course work.
- Incorporate faith and theology in all subject areas.
- Promote opportunities in religion classes to focus on Catechesis as a primary responsibility.
- Develop in-school opportunities for students to develop critical thinking skills (Learning to learn, to think, to question and to discern) regarding citizenship in a Catholic Christian context.

**Measure**

Percentages of teachers, parents, students and board members satisfied that students model the characteristics of active citizenship.

## Highly Responsive and Responsible Jurisdiction

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**What it means to us** In East Central Alberta Catholic Schools, being responsive and responsible means working collaboratively and enhancing effective communications with our community.

We practice continuous improvement and reporting which focus on accountability. Divisional and school based leadership supports the school community through:

- Effective and efficient policy and planning.
- Sound financial management.
- Managing our IT systems to meet our goals and using it as a tool to communicate efficiently.

**Outcome 3.1** Improved results through effective working relationships on cross-ministry initiatives and with stakeholders.

**Strategies for this priority**

- Sustain involvement with SHIP 7 and advocate for specialized services for our high needs students.
- Sustain existing transportation and program partnerships with Buffalo Trail and Clearview School Divisions.
- Promote our partnership with the Archdiocese of Edmonton, ACSTA, and ASBA.
- Celebrate our Catholic education heritage during education week, Catholic Education Sunday and other opportunities.
- Promote the role of School Councils with the school community.

**Measure**

Percentages of teachers, parents, students, and board members who are satisfied with parental involvement in decisions about their child's education.

**Outcome 3.2**

The jurisdiction demonstrates leadership and continuous improvement.

**Strategies for this priority**

- Promote the annual results of the school division through a reporting mechanism that is accountable to Alberta Learning and accessible by the public.
- Involve principals in establishing School Education Plans, which communicate the extent to which the priorities of the Board are being achieved.
- Percentages of teachers, parents, and board members surveyed who indicate that their school and schools in their jurisdiction have improved, stayed the same, or declined in the last three years.

**Measure**

Percentages of teachers, parents, and board members surveyed who indicate that their school and schools in their jurisdiction have improved, stayed the same, or declined in the last three years.