

**East Central Alberta Catholic Schools**

**THREE YEAR  
EDUCATION PLAN  
2006-2009**

**Growing in Christ. . .  
Making a Difference**



# Accountability

East Central Alberta Catholic Separate Schools Regional Division #16 education plan for the three years commencing September 01, 2006 was prepared under the direction of the board in accordance with 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. The priorities outlined in this education plan were developed in the context of the provincial government’s business and fiscal plans and Alberta Education’s business plan. The board is committed to achieving the results laid out in this education plan.

  
Myron Ganser  
Board Chair



  
Valerie Burgardt  
Superintendent

# Publication

Information on the plan will be communicated to parents and the public on our web site. In addition, copies will be provided to school councils, and made available to parents and other stakeholders.

# Goal One

## *High Quality Learning Opportunities*

**Outcome 1.1 - Schools provide a safe and caring environment for students.**

**Strategies. . .**

**Promote our Catholic identity in the following ways:**

- ❖ Provide the required time and resources to deliver and integrate religious programs within the fabric of the curriculum and school life. i.e. implement the revised CALM program of studies and the new Social Studies curriculum as opportunities to integrate Catholic values, especially citizenship, justice and service.
- ❖ Use PLCs as a vehicle for teachers to develop the skills and techniques to facilitate integration of religious values into instructional programs and school activities.
- ❖ Invite priests and other religious leaders to visit classrooms on a regular basis and for special activities i.e. school celebrations, SPICE, Blueprints, ROOTS, Mission and Ministry Day.
- ❖ Ensure that learners participate in youth ministries, school and classroom celebrations.
- ❖ Organize planned follow up activities after retreats, guest speakers, celebrations and masses.
- ❖ Actively engage all staff and students to take leadership roles (i.e. planning and participation) in school religious celebrations and reflection sessions.
- ❖ Encourage employees to participate actively in parish activities and ministries, and promote parish opportunities for staff and students to deepen their faith.
- ❖ Ensure learners receive core content which is approved by the Congress of Catholic Bishops as prescribed in Edmonton Catholic programs of studies.
- ❖ Ensure progress reporting is based on Edmonton Catholic Schools course outcomes and the new 15/25/35 religious education developed by Edmonton Catholic Schools.
- ❖ Provide school support for Sacramental preparation.

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

- ❖ Protect time within the school calendars for programming that vitalizes our Catholic identity.
- ❖ Provide professional development for teachers in Catholic education to improve teachers' skills and techniques for integrating religious values into instructional programs and school activities.
- ❖ Communicate the "good news" message of Catholic education and the many successes of our schools to students, staff, parents, parishes and the community.
- ❖ Annually review the discipline plan, including anti-bullying strategies and involve FSL so that student concerns are addressed continually.
- ❖ Promote respect by developing students' social, conflict resolution and anger management skills.

**ECACS Specific Measures for Outcome 1.1**

*Percentage of teacher, parent and student satisfaction that the school jurisdiction is contributing to the student's intellectual, social, physical, emotional and spiritual development*

	2005/06
ECAC Schools are developing your child's emotional well being	81
ECAC Schools are developing your child's intellectual skill	86
ECAC Schools are developing your child's physical abilities	92
ECAC Schools are developing your child's social skills	84

**Measure for Outcome 1.1**

*Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes for lifelong learning*

	2003/04	2004/05	2005/06
<b>ECACS</b>	77.25	78.5	77.25
<b>Blessed Sacrament</b>	72.1	79.4	73.1
<b>Christ-King</b>	N/A	N/A	16.7
<b>Mother Teresa</b>	N/A	87.5	N/A
<b>School of Hope</b>	83	76.1	79.9
<b>St. Jerome's</b>	63.1	79.2	75.6
<b>St. Thomas Aquinas</b>	75	82.9	83.8
<b>Theresetta</b>	43.8	70.1	72.9
<b>Blessed Sacrament Outreach</b>	N/A	N/A	N/A

**Measure for  
Outcome 1.1**

*Percentage of teacher, parent and student agreement that: Students are safe at school, are learning the importance of caring to others, are learning respect for others and are treated fairly at school*

	<b>ECACS</b>	<b>Province</b>
<b>2004</b>	83.2	80.7
<b>2005</b>	86.5	83.1
<b>2006</b>	83.8	84.5

**Outcome 1.2 - The education system meets the needs of all K-12 students, society and the economy.**

**Strategies . . .**

**The education  
system meets the  
needs of all  
learners, society,  
and the economy**

- ❖ Continue to offer students a wide range of high quality relevant programs and services including Religious Studies, the Fine Arts, Languages, Special Needs, Technology, Career and Technology Services (CTS), Health and Physical Education, Leadership, Service and Off Campus Programs.
- ❖ Provide students with counseling and other supports from community agencies and Family School Liaison Workers.
- ❖ Use video conferencing, SuperNet and district personnel to enable students to access courses provided by other schools in the division.

**Measure for  
Outcome 1.2**

*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*

	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>ECACS</b>	73.2	72.2	74.2
<b>Province</b>	75.8	76.7	78.1
<b>Blessed Sacrament</b>	78.7	81.5	76.7
<b>Christ-King</b>	N/A	N/A	60
<b>Mother Teresa</b>	N/A	97.8	60.4
<b>School of Hope</b>	86.1	79.3	82.7
<b>St. Jerome's</b>	54.9	59.3	65.7
<b>St. Thomas Aquinas</b>	55.6	56.9	61.9
<b>Theresetta</b>	62.8	83.5	78.7
<b>Blessed Sacrament Outreach</b>	N/A	N/A	N/A

**Measure for  
Outcome 1.2**

*Percentage of teachers, parents and students satisfied with the overall quality of basic education*

	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>ECACS</b>	88.1	89.1	88.5
<b>Province</b>	84.1	86.1	87.7
<b>Blessed Sacrament</b>	78.1	85.8	84.5
<b>Christ-King</b>	100	N/A	75.9
<b>Mother Teresa</b>	N/A	86.1	83.3
<b>School of Hope</b>	95	88	89.7
<b>St. Jerome's</b>	89	91.8	90.1
<b>St. Thomas Aquinas</b>	81	92.4	91
<b>Theresetta</b>	94	93.5	95.1
<b>Blessed Sacrament Outreach</b>	N/A	N/A	N/A

**Measure for  
Outcome 1.2**

*Percentage of teachers, parents and students satisfied with access and timelines of services for students in schools (e.g. academic counseling, career counseling, library services, and supports for students with special needs.)*

	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>ECACS</b>	77.7	79.2	77.9
<b>Blessed Sacrament</b>	63.8	75.2	72.2
<b>Christ-King</b>	83.3	N/A	59
<b>Mother Teresa</b>	N/A	82.4	83.3
<b>School of Hope</b>	86.1	78	82.7
<b>St. Jerome's</b>	72.6	78.2	81.3
<b>St. Thomas Aquinas</b>	71.9	77	74.3
<b>Theresetta</b>	65	91.2	91
<b>Blessed Sacrament Outreach</b>	N/A	N/A	N/A

**Outcome 1.3 – Children at risk have needs addressed through effective programs and supports.**

**Strategies . . .**

- ❖ Develop a pyramid of intervention that provides for timely identification and support for students who will benefit from focused and targeted instructional strategies and approaches.
- ❖ Provide differentiated instruction to meet the needs of students of various ability levels.
- ❖ Provide enrichment activities at all schools.
- ❖ Offer reading and writing intervention programs to students at risk, with reading skill deficits, including professional development for teachers. (i.e. pre-kindergarten programming and early literacy to at risk students in ECS, Grade 1 and Grade 2).
- ❖ Provide professional development for teachers targeted at improving their knowledge, skills, and instructional effectiveness with at risk students.

**Children at risk  
have their needs  
addressed  
through effective  
programs and  
supports**

- ❖ Place a strong emphasis on engaging parents as partners in developing and implementing programming for their children.
- ❖ Analyze course completion and participation rates and develop action plans to meet the needs of at risk students.
- ❖ Partner with FSL, SHIP, health authorities and children’s services to assist at risk students.
- ❖ Support a division wide special education committee to improve special education programming.

**Measure for Outcome 1.3**

**Dropout Rate of Students ages 14-18**

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	3 Yr Avg	Evaluation		
								Achievement Intermediate	Improvement Improved	Overall Good
<b>ECACS</b>	8.7	9.1	8.1	8.1	6.5	8.4	7.6			
<b>Province</b>	6.1	6.3	5.5	5.3	4.9	5.7	5.2			

**Outcome 1.4 – Students complete programs.**

**Strategies . . .**

- ❖ Review high school completion rates by :
  - a. analyze high school programs and individual course information to identify target groups.
  - b. develop action plans to meet the needs of targeted students including potential early leavers, apprenticeship candidates, etc.
  - c. offer alternate methods for delivering high school programs designed to increase access and completion rates, i.e. outreach programs, distance education options .
- ❖ Offer Science 30 and Applied Math as an alternate for students to meet their High School Diploma requirements.
- ❖ Provide career counseling for high school students.
- ❖ Provide outreach programs to meet the needs of at risk students.
- ❖ Ensure that non performing students in programs are monitored.

**Learners complete programs**

- ❖ Utilize latest software to enhance all teacher to student contacts.
- ❖ Use a screening process before enrolling students in programs.

**Measure for Outcome 1.4**

*Percentage of students who completed high school within three years of entering Grade 10*

		2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	3 Yr Avg	Evaluation			Improvement Target 2006/07	Improvement Target 2007/08	Improvement Target 2008/09
									Very Low	Improved	Issue			
3 YR	ECACS	52.9	42.5	52.8	48.4	53.3	47.9	49.9				58	59	60
	Province	65.1	65.6	67.8	69.3	70.4	67.6	69.1						
4 YR	ECACS	59.3	62.1	57.2	64.2	62.5	61.2	62.6						
	Province	71.8	71.8	72.3	73.4	75.1	72.5	73.7						
5 YR	ECACS	66.9	67	69.2	62.7	71.5	66.3	66.8						
	Province	73.9	75.1	75.2	75.5	77.4	75.3	76.1						

Strategies for this overall evaluation of “Issue”

1. Develop a procedure and deadlines for monitoring and reporting non responders
  - a. For teachers.
  - b. To Principal and Vice principals.
  - c. To Superintendent.
  - d. To attendance board.
  
2. Course Outlines:
  - a. Written to reflect outcomes as prescribed in current program of studies.
  - b. Set deadlines to complete units.

- c. Set procedures if students are not meeting deadlines (identify the pyramid of interventions) that all teachers will use.
  - d. Include Formative and summative evaluation.
  - e. Provide a variety of assessments, (i.e. paper and pencil, portfolio).
3. Set out roles and responsibilities for student and teacher engagement.
    - a. Provide procedures for monitoring non completers.

## Goal Two

### *Excellence In Student Learning Outcomes*

#### **Outcome 2.1 – Students demonstrate high standards.**

##### **Strategies. . .**

- ❖ Annually review assessment and evaluation practices and develop strategies to address inconsistencies between school/provincial results.
- ❖ Improve writing skills in grades 4 to 6 (Betty Wiebe and other writing programs)
- ❖ Incorporate reading interventions such as Balanced Literacy, and Action Phonics.
- ❖ Utilize PLC's to develop student assessment strategies to:
  - a. Identify learner strengths and weaknesses and providing specific feedback that highlights strengths while identifying how to make improvements and providing opportunities to improve work.
  - b. Provide exemplars and criteria for student success in each unit for each subject area.

**Learners  
demonstrate  
high  
standards**

- c. Identify best practices for collecting evidence of learning, e.g. rubrics, anecdotal records, standardized tests, exam bank etc.
- d. Implement assessment for learning practices including: planning for assessment, observing learning, analyzing and interpreting evidence of learning, providing learners with feedback, and by supporting learners in self-assessment.
- e. Utilize our membership in AAC (Alberta Assessment Consortium) to access relevant reports and research.

**Measure for Outcome 2.1**

*Percentage of students who achieve the Acceptable Standard for cohort on grades 3, 6, and 9 Provincial Achievement Tests*

	2004/05	3 Year Average	Evaluation			Improvement Target 2006/07	Improvement Target 2007/08	Improvement Target 2008/09
			Achievement	Improvement	Overall			
ECACS	60.4	63.4	Very Low	Declined	Concern	63.1	64	65

**Measure for Outcome 2.1**

*Percentage of students who achieve the Standard of Excellence for cohort on grades 3, 6, and 9 Provincial Achievement Tests*

	2004/05	3 Year Average	Evaluation			Improvement Target 2006/07	Improvement Target 2007/08	Improvement Target 2008/09
			Achievement	Improvement	Overall			
ECACS	14.4	19.4	Low	Maintained	Issue	16	17	18

Strategies for this overall evaluation of “Issue”

1. Develop action plans to improve declining achievement results on PATs.
2. Analyze items on PATs and provide interventions for specific areas in their teaching that require greater attention and emphasis (using manipulatives, grouping, making inferences, and science labs).

3. Provide teachers with best practices to improve their delivery of courses.
4. Promote teacher participation in marking PATs and working on AE curriculum committees.
5. Review assessment and evaluation practices annually and develop action plans to address inconsistencies between school/provincial marks.
6. Annually review course content to ensure that their instruction is aligned with the programs of studies and all outcomes are adequately met.

**Measure for  
Outcome 2.1**

*Percentage of students who achieved the acceptable standard and the standard of excellence on grades 3, 6, and 9 Provincial Achievement Tests by subject and grade*

**Grade 3**

Subject		Cohort 04/05		Writers 04/05		Province Actual	Cohort 05/06 Target	Writers 05/06 Target	Cohort 06/07 Target	Writers 06/07 Target	Cohort 07/08 Target	Writers 07/08 Target
		Target	Actual	Target	Actual							
English Language	AS	73	68.6	92	94.5	82.2	74	93	75	93	75	93
Arts 3	ES	8	8.4	15	11.6	16.2	8	16	9	17	10	17
Math 3	AS	71	66.8	90	88.8	80.3	72	90	73	91	73	91
	ES	22	21.2	31	28.2	26.1	22	31	22	31	22	31

## Grade 6

Subject		Cohort 04/05		Writers 04/05		Province Actual	Cohort 05/06 Target	Writers 05/06 Target	Cohort 06/07 Improvement Target	Writers 06/07 Target	Cohort 07/08 Improvement Target	Writers 07/08 Target
		Target	Actual	Target	Actual							
English Language Arts 6	AS	64	62.4	87	87.2	77.3	65	88	65	89	66	89
	ES	11	11.9	16	16.7	15.5	12	16	12	17	13	17
Math 6	AS	64	62.1	85	84	78.2	65	88	65	89	66	89
	ES	9	14.2	14	19.1	18.1	10	15	10	16	11	16
Science 6	AS	56	59.9	88	91.5	79.8	57	90	57	91	58	91
	ES	10	16.6	15	25.4	26	11	16	12	16	12	17
Social Studies 6	AS	53	60.8	87	93	78.4	54	88	54	89	55	89
	ES	12	18.4	20	28.2	21.5	12	20	13	21	13	21

## Grade 9

Subject		Cohort 04/05		Writers 04/05		Province Actual	Cohort 05/06 Target	Writers 05/06 Target	Cohort 06/07 Improvement Target	Writers 06/07 Target	Cohort 07/08 Improvement Target	Writers 07/08 Target
		Target	Actual	Target	Actual							
English Language Arts 9	AS	59	59.4	90	88.2	77.9	60	90	61	91	61	91
	ES	8	12.6	14	18.6	14	9	14	10	16	10	16
Math 9	AS	51	54.2	76	82.2	68	52	79	52	80	53	80
	ES	11	14.7	17	22.3	19.7	12	17	12	18	13	18
Science 9	AS	73	45.6	82	72.2	67.5	74	83	74	84	84	84
	ES	2	7.9	18	12.6	12.8	3	18	3	19	4	19
Social Studies 9	AS	58	50.6	86	81.6	71.3	58	86	59	87	87	87
	ES	15	10.5	24	16.9	18.3	16	24	16	24	17	24

Measure for  
Outcome 2.1

*Percentage of students who achieved the acceptable standard on diploma examinations*

	2004/05	3 Year Average	Evaluation		
			Achievement Intermediate	Improvement Maintained	Overall Acceptable
ECACS	84.1	82.7			

**Measure for Outcome 2.1**

*Percentage of students who achieved the standard of excellence on diploma examinations*

ECACS	2004/05	3 Year Average	Evaluation		
			Achievement Intermediate	Improvement Maintained	Overall Acceptable
	21.2	19.2			

**Measure for Outcome 2.1**

*Percentage of students who achieved the acceptable standard and the standard of excellence on diploma examinations by subject*

Core Subject		ECACS 04/05		Province	ECACS 05/06	ECACS 06/07	ECACS 07/08
		Target	Actual	Actual	Target	Target	Target
Applied Math	AS	85	92	87.6	86	86	86
	ES	15	28	21.8	15	15	15
Biology 30	AS	80	87.8	81.9	81	81	81
	ES	15	23	26.6	15	15	15
Chemistry 30	AS	88	73.6	88.1	89	89	89
	ES	17	25	33.4	17	17	17
ELA 30-1	AS	91	93	89.1	91	91	91
	ES	16	17.4	17.8	16	16	16
ELA 30-2	AS	92	85.7	89.4	92	92	92
	ES	12	18.4	10.1	12	12	12
Physics 30	AS	80	78.9	84.2	80	80	80
	ES	11	21.1	27.8	12	12	12
Pure Math 30	AS	80	83.1	80.6	81	81	81
	ES	21	18.5	25.6	21	21	21
Science 30	AS	82	73.3	88.1	83	83	83
	ES	22	13.3	22	22	22	22
Social 30	AS	91	85.2	85.2	91	91	91
	ES	21	25.9	24.3	21	22	22
Social 33	AS	83	78.7	85.1	86	86	86
	ES	18	18	17.6	18	18	18

Measure for Outcome 2.1

*Participation rates of grade 12 students in diploma courses*

	2004/05	3 Year Average	Evaluation		
			Achievement	Improvement	Overall
ECACS	37	30.5	N/A	N/A	N/A

Measure for Outcome 2.1

*Participation rates for cohort of grade 12 students in diploma courses by subject*

Core Subject	Standard	Actuals 2000/01	Actuals 2001/02	Actuals 2002/03	Actuals 2003/04	Actuals 2004/05
ELA 30-1	ECACS	40.7	35.7	40.3	28.9	34.7
	Province	50.4	51.5	52.3	53.4	54.4
ELA 30-1	ECACS	18.6	18.1	22.3	28.4	21.8
	Province	25.5	23.9	23.5	24.4	23.7
Social Studies 30	ECACS	35	30.8	32.7	28	33.8
	Province	44.5	45.7	47.5	47.8	49.1
Social Studies 33	ECACS	23.5	21.1	27.5	28.9	22.2
	Province	30.9	30	29.8	30.3	29.1
Pure Math 30	ECACS	25.2	20.3	24.2	24.3	30.2
	Province	36.8	38	39.1	39.5	41.1
Applied Math 30	ECACS	20.8	15.9	14.7	7.8	12.9
	Province	21.4	20	19.5	20	19.9
Biology 30	ECACS	19.5	26.9	25.6	25.2	28.4
	Province	35.6	36.7	38	38.7	39.4
Chemistry 30	ECACS	20.8	19.4	19.9	20.2	24.9
	Province	32.1	32.6	33.7	33.9	34.4
Physics 30	ECACS	11.9	7.9	13.3	11.5	12.9
	Province	19.5	20.2	21.3	21.5	21.6
Science 30	ECACS	15	10.1	11.8	1.4	6.7
	Province	6.1	6.2	6.2	6.7	7

**Measure for Outcome 2.1**

*Percentage of Grade 12 students eligible for Rutherford Scholarships*

	Actuals 2000/01	Actuals 2001/02	Actuals 2002/03	Actuals 2003/04	3 Yr Average	Evaluation		
						Achievement High	Improvement Improved	Overall Good
<b>ECACS</b>	31.5	34.9	32	36.8	34.6			
<b>Province</b>	28.6	31.2	32.5	33.8	32.5			

**Outcome 2.2: Students are well prepared for lifelong learning.**

**Strategies . . .**

**Ensure students are well prepared for work or further studies by:**

- ❖ Design and implement programs that are differentiated, student centered and optimize learning for each child regardless of ability, personal learning style and cultural background.
- ❖ Provide career and personal counseling for all students.
- ❖ Help students in career explorations.
- ❖ Provide outreach education as an alternative learning environment for students in the Vermilion and Wainwright areas.
- ❖ Develop a pyramid of intervention to increase monitoring and intervention strategies by teachers for students at risk.
- ❖ Provide in-service to teachers, parents and students about brain-based learning.
- ❖ Maintain community service and social justice projects in all schools.

**Learners are well prepared for lifelong learning**

**Measure for Outcome 2.2**

*Percentage of students who completed high school within three, four and five years of entering grade 10*

**3 year**

	2000/01	2001/02	2002/03	2003/04	2004/05
<b>ECACS</b>	52.9	42.5	52.8	48.4	53.3
<b>Province</b>	65.1	65.6	67.8	69.3	70.4

**4 year**

	2000/01	2001/02	2002/03	2003/04	2004/05
<b>ECACS</b>	59.3	62.1	57.2	64.2	62.5
<b>Province</b>	71.8	71.8	72.3	73.4	75.1

**5 year**

	2000/01	2001/02	2002/03	2003/04	2004/05
<b>ECACS</b>	66.9	67	69.2	62.7	71.5
<b>Province</b>	73.9	75.1	75.2	75.5	77.4

**Measure for Outcome 2.2**

*High School to Post-secondary Transition Rate within four and six years of entering Grade 10*

		2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	3 Year Average	Evaluation			Improvement Target 2006-07	Improvement Target 2007/08	Improvement Target 2008/09
								Achievement	Improvement	Overall			
<b>4</b>	<b>ECACS</b>	23.6	27.8	28.2	25	20.4	27	Very Low	Declined	Concern	24.6	26	27
	<b>Province</b>	32.6	32	32.8	34	37							
<b>6</b>	<b>ECACS</b>	39.6	44.6	40.6	42.8	50.9							
	<b>Province</b>	50.8	51.2	51.5	54.4	57.5							

### Strategies for this overall evaluation of “Concern”

1. Provide opportunities for students to explore alternative programming such as Green Certificate, RAP, Work Experience, CTS, and home based learning.
2. Teachers incorporate into their regular instructional practices the knowledge, skills, and attributes required to prepare students as responsible citizens and for entry into the work force.
3. Develop a procedure and deadlines for monitoring and reporting non responders by teachers to Principal and Vice principals, to Superintendent, then to attendance board.
4. Ensure that Course Outlines reflect outcomes as prescribed in current program of studies.
5. Set deadlines to complete units and set procedures if students are not meeting deadlines (identify the pyramid of interventions) that all teachers will use.
6. Establish assessment standards, including formative and summative evaluation, as well as requiring teachers to use a variety of assessments, (paper and pencil, portfolio, etc). If students do not do PATs, they must be required to do CTBS or some other teacher prepared assessment.
7. Establish roles and responsibilities and procedures for monitoring non completers.
8. Establish policy for registration and establish a screening process for enrolling new students.

## Outcome 2.3: Learners are well prepared for employment.

### Strategies . . .

**Learners are well prepared for employment**

- ❖ Make Faith Development part of the criteria in schools and division.
- ❖ Establish religious studies education and community service / social justice projects.
- ❖ Provide information to high school students and their parents so that they understand the entry requirements associated with career choices.
- ❖ Principals encourage teachers to incorporate into their regular instructional practices the knowledge, skills, and attributes required to prepare students as responsible citizens and for entry into the work force.

**Measure for Outcome 2.3**

*Percentage of teacher and parent agreement that students have attitudes that make them successful at work*

	2004	2005	2006
ECACS	80.5	81.9	84.4
Province	72.2	74.9	77.1
Blessed Sacrament	69	67.8	84.3
Christ-King	N/A	N/A	16.7
Mother Teresa	N/A	N/A	N/A
School of Hope	86.5	84.8	82.3
St. Jerome's	56.4	83.9	85.9
St. Thomas Aquinas	81.8	83.3	90.9
Theresetta	62.5	88.5	87.5
Blessed Sacrament Outreach	N/A	N/A	N/A

## Outcome 2.4: Learners are well prepared for citizenship.

### Strategies . . .

**Learners are well prepared for citizenship**

- ❖ Provide in-school opportunities for students to develop critical thinking skills (learning to learn, to think, to question and to discern) and develop citizenship in a Catholic Christian context.
- ❖ Incorporate faith and theology in all subject areas.
- ❖ Establish religious studies education and community service/social justice projects as required activities for students.

**Measure for Outcome 2.4**

*Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship*

	2004	2005	2006
ECACS	77.9	77.9	80.8
Province	72.2	75.3	76.8
Blessed Sacrament	72.9	70.3	75.5
Christ-King	83.3	N/A	58.1
Mother Teresa	N/A	96.7	93.3
School of Hope	80.7	76.5	69.2
St. Jerome's	81.2	86.5	87.5
St. Thomas Aquinas	74.2	88.9	83.9
Theresetta	79.1	89.3	94.7
Blessed Sacrament Outreach	N/A	N/A	N/A

# Goal Three

## *Highly Responsive and Responsible Jurisdiction*

**Outcome 3.1: Improve results through effective working relationships with partners and stakeholders.**

### **Strategies . . .**

- ❖ Partner with East Central Health to address student health issues.
- ❖ Promote the role of school councils with the school community.
- ❖ Establish community focus groups to address services in the areas of speech language, health and mental health.
- ❖ Celebrate our Catholic education heritage during education week and Catholic Education Sunday.
- ❖ Promote our partnerships with the Archdiocese of Edmonton, ACSTA, and ASBA.
- ❖ Sustain existing transportation and program partnerships with Buffalo Trail and Clearview School Divisions.
- ❖ Increase involvement with SHIP and advocate for specialized services for our high needs students.

**Improved results through effective working relationships with partners and stakeholders**

**Measure for  
Outcome 3.1**

*Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services in their community*

	<b>2005</b>	<b>2006</b>
<b>ECACS</b>	67.7	73.8
<b>Blessed Sacrament</b>	67.3	67.4
<b>Christ-King</b>	N/A	57.3
<b>Mother Teresa</b>	66.7	50
<b>School of Hope</b>	74.8	73.6
<b>St. Jerome's</b>	60.1	62.8
<b>St. Thomas Aquinas</b>	61.4	57.4
<b>Theresetta</b>	0	74.3
<b>Blessed Sacrament Outreach</b>	N/A	N/A

**Measure for  
Outcome 3.1**

*Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education*

	<b>2003/04</b>	<b>2004/05</b>	<b>2005/06</b>
<b>ECACS</b>	82.2	81.8	82.8
<b>Province</b>	74.1	76.1	77.8
<b>Blessed Sacrament</b>	72.3	80.5	75.4
<b>Christ-King</b>	N/A	N/A	26.7
<b>Mother Teresa</b>	N/A	93.3	N/A
<b>School of Hope</b>	89	87.6	92
<b>St. Jerome's</b>	64	68.6	81.7
<b>St. Thomas Aquinas</b>	71.3	77.1	76
<b>Theresetta</b>	67.5	91.3	95
<b>Blessed Sacrament Outreach</b>	N/A	N/A	N/A

## Outcome 3.2: The jurisdiction demonstrates leadership and continuous improvement.

### Strategies . . .

- ❖ Involve entire school community in round table discussions in establishing School Education Plans to ensure input from stakeholders.
- ❖ Schools will develop education plans that align with the Division's Three Year Education Plan.
- ❖ School principals will work with the school councils to develop and communicate improvement goals, strategies and results.
- ❖ Inform school councils on the school/division budget process.
- ❖ Principals communicate the extent to which the priorities of the Board are being achieved in schools with parents and community.
- ❖ Promote the annual results of the school division through the AERR to schools, parents, parish and other stakeholders.
- ❖ Develop a divisional PD plan that is aligned and integrated within the division's Three Year Education Plan to address faith, curriculum, and technology needs.

The jurisdiction demonstrates leadership and continuous improvement

Measure for Outcome 3.2

*Percentage of teachers and parents indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years*

	2003/04	2004/05	2005/06
<b>ECACS</b>	81.2	83.5	81.9
<b>Province</b>	68.8	73.9	76.9
<b>Blessed Sacrament</b>	68.2	72	71
<b>Christ-King</b>	100	N/A	62.5
<b>Mother Teresa</b>	N/A	50	100
<b>School of Hope</b>	91.1	90.5	85.8
<b>St. Jerome's</b>	75.7	74	84.8
<b>St. Thomas Aquinas</b>	76.1	92.2	86.7
<b>Theresetta</b>	76.8	92.9	87
<b>Blessed Sacrament Outreach</b>	N/A	N/A	N/A

**Measure for  
Outcome 3.2**

*Percentage of teachers who agree that professional development opportunities made available through the school jurisdiction are focused on priorities and effectively address their ongoing professional development needs*

	<b>2004/05</b>	<b>2005/06</b>
<b>ECACS</b>	70.1	73.5
<b>Province</b>	76.5	78.3
<b>Blessed Sacrament</b>	63.2	60.3
<b>Christ-King</b>	N/A	N/A
<b>Mother Teresa</b>	N/A	N/A
<b>School of Hope</b>	75.8	82.2
<b>St. Jerome's</b>	61.7	69.8
<b>St. Thomas Aquinas</b>	63	63.8
<b>Theresetta</b>	61.1	61.1
<b>Blessed Sacrament Outreach</b>	N/A	N/A

# *Facilities Plan:*

## *Highlights for 2006-2009*

- ❖ In the 2006/2007 school year, our Facility Asset Management System (FAME) will be fully implemented. We will provide a Director of Facilities to schools who will monitor facilities and our Finance Department will be in charge of reconciling all costs in FAME.
- ❖ As a part of the FAME program we are planning to utilize a significant amount of our Infrastructure Maintenance Renewal funding to address a backlog of projects. The total cost of these projects is estimated at \$300,000.
- ❖ When the title of the Waverly School in Stettler is finally turned over to ECACS #16 from Clearview School Division, we will immediately proceed with the modernization and preservation of the facility. Due to the uncertainty of this process, we have been struggling to plan a solid vision for the facility and our utilization of it. To further compound this issue, lack of clarity in the procedure has left us hanging in the vast majority of school planning.

# *Capital Priorities:* *Priorities for 2006-2009*

## **Strategies . . .**

- ❖ For the 2005 – 2006 school year, East Central Alberta Catholic Schools continued a School Life Cycle Analysis Capital Renewal Program.
- ❖ The major school renewal or construction projects underway or planned for 2006-2009 and their benefit to students are as follows:

<b>Project</b>	<b>Cost</b>
<b>New and Replacement Schools by Project Ranking</b>	

<b>1. New Addition (Gymnasium) to Theresetta</b>	<b>\$3,798,216.00</b>
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Construction of a new gymnasium, modernization, and preservation of the existing Theresetta Roman Catholic School. 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 became mandatory in the 2005/2006 school year, the costs and inefficiencies of transporting students were clearly evident. This initiative places physical education on equal ground with other core educational programs. The school needs a facility to provide a quality physical education program. Delaying this project would cause significant health and safety concerns and a loss of program space for present students.

<b>Preservation Projects by Project Ranking</b>	
<b>2. Demolition of sections of Mother Teresa School</b>	<b>\$210,103.20</b>

Mother Teresa School requires the disposal of 1942 and 1954 sections of the school immediately. By cleaning up the sections of the school which are not presently in use, any associated health and safety issues will be avoided. Delaying this project would pose a considerable health and safety risk if the sections remain intact.

### **3. Facility Audit to St. Jerome's**

**\$3,818,664.00**

In 2004/2005, a partial modernization was completed at St. Jerome's School. We are now requesting the balance of the Facility Audit. The scope of the project is to address the general conditions in the school. These upgrades will improve the quality of the learning environment and enhance the life span of the building. Delaying this project leaves the school with a number of significant items identified in the audit as undone. In addition, during the work that was done in 2004/2005, there was a significant number of code deficiencies that were noted. The areas of greatest concerns were those that pertain to fire. While they did not have to be addressed in that project, there is a sense that the building is more vulnerable to fire.

### **4. Facility Audit to St. Thomas Aquinas**

**\$1,957,896.00**

The project at St. Thomas Aquinas School would address issues raised in the facility audit for the school. In addition, it would provide additional programming capability for the school. St. Thomas Aquinas School like St. Jerome's School needs to have general preservation issues addressed as we continue to patch items such as the roof. It is important that we provide a good environment for learning. At some point, the issues raised in the facility audit need to be addressed. Failure to do so means that the school may not have as useful life as would otherwise be the case. The major concern must be for the students who attend the school, and their ability to have access to adequate programming in a comfortable setting.

*Additional Information regarding the jurisdiction's facility and capital plans may be obtained by contacting Tom Koskie, Facilities Coordinator at 780.842.3992 or <http://ecacs16.ab.ca/>*

# Budget Plan

## Highlights . . .

In order to maximize the value of funding throughout the division, the Board has upheld the following guidelines to determine its budget for 2006 – 2007:

- ❖ Continue to have a budget committee, consisting of principals and trustees who represent each division.
- ❖ Maintain a contingency to which all schools must contribute for maternity leaves, long-term disability, and special education instruction shortfalls. The costs for travel for administration and instructional meetings common to the school division are also included in this fund.
- ❖ Continue to provide an instructional support envelope for the costs of technology, curriculum, and religious education and student services within the school division.
- ❖ Provide instructional support to assist the entire school division in improving learning.
- ❖ Continue to support advocacy for Catholic education, at Christ-King School in Stettler.

The following charts show the most recent revenue and expenditures of the division as outlined in the board's Budget Report for 2006-2007:

<b>Revenue</b>			
Instructional	16,469,792		86.02%
Operation & Maintenance	1,093,417		5.71%
Transportation	26,080		0.14%
Board & System Administration	951,000		4.97%
Capital Debt Interest	61,123		0.32%
Amortization of Capital Allocation	544,712		2.84%
<b>Total Revenue</b>	<b>19,146,124</b>		<b>100.00%</b>

<b>Expenses</b>			
Instructional	16,555,954		85.98%
Operation & Maintenance	945,532		4.91%
Transportation	69,169		0.36%
Board & System Administration	932,211		4.84%
Capital Debt Interest	61,123		0.32%
Amortization of Capital Assets	692,597		3.59%
<b>Total Expenses</b>	<b>19,256,586</b>		<b>100.00%</b>

<b>Deficit of Revenue over Expenses</b>			
	<b>\$110,462</b>		

*Additional Information regarding the 2004-2005 audited financial statement for the School Division or the School Division's 2006-2007 budget may be obtained by contacting Secretary Treasurer Iva Paulik or Business Manager Karrie Gau at 780.842.3992 or <http://ecacs16.ab.ca/>*