



Division Plan

FOR CONTINUOUS GROWTH 2020-2023



God Calls Us
EACH BY NAME

...I have called you by name, you are mine. - *Isaiah 43:1*

Our Foundation

The Mission Statement of Our Division:

Inspired by

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

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

Core Values

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

Christ-Centred, Competency-Based Learning in Edmonton Catholic Schools

Preparing our students for this world and the next - Inspired by our Division's 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 Division – **Katholos: Education for Life for All**

In accordance with our Division's 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 Education Act

Edmonton Catholic Schools Division Goal: Live and enhance the distinctiveness of Catholic education

Objective: To answer the call to live the Word of God through worship, witness, and service in our joint mission of evangelization with the Catholic Archdiocese and Ukrainian Catholic Eparchy of Edmonton.

Key Strategies:

- C.1 Ensure that every member of the community has a way to express and share their gifts from God and explore how a school’s charism is permeated throughout school culture and why it is important.
- C.2 Foster the understanding that our presence in a Catholic school is the result of Christ’s call, and explore and recognize ourselves as members of the Catholic Church.
- C.3 Provide excellent Catholic educational opportunities and experiences that empower students to discern current events from a Catholic worldview and witness our identity as people of God to the wider community.
- C.4 Provide faith formation opportunities for students and staff that further their personal and communal growth as participants in a Catholic educational community and enable them to discern the presence of God in their lives.
- C.5 Engage families, parishes, and Catholic organizations to provide opportunities for authentic student engagement in, expressions of, and applications of faith as members of the Body of Christ.

Performance Measures – current results from the 2019/20 Division Satisfaction Survey	Current ECSD %	ECSD % Targets		
		2020/2021	2021/2022	2022/2023
Percentage of students that agree the school emphasizes the importance of prayer, religious celebrations, development of their faith and helping others.	93.0	93.0	93.2	93.5
Percentage of parents that agree their child’s school stresses the importance of prayer, religious celebrations, and social justice within a positive Catholic learning environment.	98.4	98.5	98.7	99.0
Percentage of staff that agree that their school/site deliver the Alberta program of studies within a Catholic context focused on social justice, service and charitable activities.	99.2	99.4	99.5	99.6

ECSD Goal One: ECSD students are successful

Objective: Use a holistic approach to develop students to their fullest potential, through multiple pathways.

Key Strategies:

- 1.1 Identify and apply best practices for curriculum implementation to provide students with the essential knowledge, skills, and foundational competencies that they need to be successful.
- 1.2 Implement pedagogical and assessment practices focused on improving students' conceptual and procedural knowledge of subject-area disciplines and cross-curricular connections to deepen understanding and provide a greater ability to target teaching and improve learning.
- 1.3 Continue to create opportunities for students to engage in hands on learning experiences that transition to career pathways, including exploring new opportunities and deepening existing partnerships.
- 1.4 Continue to support students' diverse needs through best practice and responsive and flexible programming.

Most Recent Results from the 2018/2019 School Year taken from the October 2019 Accountability Pillar and Targets

A - Acceptable E – Excellence

Grade 6 Percentage of students who achieved standards on Grade 6 provincial achievement tests	ECSD % 2018/2019*		ECSD % Targets					
			2020/2021		2021/2022		2022/2023	
	A	E	A	E	A	E	A	E
English Language Arts	88.8	22.0	89.0	21.6	89.1	21.7	89.2	22.8
French Language Arts	91.5	20.8	91.5	15.0	91.6	16.5	91.8	18.5
Mathematics	73.2	13.1	75.5	14.0	75.7	14.3	76.0	14.5
Science	79.6	25.7	82.5	26.0	82.7	26.2	82.8	26.3
Social Studies	79.1	23.2	80.0	21.0	80.0	21.5	80.5	22.0

*Grade 6 PAT's not written in 2019/20 due to COVID -19

Grade 9 Percentage of students who achieved standards on Grade 9 provincial achievement tests	ECSD % 2018/2019*		ECSD % Targets					
			2020/2021		2021/2022		2022/2023	
	A	E	A	E	A	E	A	E
English Language Arts	82.6	14.9	83.8	16.5	83.9	16.7	84.0	16.8
English Language Arts KAE	65.4	3.8	71.0	9.0	71.2	9.5	71.3	10.0
French Language Arts	84.7	12.3	90.5	13.1	90.7	13.2	90.8	13.3
Mathematics	60.5	13.8	70.0	16.0	70.3	16.2	70.5	16.4
Mathematics KAE	52.7	8.9	61.0	10.5	61.1	10.7	61.2	10.8
Science	82.2	30.7	82.0	25.2	82.2	25.7	82.3	26.0
Science KAE	63.6	12.1	69.5	9.0	69.7	10.0	69.9	10.5
Social Studies	74.5	19.3	75.7	22.4	75.8	22.8	76.0	23.0
Social Studies KAE	63.9	18.6	65.0	15.3	65.2	16.5	65.4	17.0

*Grade 9 PAT's not written in 2019/20 due to COVID -19

Grades 10-12 Percentage of students who achieved standards on diploma examinations	ECSD % 2018/19		ECSD % 2019/20*		ECSD % Targets					
					2020/21		2021/22		2022/23	
	A	E	A	E	A	E	A	E	A	E
English Language Arts 30-1	89.2	11.7	TBD*	TBD	89.9	13.8	91.0	14.3	91.1	14.5
English Language Arts 30-2	88.5	12.4	TBD	TBD	90.9	14.2	91.3	14.7	91.5	14.9
French Language Arts 30-1	95.0	5.0	TBD	TBD	94.3	11.0	95.0	11.3	95.2	11.5
Mathematics 30-1	77.9	30.2	TBD	TBD	78.5	32.5	78.8	33.3	79.0	33.8
Mathematics 30-2	75.9	16.5	TBD	TBD	77.0	20.0	77.5	20.5	77.8	21.0
Social Studies 30-1	91.5	13.8	TBD	TBD	89.5	16.8	89.8	17.1	90.0	17.5
Social Studies 30-2	75.8	10.7	TBD	TBD	80.5	12.0	80.9	12.2	81.0	12.5
Biology 30	82.7	33.4	TBD	TBD	86.0	33.0	86.5	33.3	86.6	34.0
Chemistry 30	84.2	38.6	TBD	TBD	81.5	31.0	81.8	31.5	82.5	33.9
Physics 30	84.1	39.7	TBD	TBD	87.9	41.5	88.2	43.0	88.4	42.5
Science 30	83.6	29.2	TBD	TBD	88.0	31.0	88.9	31.8	89.0	32.0

*2019/20 results released in October 2020 will reflect the effects of the cancellation of April 2020 and June 2020 Diploma writing sessions.

Performance Measures – Most current results reflect the 2018/19 school year taken from the May 2020 Accountability Pillar	Current ECSD %	ECSD % Targets		
		2020/21	2021/22	2022/23
Percentage of students writing four or more diploma examinations within three years of entering Grade 10	59.8	62	63	64
Annual dropout rate of students aged 14-18	1.5	1.1	1.0	0.9
High school completion rate of students within three years of entering Grade 10	86.5	87.5	87.4	87.0
Percentage of students entering post-secondary programs (including apprenticeship) within six years of entering Grade 10	71.5	71.0	71.3	71.5
Rutherford Scholarship Eligibility Rate	65.9	65.5	66.0	67.0

Performance Measures – Most current results reflect the 2019/20 school year taken from the May 2020 Accountability Pillar	Current ECSD %	ECSD % Targets		
		2020/21	2021/22	2022/23
Agreement of parents, teachers and students that students model the characteristics of citizenship	86.2	85.5	85.7	86.0
Satisfaction of parents, teachers and the public that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school	86.1	85.8	86.0	86.2

ECSD Goal Two: First Nations, Métis and Inuit students in ECSD are successful

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.

Key Strategies:

- 2.1 Engage the Council of Elders, community, and educational partners in a collaborative approach to meet the cultural needs of Indigenous students through the Indigenous ways of knowing.
- 2.2 Continue to develop collaborative plans with Indigenous communities and to develop and advance agreements to enhance supports and services for First Nations students residing on reserve.
- 2.3 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.
- 2.4 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, Leadership, and Superintendent Leadership Quality Standards.
- 2.5 Continue to walk together recognizing the calls to action from the Truth and Reconciliation Commission.

Most Recent Results from the 2018/2019 School Year taken from the October 2019 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	ECSD % 2018-19*		ECSD % Targets					
			2020/21		2021/22		2022/23	
	A	E	A	E	A	E	A	E
English Language Arts	71.6	8.3	77.0	7.2	77.1	7.5	77.2	7.8
Mathematics	44.3	4.3	57.0	3.2	57.3	3.7	57.5	3.9
Science	50.0	9.7	67.0	11.8	67.3	11.9	67.6	12.0
Social Studies	53.0	9.7	60.0	9.9	60.3	10.0	60.5	10.2

**Grade 6 PAT's not written in 2019/20 due to COVID -19*

Grade 9 Percentages of self-identified First Nations, Métis and Inuit students who achieved standards on Grade 9 provincial achievement tests	ECSD % 2018/19*		ECSD % Targets					
			2020/21		2021/22		2022/23	
	A	E	A	E	A	E	A	E
English Language Arts	58.8	6.8	64.0	6.8	64.2	6.9	64.4	7.0
Mathematics	27.0	3.4	43.9	6.5	44.0	6.7	44.2	6.8
Science	57.2	12.8	60.0	11.0	60.3	11.5	60.5	11.9
Social Studies	40.6	3.9	48.0	8.5	48.3	8.7	48.5	8.9

*Grade 9 PAT's not written in 2019/20 due to COVID -19

Grades 10-12 Percentages of self-identified First Nations, Métis and Inuit students who achieved standards on Grades 10-12 diploma examinations	ECSD % 2018/19		ECSD % 2019/20*		ECSD % Targets					
					2020/21		2021/22		2022/23	
	A	E	A	E	A	E	A	E	A	E
English Language Arts 30-1	71.9	1.8	TBD*	TBD	87.5	12.0	87.6	12.1	87.7	12.3
English Language Arts 30-2	92.7	13.4	TBD	TBD	94.7	12.5	94.8	12.6	95.0	13.0
Mathematics 30-1	70.6	23.5	TBD	TBD	71.3	16.2	71.5	17.0	71.7	17.3
Mathematics 30-2	65.8	18.4	TBD	TBD	75.0	14.8	75.3	15.0	75.5	15.2
Social Studies 30-1	79.1	9.3	TBD	TBD	83.0	9.5	83.5	10.0	83.6	10.3
Social Studies 30-2	66.3	7.9	TBD	TBD	79.5	8.3	80.0	8.5	80.3	9.0
Biology 30	68.9	11.1	TBD	TBD	81.0	21.3	81.3	21.5	81.5	22.0
Chemistry 30	70.8	16.7	TBD	TBD	77.5	20.5	78.0	20.8	78.5	21.0
Science 30	88.0	20.0	TBD	TBD	79.5	24.9	79.9	25.0	80.2	25.3

*2019/20 results released in October 2020 will reflect the effects of the cancellation of April 2020 and June 2020 Diploma writing sessions.

Performance Measures – Most current results reflect the 2018/19 school year taken from the May 2020 Accountability Pillar	Current ECSD %	ECSD % Targets		
		2020/21	2021/22	2022/23
Percentage of self-identified First Nation, Métis and Inuit students writing four or more diploma examinations within three years of entering Grade 10	19.2	23.5	23.8	24.0
Annual dropout rate of self-identified First Nations, Métis and Inuit students aged 14-18	4.0	3.2	3.2	3.1
High school completion rate of self-identified First Nations, Métis and Inuit students within five years of entering Grade 10	52.6	61.0	61.5	62.3
Rutherford Scholarship Eligibility Rate	28.7	31.5	31.7	32.0

ECSD Goal Three: ECSD has excellent teachers, staff, and school and school authority 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.

Key Strategies:

- 3.1 Develop, promote, and oversee the application of excellent professional practices consistent with the Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard, all which guide and support student achievement.
- 3.2 Provide and engage in professional learning to enhance the level of subject matter, conceptual, and procedural knowledge expertise and competency.
- 3.3 Continue to use the 10 Dimensions of Catholic Leadership to support, encourage and invest in the creative and innovative abilities of all staff to become more faith-filled citizens.
- 3.4 Ensure that ECSD recruitment, hiring, and teacher development practices enhance and promote the best Catholic educational learning environments and experiences for student success.
- 3.5 Continue to create opportunities and pathways for staff to develop and pursue advancement within their employee groups for robust succession planning within the Division.
- 3.6 Continue to create an excellent Catholic educational working environment through the provision of faith formation, health, and wellness opportunities and supports for all staff.

Performance Measure - Most current results are for the 2019/20 school year taken from the May 2020 Accountability Pillar	Current ECSD %	ECSD % Targets		
		2020/21	2021/22	2022/23
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	89.7	90.0	90.5	90.9
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community	75.5	73.5	74	74.3
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	84.9	87.5	87.7	88.0
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	85.3	84.7	85.0	85.2

ECSD Goal Four: ECSD is well governed and managed

Objective: We will engage in good stewardship of all resources through principled governance.

Key Strategies:

- 4.1 Ensure that resources are being used effectively and efficiently while providing flexibility for how schools and departments meet their unique needs.
- 4.2 Continue to nurture collaborations, relationships and partnerships to provide programs, services, and alternative learning spaces for students from Pre-K-12.
- 4.3 Ensure decisions are data-informed; enable best practice indicators and transparency to ensure continuous improvement.
- 4.4 Engage and inform government and stakeholders in advocacy for equitable access to excellent Catholic education.

Performance Measure -Most current results are for the 2019/20 school year taken from the May 2020 Accountability Pillar	Current ECSD %	ECSD % Targets		
		2020/21	2021/22	2022/23
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	82.8	81.5	82.0	82.3
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education	84.1	83.0	83.5	83.8
Percentage of teachers, parents and students satisfied with the overall quality of basic education	91.5	91.3	91.5	91.7



Edmonton Catholic Schools

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