

**St. Francis de Sales Elementary School
Burnaby**



**ST. FRANCIS DE SALES
ELEMENTARY SCHOOL**

School Strategic Plan

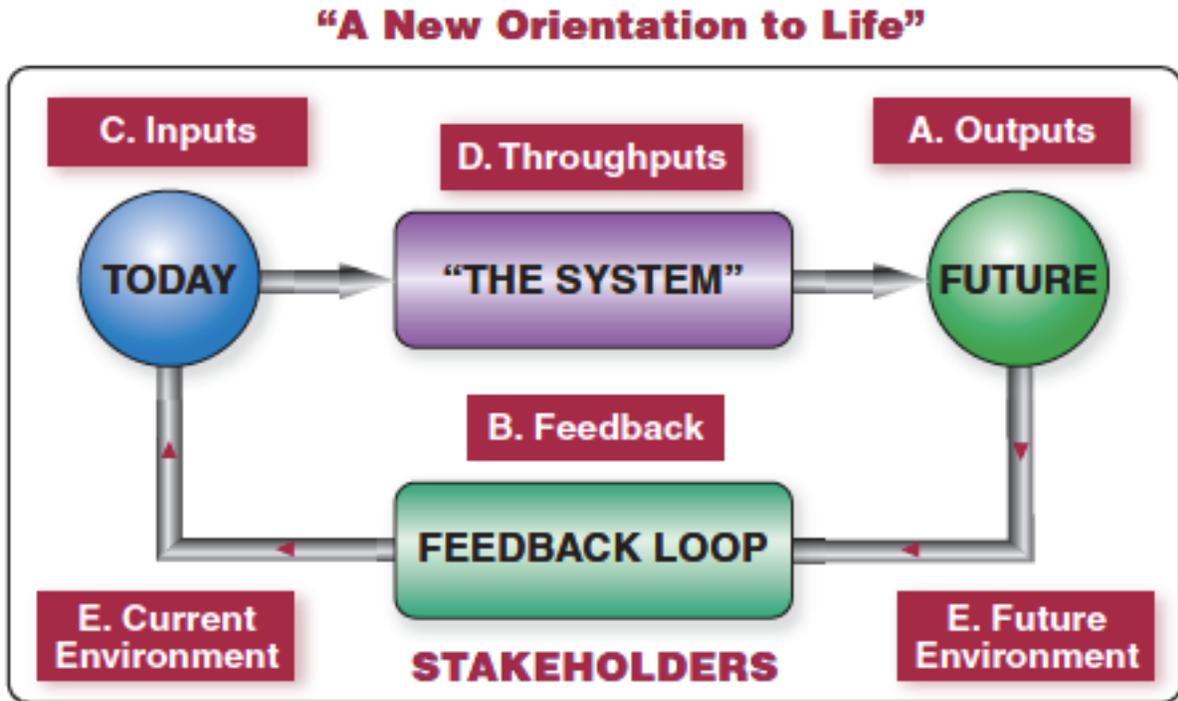
For school years

2019 – 2021 to 2022 – 2023

[Updated Version – January 2020]

Introduction:

In developing our School Strategic plan, we used a **“Systems Thinking Approach and Model”**, as developed by the Haines Centre for Strategic Management. This model is referred to as **“The A-B-C-D-E Systems Model”**.



Five Questions: “Backwards Thinking”

- A** Where do we want to be? (i.e., our ends, outcomes, purposes, goals, destination, vision)
- B** How will we know when we get there? (i.e., the customers’ needs connected to a quantifiable feedback system)
- C** Where are we now? (i.e., today’s issues and problems)
- D** How do we get there? (i.e., close the gap from C → A in a complete and holistic way)
- E** Ongoing: What will/may change in the future environment?

The key principle in this planning approach is to **“Begin with the End in Mind”** – not start with “our current situation”, which can freeze us and prevent us from seeing new possibilities.

We held four Planning Sessions between April – June of 2019 to develop our School Strategic Plan. We consulted with school staff, members of the Parish Education Committee (PEC) and parents as the plan was being crafted. Their feedback comments were very helpful in refining this plan – and it also created a sense of shared ownership, so that as we move forward into the Implementation Phase, people know what to expect. That is a very important feature of this approach!

This plan was drafted through the combined efforts of the Planning Team, which included:

- Sandra Bird, Education Assistant
- Liz Castro, Teacher - Grade 4
- Greg Chapman, Vice-Principal and Teacher – Grade 7
- Hanna Critoph, PEC Member
- Kelly Kerrigan, Library Integrationist
- James Lota, PEC Chair
- Tamara Maludzinska, Education Assistant
- Mike Penney, Teacher – Grade 4
- Carla Pereira, Head, Learning Resource Department
- Fr. Thomas Smith, Pastor
- Anthony Tillman, PEC Member and
- Irene Wihak, Principal

The team was supported by Jim McKinlay, President, McKinlay Consulting Services located in Parksville BC. He was one of the Founding Partners of the Haines Centre for Strategic Management before going into semi-retirement.

Phase A – Our Ideal Future State:

Our Vision - 2025

We are a Catholic School, instilling the knowledge of Christ’s love and mercy in our community.

Our students ignite their passion and potential to love and serve others as Jesus would, in our safe and inspiring learning environment.

Our Mission Statement

We are a Christ-centered Parish School that seeks to serve the whole child – academically, intellectually, spiritually, physically and emotionally – through the development of faith, family and community.

We use dynamic learning opportunities to produce resilient Catholics who lead by example and thrive in a global community.

Our Core Values

F – Faith: Living actions that show confidence and trust in the love of God.

L – Learn: Developing creative and critical thinkers whose actions contribute to a better world.

A – Achieve: Committing and focusing on reaching your goals.

M – Mercy: Demonstrating the love and forgiveness of Jesus with one another every day.

E – Engage: Choosing to be actively involved in the life of our school.

S – Serve: Seeking and accepting the call to act for the greater good.

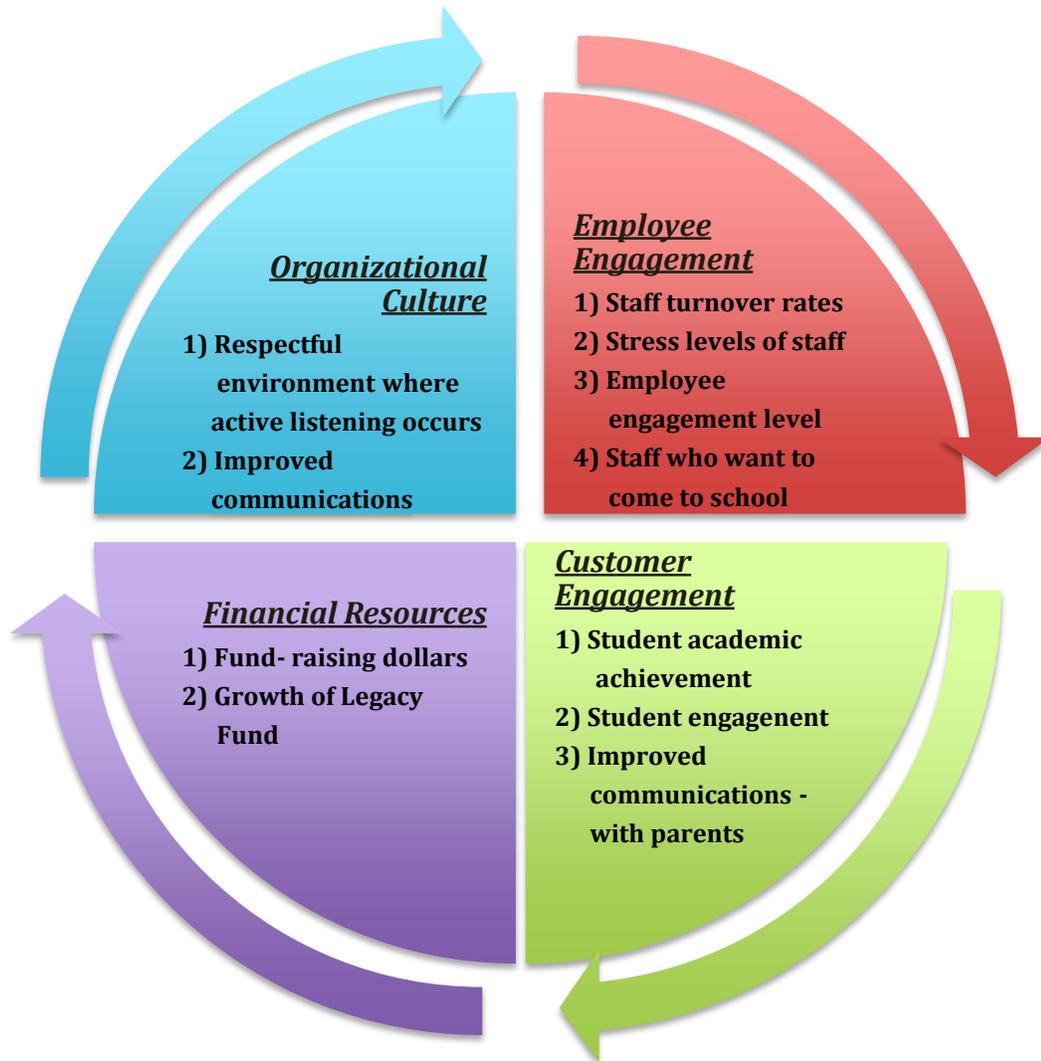
Our Rallying Cry

“Igniting the Saint Within”

Phase B - Key Success Measures:

Our Key Success Measures

We will monitor our progress towards achieving Our Ideal Future State by tracking these specific items:



Each of these four categories supports the next one, in a cyclical pattern – which creates a positive, spiraling level of improvement over time, as we make gains on each item.

Note: See Appendix # 2 on page 22 for a list of all of the options that were considered, before we selected these as our **Key** Measures of Success.

Phase E - Environmental Scan

At the outset of our planning process, we conducted an environmental scanning exercise. We examined several topic areas (SKEPTIC) in order to identify those factors that are external to our school community but can have a significant positive or negative impact on our plan.

This is referred to as Phase E – but it is not the final phase of the planning process. In fact we completed it as the first step. It's called Phase E because it refers to “environmental factors”. These are factors **over which we have no control** – but they can have significant influence on what we are attempting to achieve within our plan. What we do have is **total control over how we choose to react or respond to these opportunities or threats** as they occur.

The full list of items examined is contained in Appendix # 1 on page 18. These are the primary factors for us to consider as we move forward.

S ocio-demographic Factors:

- Population projections in the Edmonds Town Centre area; expected to double by 2041; the feasibility study being undertaken as part of the preparation for building a new, larger school will provide the demographics of % of Catholics in the area, as well as age groups and ethnic groups.
- Care needs of students, including day care / early childhood education (ECE) / after school care programs, etc. and our ability to meet these needs.
- Growing demands for special needs programs such as ESL, ELL, emotional needs, etc.

K ompetition Factors:

- School Reputation:
 - How are we promoting our school?
 - Do we focus on the benefits of a Catholic Education?
 - Word of mouth promotions

– ESA scores / school rankings

E conomic Factors:

- Cost of adequate resources – e.g. technology, specialists, classroom materials (non-tech), qualified EA support
- Affordability – for parents, for staff and for the parish
- Volunteer hours requirements – completion vs. opt-out fees

E nvironmental Factors:

- Single use plastic containers used for hot lunch programs could be changed
- Introduce environmental programs such as “planters for food” that can be used for lunches
- Reducing paper usage
- Under use of back field – full use of other public amenities such as parks, community centre, fields, roads

P olitical Factors:

- Special Education Funding – Designation Platforms / expanding range of categories
- Negative media portrayal of the Roman Catholic Church and Independent Schools

T echnological Factors:

- Technology safety for students, staff and parents; limiting screen time
- Ease of use of our technology, reliability of our systems, training opportunities, openness to be adaptive and make changes quickly, finding time to get and stay updated
- Budget for technology – keeping up and advances; costs for technology to implement new curriculum are escalating exponentially, plus technology changes so fast we need to constantly renew it.

I ndustry / Supplier Factors:

- New requirements such as smaller classrooms are making competition for teachers and EA's fierce in BC; good: good labour is hard to come by.
- Scarcity of teachers, quality substitutes, qualified and trained EA's and specialists.
- Lack of EA support when a teacher is sick or out of classroom
- Opportunity for centralized purchasing (at CISVA level or at Parish level)
 - copiers
 - leverage economies of scale
 - payroll
 - common suppliers

C ustomer / Client Factors:

Student and Future Student Customers:

- Support for special needs, mental health issues, anxiety, etc.
- Impact of secularization on students
- Impact of technology and the internet on students

Parent Customers:

- Importance of the buy-in to the Mission of Catholic Schools
- Parents want information “on demand” like in social media. They want to be able to check schedules, changes, status updates, grades, etc. at their convenience. Systems like SeeSaw are becoming the standard.
- Some parents feel that SFDS students should be getting a “higher quality of education” because we pay tuition.

Phase C – Current State Assessment

As we initiated this planning process, each member of the Planning Team was asked to identify Key Issues and Concerns that they felt were limiting the school's overall operating effectiveness. A full copy of all 78 of the comments submitted is outlined in Appendix 3 on page 23. Planning Team members were also asked to indicate their "Top 5 Priorities" that needed attention. This generated a list of 50 Key Issues and Concerns.

This list of Issues and Concerns was further consolidated into seven specific categories. These are noted below, along with an analysis of how we can best proceed to address the primary issues through the strategic planning exercise.

Category 1 – School Vision, Priorities and Goals:

- This can be addressed as the School Strategic Plan is completed – IF – there is a collective intent to actually convert the plan into action.
- If not ... nothing will change in this regard!

Categories 2 & 3 – “School Leadership & Personnel Issues” and “Building a Strong Sense of School Community”:

- These are major areas that need immediate attention!

Categories 4 – 7 – “Resource Capacity & Resource Allocation”, “Financial Support”, “Time Pressure” and “Decision-Making”:

- These have some important issues listed, but once Categories 2 & 3 are improved, there will be a different attitude, readiness and willingness to work on these areas.

We used this list of Issues and Concerns as we worked on developing the Core Strategies and the Strategic Action Initiatives within each strategy. This is where targeted activity can occur to generate constructive and positive changes within the school community.

Phase C – Development of Core Strategies

A series of five Core Strategies plus related Strategic Action Items were developed that will help, over the next 1-3 years, to address our pressing issues, help to strengthen our weaknesses and capitalize on our strengths.

Strategy # 1: Human Resources Strategy

“Matching gifts and talents to roles in order to maximize team potential.”

Strategy # 2 Overall Student Development Strategy

“A balanced program of learning opportunities both in and out of the classroom to serve the development of the whole child.”

Strategy # 3 Community Engagement Strategy

“Connecting past, present and future students and families together through Christ.”

Strategy # 4 Infrastructure Strategy

“Ensuring our physical and technological systems function to meet our daily and future needs.”

Strategy # 5 Finance and Administration Strategy

“To ensure our resources are allocated prudently for our present needs and future goals with appropriate transparency.”

Phase C – Developing the 3-Year School Business Plan

These are the specific Strategic Action Initiatives that we feel are needed to successfully implement our Core Strategies. These are listed in sequential order, with annual initiatives and Year-1 initiatives listed first, followed by Year 2 initiatives, etc. We have also identified the individual(s) who hold “lead responsibility” for initiating the activities required to carry out each action initiative for Annual Items and Year-1 Items. As the School Strategic Plan is updated each year, these initiatives will be brought forward and lead roles will once again be identified. This practice is what is needed to go from a “wish list” to a “results list”.

NOTE: *In our School Strategic Plan, a typical school year runs from September 1st to August 31st. In our first year of implementation, we will consider Year 1 to cover the period from June 30th 2019 to August 31st 2021. That means that our first Annual Plan Review and Update Session needs to be conducted by the end of April 2021, for inclusion in the budget preparation cycle for Sept. 31st 2021 – August 31st 2022.*

Strategy # 1 Human Resources Strategy

“Matching gifts and talents to roles in order to maximize team potential.”

1. Human Resources Strategy	Annual	2019-21	2021-22	2022-23
1.1 Conduct mid-term evaluations of all staff <i>(Irene Wihak & Greg Chapman)</i>	X	<i>To be done in Feb.</i>		
1.2 Set up personal meetings for teachers and EA assignments <i>(Irene Wihak & Greg Chapman)</i>	X	<i>In progress</i>		
1.3 Inform parents at AGM of the decision making process for staff assignments and re-assignments. <i>(Irene Wihak & Greg Chapman)</i>	X	<i>Addressed at the AGM in Sept.</i>		

1.4 Define school goals so that staff can align professional development goals accordingly. <i>(Irene Wihak & Greg Chapman)</i>	X	<i>In progress; need better defining</i>		
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1. Human Resources Strategy	Annual	2019-21	2021-22	2022-23
1.5 Clarify expectations of staff to share extra-curricular responsibilities throughout the year. <i>(Irene Wihak & Greg Chapman)</i>	X	<i>List created</i>		
1.6 Develop job descriptions for all staff members <i>(Sub-committee: Mike Penney, Liz Castro, Carla Pereira, Tamara Maludzinska & Sandra Bird)</i>		<i>Classroom teachers and the PE teacher complete: itinerant teachers and Educational assistants in progress</i>		
1.7 Create Professional Development days to address the issue of “low trust” within the school community <i>(Irene Wihak)</i>		<i>Trust building opportunities included in the staff retreat. Friday morning sharing of what we are thankful for. EA trust and openness improved. Room for improvement with the teachers. Increased 1:1 meeting time scheduled.</i>		
1.8 Set up a system for disseminating and communicating decisions day-to-day <i>(Admin. Team)</i>		<i>Staff meeting minutes being emailed out, staffroom whiteboard by month, weekly updates, prayer announcements each morning.</i>		
1.9 Full time Office Secretary to evaluate additional staffing / volunteer support required.		<i>In progress. Continued monitoring and cataloguing of</i>		

<i>(Ornella Hatzisavva)</i>		<i>those tasks which present a challenge</i>		
1.10 Fill French Specialist vacancy.			X	
1.11 Define leadership requirements and leadership development needs for the school.			X	
1.12 Hire PE Specialist in collaboration with teachers to create a physical literacy scope and sequence.			X	X

Strategy # 2 Overall Student Development Strategy

“A balanced program of learning opportunities both in and out of the classroom to serve the development of the whole child.”

2. Overall Student Development Strategy	Annual	2019-21	2021-22	2022-23
2.1 Inventory & organization of Educational Resources <i>(All Staff)</i>	X	<i>In progress; cabinets ordered, LA inventory to be done by the end of June, Math to be done by the end of the year</i>		
2.2 Minimum of two-week notices for athletic events <i>(Team Coaches & Admin.)</i>	X	<i>Complete</i>		
2.3 Use SeeSaw effectively to keep parents informed of student’s progress <i>(All Teachers)</i>	X	<i>Letters have been useful, parent questionnaire to be sent out Feb. 10 (Catholic Schools Week); results of survey will be shared at March PEC meeting</i>		
2.4 Update the School Growth Plan to include new Literacy & Math formative assessments and implementation of new curriculum, including a measurement tool <i>(Irene Wihak, Carla Pereira & Kelly Kerrigan)</i>		<i>In progress</i>		

2.5 Creating a yearly Schedule of Activities & Clubs to be shared with students and parents and track participation (<i>Kelly Kerrigan & Pauline Genio</i>)		<i>Report out in June--Kelly has done this and staff have been given a copy</i>		
2.6 Creation of a Sports Schedule (<i>Pauline Genio</i>)		<i>Complete</i>		
2.7 Team Coach is responsible for overall planning of their schedule, organization of rides, jersey sign-out and deposits (<i>Liz Castro</i>)		<i>Team Coach taking responsibility for this. Letter for jerseys went out in January</i>		

2. Overall Student Development Strategy	Annual	2019-21	2021-22	2022-23
2.8 Define number of coaches needed for each sporting event (<i>Mike Penney</i>)		<i>In progress</i>		
2.9 Determine “Best Practices” for homework / expectations and follow them (<i>Irene Wihak</i>)		<i>Complete</i>		
2.10 Create Interim Report to go home before March Break (<i>Greg Chapman</i>)		<i>Complete</i>		
2.11 All teachers to create a Monthly Newsletter Overview (<i>Irene Wihak & Greg Chapman</i>)		<i>Complete</i>		
2.12 Align field trips with new curriculum, Catholic world view & Mission / Values (<i>Admin Team</i>)		<i>Complete</i>		

2.13 Field Trip Requisitions to Principal six weeks prior and notices to parents one month in advance (<i>Admin Team</i>)		<i>Complete</i>		
2.14 Assisting students in understanding their roles and responsibilities and signing their “activities commitment contract”			X	
2.15 Specific areas for Subject Materials with Sign-Out and Order Sheets in all locations			X	
2.16 Completion of a Service Schedule, so that all classes participate in at least one service activity with buddy class			X	
2.17 Regular review of the school schedule to ensure effectiveness			X	X

Strategy # 3 Community Engagement Strategy

“Connecting past, present and future students and families together through Christ.”

<i>3. Community Engagement Strategy</i>	<i>Annual</i>	<i>2019-21</i>	<i>2021-22</i>	<i>2022-23</i>
3.1 Classroom Coordinator engaged in community events <i>(Hanna Critoph)</i>	X	<i>In progress; Kathy Armstrong has been of huge assistance in guiding the coordinators, engaging more volunteers continues to be a challenge.</i>		
3.2 Recognition of parents and families that go above and beyond <i>(Anthony Tillman)</i>		<i>In progress</i>		
3.3 Volunteer of the Month in the Parish Bulletin <i>(Anthony Tillman)</i>		<i>It's challenging to get responses from volunteers, as to why they are committed.</i>		
3.4 PEC current issues included in school newsletter <i>(James Lota)</i>		<i>Complete</i>		
3.5 Make the PEC Minutes available on-line <i>(James Lota)</i>		<i>Complete</i>		
3.6 Expand the volunteer program for students at Parish events / tasks <i>(James Lota)</i>		<i>Complete</i>		

3.7 Students present “Why I like to go to School” at Sunday Mass <i>(Greg Chapman)</i>		<i>Complete</i>		
3.8 Parent involvement in planning for new school and parish campus <i>(James Lota)</i>		<i>In progress</i>		
3.9 Overhaul of Volunteer Programs including Lectors and Alter Servers towards community participation		<i>Complete</i>	X	
3.10 Sponsorship of Endowment / Capital Fund			X	

Strategy # 4 Infrastructure Strategy

“Ensuring our physical and technological systems function to meet our daily and future needs.”

<i>4. Infrastructure Strategy</i>	<i>Annual</i>	<i>2019-21</i>	<i>2021-22</i>	<i>2022-23</i>
4.1 Annual Review of our technology use and requirements including hardware, software & in-service training <i>(Greg Chapman, Irene Wihak & Kelly Kerrigan)</i>	X	<i>To be done in June</i>		
4.2 Move the Intermediate Classrooms upstairs and the Primary Classrooms downstairs <i>(Irene Wihak & Greg Chapman)</i>		<i>Five and Three done summer 2019. Remaining classes to be done in summer 2020.</i>	X	X
4.3 Improve the usability of the back field – fencing, grading & signage <i>(Irene Wihak)</i>		<i>In progress: Piles of dirt out there for grading; the exact locations of the divots needs to be determined.</i>		
4.4 Assess classroom needs and the size of classrooms and consider short-term renovations			X	
4.5 Assess the use of storage space and develop plans to improve			X	
4.6 School involvement for input into the new school plans				X

Strategy # 5 Finance and Administration Strategy

“To ensure our resources are allocated prudently for our present needs and future goals with appropriate transparency.”

<i>5. Finance & Admin. Strategy</i>	<i>Annual</i>	<i>2019-21</i>	<i>2021-22</i>	<i>2022-23</i>
5.1 Communicate the financial affairs of the school to the parents & parishioners (<i>James Lota & Hanna Critoph</i>)	X	<i>Info shared at the AGM; a link needs to be shared for parents who wish to learn more details.</i>		
5.2 Annual fundraising initiatives to support school initiatives and school operations (<i>Hanna Critoph</i>)	X	<i>Completed</i>		
5.3 Print, distribute and utilize the School Strategic Plan (<i>Hanna Critoph, PEC & all Staff</i>)		<i>Completed</i>	X	X
5.4 Explore options for school involvement in the Capital Funding Campaign (<i>James Lota & Committee</i>)		<i>In progress</i>		
5.5 Complete a review and update of the School Strategic Plan and finalize the new 3-Year School Plan (<i>Admin and PEC</i>)		X		
5.6 Establish a Legacy Fund that is targeted to keep tuition as low as possible			X	

5.7 Revisit current budgetary practices and look for ways to improve staff involvement			X	
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