



FATHER MERCREDI COMMUNITY HIGH SCHOOL

School Education Plan

2022-25

2023-24 UPDATE



School Overview

Father Mercredi Catholic School is a grade seven to twelve school that provides a faith-based education for students from grade seven to twelve. All students in our school will learn in a caring environment in which they will gain the knowledge, skills, and Christian values that will encourage them to strive for personal excellence, applying their gifts and talents to successfully meet the challenges of life with optimism and confidence.

Our school was named after Father Patrick Mercredi, a hard-working community leader. Father Mercredi passed away one day before the school's official opening on November 1, 1982. He was loved in this community by young and old alike, and through the High School, he will be continually remembered and celebrated for his contributions to Fort McMurray.

Father Patrick Mercredi Community High School has always had the philosophy of teaching all students. This includes all levels of academic ability, all ethnic groups, and all faith backgrounds. We also believe in offering students opportunities to gain a well-rounded educational experience through academics, sports, R-sports, the Fine Arts, the skilled trades and community service.

Father Mercredi High School completed a large renovation/expansion project in 1996 which added a wing at the back-end of the two story section of the school, improvements to the gymnasiums, the addition of a Chapel as well as changes in the Trades and Technology wing. During the summer of 2011, an investment was made to transform the school into a state of the arts Science and Technology Centre that opened in September, 2011.

Father Mercredi Students now have an increased variety of electives to choose from that will help them make better choices for future career choices.

Father Mercredi School plans to ensure our priorities by connecting to our District Assurance model and core values. They are the foundation of who, what and why we are. Catholic School Divisions have values centered on our faith, developing the common good, personal excellence, and modeling/teaching a life of service.

At-A-Glance:

- Father Mercredi school is blessed with a full time Indigenous Liaison, supporting our staff and students on our Truth and Reconciliation journey.
- Our Inclusive Learning environment, with the support of our two Classroom Support Teachers, offers specialized programming and differentiated instruction for students with exceptionalities.
- Our Vocational Education Program, with the support of our three teachers, offers specialized programming and differentiated instruction for students with exceptionalities. Our program continues to grow and celebrate success.
- Father Patrick Mercredi has 71 Certificated Teachers and 35 Educational Assistants.
- Health and Wellness is a priority at Father Mercredi and we have two full time counselors who serve the needs of our students through universal support strategies and individual counseling sessions.
- Along with core programming (English, Math, Social Studies, Science and Religion), Father Mercredi School offers great enrichment through various electives, sports academies, science and technology, and service programs.

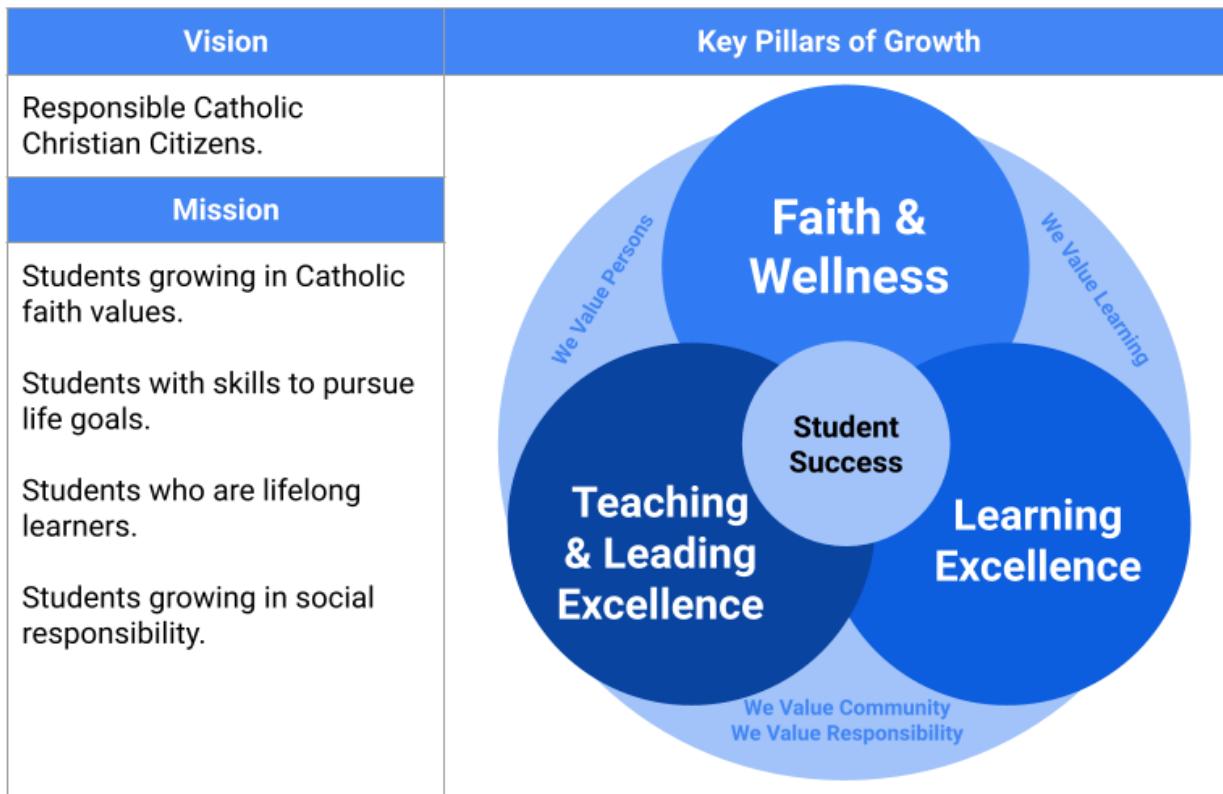


Figure 1. Vision, Mission, Core Values, and Key Pillars of Growth.

Education Plan Architecture

Key Pillar of Growth Each pillar of growth represents the primary aims of the organization.

Outcomes Three outcomes have been crafted under each key pillar of growth. These outcomes reflect the state the organization hopes to attain in an effort to ensure each student has the opportunity to achieve personal excellence.

Strategies Each outcome includes a number of strategic actions that will be undertaken to achieve success in each pillar of growth. These actions will be implemented, evaluated, and refined on a continuous basis to ensure responsiveness to the local and societal context. The efficacy of these actions in relation to the key pillars of growth will be outlined in the 2022 AERR.

Measures Each outcome includes a list of measures that will be used to evaluate the efficacy of the outlined strategic actions. These measures are a mixture of provincial and local data sets.



PILLAR #1:

Faith & Wellness

OUTCOME I

Provide opportunities for each Father Mercredi Student to recognize that they are children of God and to identify the Four Core Values of our District.

Strategies	A. Continue focus on creating and providing a safe and caring inclusive environment (parents, students and staff by enhancing the focus of our Four Core Values).
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	<p>B. Continue to provide students and staff with the opportunity to grow and celebrate their faith by participating in regular Liturgical Celebrations; Daily Prayer; Mass; Service projects including our Division Water Project; and Gr. 7, Gr. 8 Religious Studies Retreats; and Gr. 12 Grad Retreats.</p> <p>C. Maintain a focus on the School-Parish-Home relationship by inviting families to attend Collective Worship (Liturgies and Masses)</p> <p>D. Invite Parish Priests to participate in morning worship (Rosary in the Chapel - teacher led).</p> <p>E. Support Chaplain to continue the development of student liturgical leaders; Support Ian Kelly with Calculus Choir.</p> <p>F. Continue to develop teacher capacity in the application of foundational knowledge around sacraments with a focus on Religious Studies Competencies; Utilize Chaplain to offer Lay Ministry training to staff in order to support the Parish; Through the Chaplain, provide increased understanding of the Five Marks of an Excellent Catholic School Teacher at each staff meeting.</p>
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Measures

- Safe and Caring Survey
- Utilize data from Division Assurance Survey
- Student, Family and Parish feedback
- Maintain focus on promoting inclusivity (student survey)
- Weekly prayer partnerships - 'Merc Mates' (participation)
- Chaplain Fridays (participation)
- Inclusion of RCMP to do presentations and providing knowledge to students and their needs
- Observations, Class walkthroughs - focus on Faith Theme - Do Small Things With Great Love.
- Teacher Growth Plans

OUTCOME II

Each student and staff member is supported physically, mentally, socially and spiritually through programming and education.

Strategies	<p>A. Maintain an intentional focus on the well-being of staff and students by providing professional development in the area of</p>
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	<p>trauma informed practices.</p> <p>B. Implementation of our division Guiding Wellness Framework to provide a cohesive and collaborative approach to wellness.</p> <p>C. Foster the development of leadership abilities of staff and students through Santas Anonymous and other school wide groups.</p> <p>D. Admininstation, CSTs, Counselors meet regularly to ensure “wrap around” supports.</p> <p>E. Continue to work in collaboration with our Apple School Mentor to focus on programs related to comprehensive school physical activity, healthy eating and mental health.</p> <p>F. Recognize and CELEBRATE the contribution of staff and students (pep rallies, daily announcements, five-day Fridays.)</p>
Measures	
<ul style="list-style-type: none"> - Safe and Caring survey - Data tracking access to supports and services -Counseling Intervention/Tracking Data -Parent/Guardian, Staff, Student Assurance Survey Data -VSTAG Incident reports -Student and staff attendance rates data -Apple Schools Activities Data -Parent/family session attendance data 	



PILLAR #2:

Teaching & Leading Excellence

OUTCOME I	
<p>Teachers and school leaders will acquire the skills and competencies needed to meet the standards set forth in the TQS as they relate to establishing an Inclusive Learning Environment for all students, meeting their academic, social, and emotional needs.</p>	
Strategies	<ul style="list-style-type: none"> A. Develop a common understanding of Inclusive Learning Environments with an increased focus on understanding and effectively implementing Instructional Support Plans. B. Foster an intentional focus on the well-being and academic progress of at-risk students to support their journey towards graduation. C. Participation in professional learning for teachers and leaders related to the application of strategies outlined in ISPs. D. Use appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth. E. Maintain a focus on increased student and staff awareness, understanding, and consistent usage of the Test Centre for accommodations for students on ISP.. F. Increase awareness and understanding of the Father Mercredi Support Centre for students needing alternative subjects/programming.

Measures
<ul style="list-style-type: none"> - Provincial Achievement Test results - Diploma Exam results - High School Completion rates - Transition rates - Inclusion and Access to Supports and Services survey - Teacher Awarded marks - Division Parent survey - MIPI data - STAR data - Teacher Growth Plans <p>Usage Data - test centre and support centre</p>



PILLAR #3:

Learning Excellence

OUTCOME I	
<p>Each student will reach personal excellence (to the best of their ability) in the areas of literacy and mathematics.</p>	
Strategies	<p>A. In Grade 7, use Standardized Tests for the Assessment of Reading Comprehension to assess and monitor student literacy levels to inform student programming and interventions such as focused</p>

	<p>Literacy Blocks. Common Literacy Blocks will be added to grade 8 and 9.</p> <p>B. Use the Math Intervention Programming instrument (MIPI) to assess and monitor student growth in numeracy and as a means to inform student programming and interventions such as focused Numeracy electives.</p> <p>C. Through sessions hosted by master teachers and lead teachers, facilitate professional learning opportunities for teachers and administrators in the areas of literacy and numeracy instruction, assessment and program planning.</p> <p>D. Revisit and re-establish Assessment Practices</p>
Measures	
<p>-Provincial Achievement Tests results</p> <p>-Diploma Exam results</p> <p>-High School Completion results</p> <p>-STAR and MIPI data</p> <p>-Student and parent survey</p> <p>-Teacher Growth Plans</p>	

OUTCOME II	
<p>Each student graduates from Father Mercredi high school with the ability to transition into the world of work and/or post secondary education.</p>	
Strategies	<p>A. Nurture an intentional focus (tracking) on the well-being and academic progress of students to support their journey towards graduation and beyond graduation.</p> <p>B. Support the application and transition of students to secondary institutions through Student Services.</p> <p>C. Alongside the Off-Campus Coordinator, continue to lead TRADE students to engage in the Registered Apprenticeship</p>

	Program (RAP), Dual Credit Programs, Summer Internships etc.
	Measures
	<ul style="list-style-type: none"> -High School Completion rates -My BluePrints -One-to-One Career Counseling -Transition rates to secondary institutions -Transition rates to TRADES -Education Quality Survey -Citizenship and Academic Engagement -Safe and Caring survey -Inclusion and Access to Supports and Services survey -Parent involvement Survey -Student and parent survey

Year Two Updates

Pillar 1 - Faith & Wellness

1.B.

Year 1: Provide students and staff with the opportunity to grow and celebrate their faith by participating in regular Liturgical Celebrations, daily prayer, mass, service projects, (Grad) retreats.

Year 2: Continue to provide students and staff with the opportunity to grow and celebrate their faith by participating in regular Liturgical Celebrations; Daily Prayer; Mass; Service projects including our Division Water Project; and Gr. 7, Gr. 8 Religious Studies Retreats; and Gr. 12 Grad Retreats.

Rationale: Enhance our faith permeated environment with the addition of a grade 7 and 8 retreat and an increased focus on our Divisions Water Project.

1.E.

Year 1: Support Chaplain to continue the development of student liturgical leaders

Year 2: Support Chaplain to continue the development of student liturgical leader; Support Ian Kelly with Calculus Choir.

Rationale: Through various stakeholder feedback indicated growing interest in Calculus Choir.

1.F.

Year 1: Develop teacher capacity in the application of foundational knowledge around sacraments with a focus on Religious Studies Competencies;

Year 2: Continue to develop teacher capacity in the application of foundational knowledge around sacraments with a focus on Religious Studies Competencies; Utilize Chaplain to offer Lay Ministry training to staff in order to support the Parish; Through the Chaplain, provide increased understanding of the Five Marks of an Excellent Catholic School Teacher at each staff meeting.

Rationale: Increase capacity-building in staff to provide a faith permeated environment.

Pillar 2 - Teaching and Leading Excellence**1.A..**

Year 1: Develop a common understanding of Inclusive Learning Environments

Year 2: Develop a common understanding of Inclusive Learning Environments with an increased focus on understanding and effectively implementing Instructional Support Plans.

Rationale: Instructional Support Plans is an increased focus of professional development at the division level and school-based teacher development.

1.E.

Year 1: Increase understanding and awareness of the Test Centre for accommodations for students.

Year 2: Maintain a focus on increased student and staff awareness, understanding, and consistent usage of the Test Centre for accommodations for students on ISP.

Rationale: This strategy needs improvement through school-based teacher development in conjunction with CST.

Pillar 3 - Learning Excellence

1.A.

Year 1: Use Standardized Tests for the Assessment of Reading Comprehension to assess and monitor student literacy levels to inform student programming and interventions such as focused Literacy Blocks.

Year 2: In Grade 7, use Standardized Tests for the Assessment of Reading Comprehension to assess and monitor student literacy levels to inform student programming and interventions such as focused Literacy Blocks. Common Literacy Blocks will be added to grade 8 and 9.

Rationale: Because of the success of leveled Literacy Blocks in Grade 7 the strategy has been implemented in Grade 8 and 9.

1.C.

Year 1: Through sessions hosted by master teachers and learning coaches, facilitate professional learning opportunities for teachers and administrators in the areas of literacy and numeracy instruction, assessment and program planning.

Year 2: Through sessions hosted by master teachers and lead teachers, facilitate professional learning opportunities for teachers and administrators in the areas of literacy and numeracy instruction, assessment and program planning.

Rationale: Learning coaches are now Lead Teachers who are the focus at the division level and will help drive school-based teacher development in Literacy and Numeracy.

