



HOLY TRINITY CATHOLIC HIGH SCHOOL

School Education Plan

2022-25

2023-24 UPDATE



School Overview

Holy Trinity Catholic High School is a Roman Catholic middle school/high school operated in Fort McMurray, Alberta by the Fort McMurray Catholic School District. It includes a Suncor Energy Performing Arts Theatre used for both school and community purposes.

Since opening in 2011, Holy Trinity Catholic High School has been a foundational Catholic pillar in the community. As a school, Holy Trinity has offered young people hope and promise through religious education, liturgical celebration and a commitment to charity both local and abroad. The students and staff of Holy Trinity have lived this faith through involvement in community charity efforts and through making meaningful connections at home and around the globe. As a community school, Holy Trinity has opened its doors as a place of worship, a place of gathering, a place of joy and a place of learning all built upon the love and model of Jesus Christ. The Gospel of John 13:35 says 'By this everyone will know you are my disciples, if you love one another.' Truly, this love shines through in the halls of Holy Trinity Catholic High School.

Holy Trinity values learning both at school and in preparing students for post-graduation. Through our Registered Apprenticeship Program (RAP), dual credit and flight and aviation programs, students have the opportunity to learn from industry leading experts in real-world and practical learning environments.

Whether students are in the classroom, on the field or on the stage, they have the opportunity to deepen their understanding and further develop their skills. In the classroom, students are engaged in diverse learning opportunities that develop their academic ability. Students are also given the opportunity to further develop their skills in career-focused electives such as computer science, culinary arts, health services and kinesiology, leadership, outdoor education, esthetics, legal studies and fashion studies. When on the field, our students are learning collaboration and leadership skills while still being held responsible for their academic success. On the stage, students are able to express their creativity and artistic expression through visual and media arts, dance, band and theatrical productions.

At-A-Glance:

We value community: Holy Trinity Catholic High School serves approximately 1200 students from Grades 7-12, including our Senior Independent Living Program and our French Immersion students.

We value learning: Holy Trinity Catholic High School focuses on our trinity of Arts, Athletics and Academics as our three pillars of student life. The school offers many clubs and organizations that contribute to our pillars of student life.

We value persons: Holy Trinity has a diverse school population with many English Language learners. Our students come from a variety of cultural backgrounds, many of whom are newcomers to Canada. Fifteen percent of our students identify as Indigenous, coming from within Fort McMurray and nearby communities.

We value responsibility: Students in Grades 7-12 have dedicated programming in the areas of religious education, comprehensive school health and wellness (Apple school campaigns, social/emotional support etc.) and Indigenous learnings and teachings.

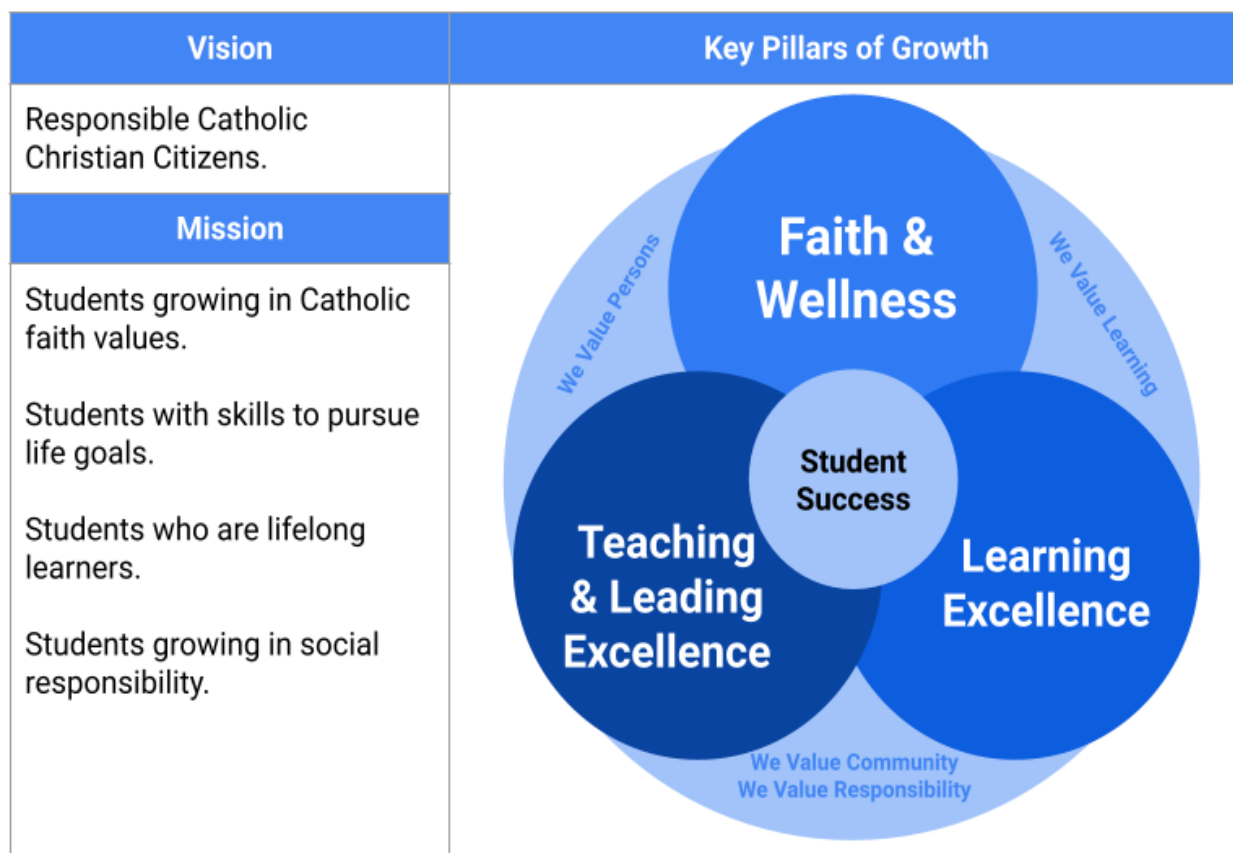


Figure 1. Vision, Mission, Core Values, and Key Pillars of Growth.

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	
1. Refine the current High School Religion programs to focus on the 4 core values.	
Strategies	(a) Create an immersive environment where staff, students, and stakeholders are regularly exposed to our faith-based values, in a way that is relevant to our students. (b) Provide the opportunity for on-going professional, spiritual development both at the school and division level. (c) Infuse purposeful planning into our daily practices that aligns with our 4 core values. (d) School Chaplain will continue to implement the 4 Core Value Awards each term. (e) Each MS class and each HS Religion class will do at minimum 1 service project at the local level - Do small things with great love.
Measures	
- District surveys - Student focus group & feedback	



PILLAR #2:

Teaching & Leading Excellence

OUTCOME I	
1. Develop common assessments, blueprints, and associated instructional plans to ensure a collective and consistent approach to program delivery across all academic disciplines.	
Strategies	a) Facilitate professional development for teachers to ensure a cohesive grasp and application of high-impact practices, including blueprinting common exams. b) Teachers will utilize assessment data to enhance their teaching practices and encourage reflection.
Measures	
- District survey results - Anecdotal evidence - Diploma and PAT results	



PILLAR #3:

Learning Excellence

OUTCOME I	
1. Based on the analysis of PAT & DIP results, MIPI and STAR reading data, identify and implement intervention strategies across all subject areas.	
Strategies	a) Continue with our MS literacy intervention program to target and support students. b) Lead Literacy and Numeracy teachers will mentor and support colleagues to further development and enhance student learning. c) Enhance the collective efficacy of teacher-directed intervention across all subject areas by utilizing classroom data to improve effectiveness. d) Digging deep into our PAT and DIP results and finding ways to fill the gaps in all core subject areas - Scope and Sequence.
Measures	
-Ongoing data collection showing improving results -MIPI data score improve -Numeracy marks improve -STARS reading assessment data improves -F&P where applicable -All student reading levels will improve -Supervision of all teachers/observations -PAT & DIP results	

OUTCOME 2	
2. Teachers and leaders will collaborate and build community to expand our French Immersion program.	
Strategies	a) Host cross-school community activities that infuse French culture. i) Parent/Student council invitations ii) Parent information nights iii) Student/family activities b) Collaborate with École St. Paul to build and support the French Immersion program from Première-Pas - 12. c) Provide opportunities for Holy Trinity French Immersion students to become leaders and advocates at École St. Paul. d) Facilitate a writing buddy mentorship program between Holy Trinity and École St. Paul to begin establishing positive peer relationships that will support the transition from elementary to middle school.
Measures	
- French Immersion enrollment increases in the year 2024-2025 - Students and families attend French cultural activities between both schools. - DELF	