



Good Shepherd School

GOOD SHEPHERD SCHOOL

School Education Plan

2022-25

2023-24 UPDATE



FORT McMURRAY
CATHOLIC SCHOOLS

School Overview

Good Shepherd Catholic School is a member of the Fort McMurray Catholic School Division family. We serve families situated on the southside of Fort McMurray, Specifically Beacons Hill, Gregoire, Prairie Creek, & Sapræ Creek. In addition, we have multiple families from Gregoire Lake Estates and Anzac.

Good Shepherd is a special place to learn and grow. We are a proud Leader In Me Lighthouse school. Our students are kind, compassionate and natural leaders. Through our faith and leadership programs, we place an emphasis on social and emotional well-being, school community and service to others. All staff members strive to make connections with students to help them feel valued, accepted and safe. Our Mission at Good Shepherd School is “Lead like a Shepherd”. We will continue to guide our mission while providing a love of learning in an inclusive environment.

At-A-Glance:

- Leader in Me Lighthouse School
- Apple School
- 353 students
- 19 Teaching staff including school administrators
- 24 support staff including office managers, Indigenous Liaison, OSC team and Caretaking
- Engaged and Enthusiastic School Council and Friends of Jags
- Inclusive Education
- Indigenous foundations and knowledge minded
- Community minded
- Acts of service around the community
- Strong Science Fair Participation
- Music Festival Participants

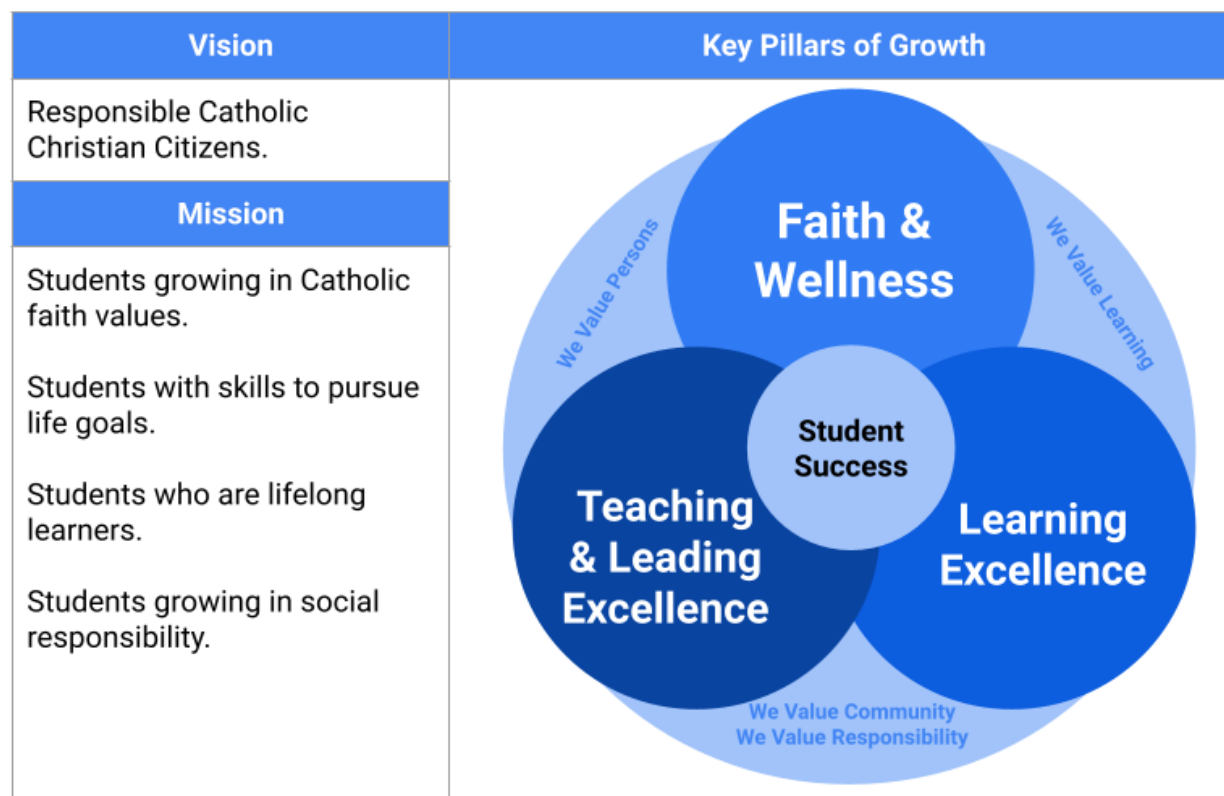


Figure 1. Vision, Mission, Core Values, and Key Pillars of Growth.

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. Students will be provided with an excellent Catholic Education that furthers their faith and enables them to discern the presence of God in their lives.**

Strategies

- (a) Enhance opportunities to include faith in the learning process and use division.
- (b) Four Core Values and Leader in Me Program to drive our school mission statement Lead Like a Shepherd. #LeadLikeaShepherd-
- (c) Four core values for proactive approach of positive school-wide behavior expectations.
- (d) Use the Liturgy Templates with core values, Gospel Acclamations, and Penitential Rite
- (e) Daily Collective worship is linked to the 4 core values.
- (f) Supporting and celebrating student participation in Sacraments at school and church.
- (g) Invite families to participate in community faith celebrations at Church twice a school year minimum
- (h) Good Ancestor Vision: When we Lead Like a Shepherd we are showing good character and virtues. We are showing that we are leaders who care about each other. It is the foundation of our Catholic Social teachings. We are called to care for God's Creations, We are called to serve our family and community and those who need our help the most.

Measures

- Division Assurance Survey
- MRA Leader in Me Survey
- Professional Growth Plans

OUTCOME II

2. The Physical, Mental, and Spiritual wellbeing of students and staff will be supported by programming and education

Strategies	(a) Foster healthy relationships among students and staff by teaching social & emotional wellness and increasing the level of prosocial behavior through a variety of lead measures amongst students including school lessons and Wildly Important Goals (WIGS). (b) Build community within the school through cross-grade Jag Pride Teams completing leadership jobs together. (c) Staff professional development focused on supporting the social and emotional needs of students. (d) Universal Supports from school counselor and outside services (i) Mind-up (ii) Regulated Classroom (e) Create opportunities for families to learn as a school community (i) parent engagement/learning sessions on current trends and school needs
Measures	
- MRA Leader in Me survey - Division Assurance Survey - Counseling intervention data - AEA Survey	



PILLAR #2:

Teaching & Leading Excellence

OUTCOME I

1. Teachers and leaders will feel competent, confident, and supported in the application of excellent professional practices to guide and support the growth and achievement of all students in an inclusive and faith-based environment.

Strategies

- (a) PLC commonalities with school plan
- (b) Instructional strategies to support differentiation and understanding behaviors and diagnosis with CST support.
- (c) Support teachers with new curriculum implementation and intervention.
- (d) Support opportunities for staff to attend learning workshops.
- (e) Allowing time for collaboration between teachers, counselling, and CST for student programming and support.

Measures

- Semiannual Teacher & Leader Engagement Surveys
 - Ongoing Leader-Led Reflections in PLCs
 - F&P, BAS, LeNS, and CC3 data
 - MIPI and Numeracy Screener data
 - Division Writing Sample
 - AEA Survey
 - Behaviour plan tracking
 - Professional Growth Plan

OUTCOME II

2. School teachers and leaders will acquire the skills and competencies needed to meet the standards set forth in the Teaching and Leading Quality Standards as they relate to foundational knowledge of First Nations, Metis, and Inuit peoples.

Strategies

- (a) Provide ongoing professional learning opportunities and experiences for teachers related to the application of foundational knowledge of First Nations, Métis and Inuit.
- (b) Foster positive and meaningful relationships with Indigenous communities to support increased student success.
 - (i) Invite Elders and Knowledge Keepers to support indigenous learning for Be a Good ancestor and also curriculum connections.
- (c) Be a Good Ancestor: indigenous perspective into our learning and school culture. To continuously improve our teacher quality standard of applying foundational knowledge of First Nations, Metis and Inuit ways of knowing, but also connecting with the community and showing students how we are so interconnected. Students will complete monthly activities the year we will work activities that demonstrate we are all connected.
- (d) School indigenous staff committee to build curriculum connections across grade levels.

Measures

- Division Assurance Survey
- Feedback from students, staff, family, and community
- Committee Feedback



PILLAR #3:

Learning Excellence

OUTCOME I

1. Students will achieve personal excellence in literacy and mathematics.

Strategies

- (a) Fostering a math-rich and literacy-rich environment
 - (i) Heggerty
 - (ii) UFLI
 - (iii) Mathology ,
 - (iv) Literacy reporting
 - (v) New curriculum implementation
 - (vi) PLF
- (b) Increase intentional focus on research-informed best practices as they relate to instructional strategies in literacy and mathematics.
 - (i) Sharing activities or strategies used during staff meetings
 - (ii) Ongoing PLF sessions provided by District
 - (iii) New Curriculum Lead teacher information sharing
- (c) Continue to collect and analyze student learning data to support teachers in planning and assessing for the diverse literacy and mathematics needs of their students.

Measures

- F&P, BAS, CC3 & LeNS data, IDI
- Division writing sample Gr. 1-6
 - MIPI data Gr. 4-6
 - Alberta Ed Numeracy Screener Gr. 1-3
 - Gr. 6 Provincial Achievement Test
 - AEA Survey
 - MRA Survey

OUTCOME II

2. Students will access learning opportunities and support that addresses their diverse learning needs.

Strategies	(a) Enhance the use of the Response to Intervention strategy to ensure equitable, appropriate, and tiered supports are provided to all students. (i) Complete strategic social/emotional & Academic assessments. (ii) SOS programming. (iii) CST Support and learning (iv) Home communication regarding support and services of student learning. Using Edsby portfolio, evidence of learning and communication tools. (b) Ensure that students receive effective, timely, and seamless support at the various transition points throughout their educational journey in literacy. (i) Literacy intervention- push in and pull out model (ii) Align literacy intervention foundational with current practice. (iii) Continue programs and enhanced academic and cultural supports that ensure an inclusive and equitable learning environment where all students feel a sense of safety, belonging, and value. (c) Continue to foster productive and collaborative relationships with community partners and service providers to ensure the availability of wrap-around services for students and families. (i) SOS - one to one mentors- new this year (ii) Girls - Inc Bullying Program (iii) Community resource officers.
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Measures

- Student Attendance Rate
- Local Student Assurance Survey
- Student & Parent Focus Groups
- Counseling Intervention Data
- AEA Survey
- Achievement tests

Summary of Updates for Year Two of Implementation 2023-2024

Pillar 1 - Faith & Wellness

- 1.a.** Year 1: Enhance opportunities to include faith in the learning process.

Year 2: Invite parish leaders and faith permeation consultants to the school to lead discussions in classroom settings around faith and leading.

Rationale: Partner to have Students to value community of faith and what it means to Lead Like a Shepherd

- 1.f.** Year 1: Supporting and celebrating student participation in sacraments and faith building activities at Church.

Year 2: Attend Mass at St.John's Parish as a whole school twice in a school year

Rationale: Students have the opportunity to receive communion and be present in church to practice and learn the parts of a mass.

- 1.g.** Year 1: Continue to host family events alongside liturgical calendars and sacrament celebrations.

Year 2: Organize a family mass where students are reading and also doing music ministry.

Rationale: The initiative of having families attend at school liturgical events has been successfully re-introduced. Our staff and families leading mass together is the next step.

- 2.a.** Year 1: Foster healthy relationships among students and staff by teaching social & emotional wellness and increasing the level of prosocial behavior through a variety of lead measures

Year 2: Maintain Franklin & Covey Leader in Me Curriculum in Division 1 and 2 & weave in Adrienne Gear's Powerful Understanding critical thinking Curriculum in Division 2

Rationale: To have students stretch their thinking, value their gifts and talents, think beyond self to others and global.

- 2.d.** Year 1: Universal support from school counselor. Mindup and Zones of regulation

Year 2: Increase opportunities to provide universal support in the area of social skill development and restorative practices for conflicts for full time counsellor - Peers program.

Rationale: Explore resources such as Peers programs to better support social skill development with students. Counsellor to facilitate .

Pillar 2: Teaching and Leading Excellence

1.c-d. *Year 1:* Continue supporting new curriculum implementation and intervention.

Year 2: Maintain curriculum support.

Rationale: With new curriculum implementation, ensure teachers are equipped and comfortable with the new curriculum.

1.g. *Year 1:* n/a
(new)

Year 2: Numeracy curriculum support for teachers.

Rationale: Based on 2022-2023 survey data, teachers were feeling competent with Literacy but would like support with numeracy.

2.b. *Year 1:* Increased visibility of indigenous culture.

Year 2: Front of school showcase will have visual indigenous cultural representation and a place for student work and indigenous language.

Rationale: Indigenous culture and foundational knowledge should be embedded into our school culture. We have made significant gains over the past few years but increasing visibility and having an intentional focus each month will increase awareness and provide staff with opportunities to weave foundational knowledge into the classroom.

2.d. *Year 1:* Provide ongoing professional development to increase application of foundational knowledge.

Year 2: Allow teachers space and time to apply their knowledge while also doing a monthly theme. Each month will be a different theme of learning inspired by the book, Be a Good Ancestor written by Leona Prince & Gabriella Prince. Complements Division Faith Theme of Do Small Things With Great Love.

Rationale: Building teacher efficacy and competence to ensure we are teaching and leading in a way that is inclusive to all learners, ensuring foundational knowledge.

Pillar 3: Learning Excellence

1.a. Year 1: Fostering a Math- rich and Literacy- rich environment with intentional focus on research -informed best practices as they relate to mathematics and literacy. Staff will continue to use professional learning communities to support research and application in these areas.

Year 2: Maintain. Staff had a successful implementation of the new Math and English Language Arts curriculum for division one. Supported by lead teachers and professional development. Staff will continue to have an intentional focus of best practices in Mathematics and Literacy.

Rationale: Lead teachers with administration for 2023-2024 will continue to support exploration and implementation of new curriculum and resources.

1.c. Year 1: Continue to collect and analyze student data to support teachers planning and assessment for the diverse literacy and mathematics needs.

Year 2: Continue to use student learning data for strategic teacher planning and an assessment.

Rationale: Support teachers in differentiating lessons to meet the diverse learning needs of all students through increased teacher sharing time, professional development and modeling from CST and Administration.

2.a. Year 1: Enhance the use of the Response to Intervention strategy to ensure equitable, appropriate, and tiered supports are provided to all students.

Year 2: Transition to the Continuum of Supports and Services model to ensure equitable support is provided to all students.

Rationale: Respond to survey data to continue to provide inclusive education and complex needs professional development opportunities to teachers. Maintain wrap around services, community partnerships and mentor programs.

2.b. Year 1: Ensure that students receive effective, timely, and seamless support at the various transition points throughout their educational journey.

Year 2: Maintain student access to effective and timely interventions by having grade level meetings to better support students and strengthening literacy intervention programs. Increase communication and support families with information on community programs and services.

Rationale: The admin team will continue to communicate with families and connect them to services in the community to support family needs and complex student needs. We will continue to align literacy intervention programs with best inclusive education practices to allow each child to have successes in literacy and numeracy.