



St. Gabriel School

ST. GABRIEL SCHOOL

School Education Plan

2022-25



FORT McMURRAY
CATHOLIC SCHOOLS

YEAR III UPDATE

St. Gabriel School Overview

St. Gabriel Catholic Elementary School provides a faith-based education for children in EEP to grade six, with a strong focus on accommodating individual students' needs. Fostering a love of learning is a part of all we do at St. Gabriel School. Our staff members work to engage students in their learning to develop their talents and strengths, and build upon individual interests. Our student population is comprised of 210 active and curious learners with diverse learning needs.

We are a faith-filled school community, growing together in Christ through acts of service and prayer. Our St. Gabriel Guardians are committed to 'Doing Small Things with Great Love', as Guardians of Faith and Messengers of God. In addition to Religion classes, we work to live our faith in all aspects of school life. Our Guardians are encouraged to practice their faith in the hallways, on the playground and beyond the school day.

At-A-Glance:

- St. Gabriel School is blessed with a full time Indigenous Liaison, supporting our staff and students on our Truth and Reconciliation journey.
- Health and Wellness is a priority at St. Gabriel School. Our half time counselor serves the needs of our students through universal support strategies and individual counseling sessions.
- St. Gabriel School has a physical education and music specialist, offering high quality physical education and music programming to all students.
- Our Inclusive Learning environment, with the support of our Classroom Support Teacher, offers specialized programming and differentiated instruction for students with exceptionalities.
- Our school has two full time literacy educational assistants, supporting the diverse literacy needs of our students through push in and pull out instructional support.
- Historically, St. Gabriel School opened for classes in the fall of 1981 and was officially opened by Bishop Raymond Roy of St. Paul Diocese on April 21, 1982. Saint Gabriel is an Archangel who serves as a Messenger for God. The Archangel Gabriel is clothed in blue or white; and is seen carrying a lily, a trumpet, or a shining lantern. Gabriel is recognized as the patron saint of messengers, telecommunication workers, and postal workers. His feast day is celebrated on September 29.

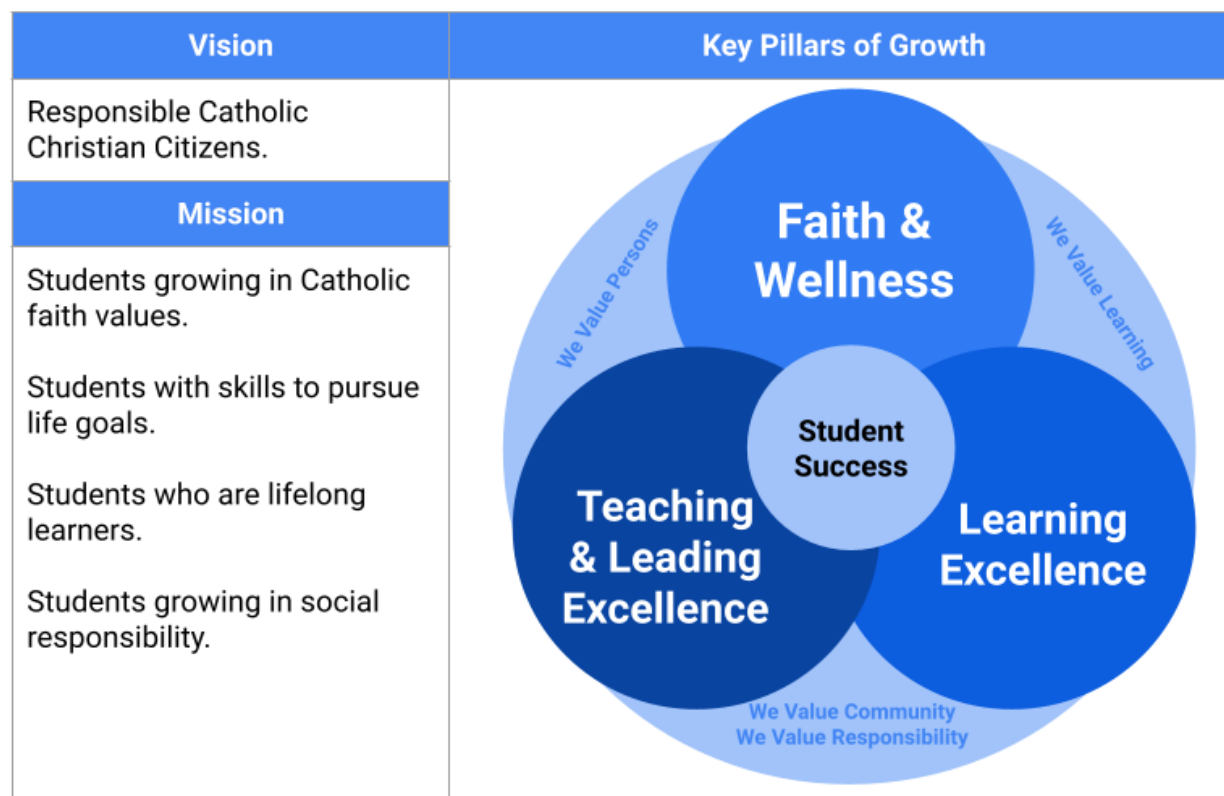


Figure 1. Vision, Mission, Core Values, and Key Pillars of Growth.

Education Plan Architecture

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

Outcomes One to Two 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. Provide students, staff and families with a faith permeated environment and enhance faith formation through cross-curricular religious education connecting home, school and parish.	
Strategies	(a) Maintain an enhanced focus on the permeation of our Division's Four Core Values in all aspects of the learning environment. (b) Students and staff participate in daily prayer, liturgies, and assemblies. As witnesses to Gospel teachings and scripture, our students explore their faith during daily interactions and living our Division Faith Theme daily: Do Small Things with Great Love. (c) Active classroom daily participation in 'Collective Worship'. (d) Continue the development of Youth Liturgy Leaders (YLL's) in grades two to six. (e) Invite Parish Priests to visit students, participate in liturgies and break bread together at St. Gabriel School. (f) Invite families to attend school liturgies, masses and success celebrations. (g) Continue to implement the Growing in Faith, Growing in Christ curriculum and connections to home, school and parish. (h) Staff participation in Religious Consultant-Led Professional Development, the active utilization of our 'Faith Permeation and Religious Education' Google Classroom Resource, monthly access to GrACE Newsletter, and increased understanding of the Five Marks of an Excellent Catholic School Teacher. (i) Continue to nurture learning environments that are enriched by faith through authentic actions and visible faith symbols.
Measures	

- Observations/Classroom and School Walk Throughs - Observing Faith permeated environments in our school community serving others and living our Division Faith Theme: Do Small Things with Great Love; Observations of our Faith integrated into curricular areas, in addition to religion
- Parent, Student, Staff and Parish Partner Focus Groups
- Division and school-based Staff, Student and Parent assurance surveys
- Teacher Growth Plans

OUTCOME II	
2. The physical, mental and spiritual well being of students and staff will be supported through programming and education.	
Strategies	(a) Implement the Division's Guiding Wellness Framework to support a cohesive and collaborative approach to enhancing the wellness of students and staff. (b) Administration, CST and Counselor collaborate weekly to ensure wrap-around and trauma informed mental health counseling supports are in place for students and staff. (c) Work in collaboration with our school's health champion to maintain an instructional focus on programs related to comprehensive school health and well-being. (d) Frequently recognize and celebrate the contributions of our staff and students. (e) Continue to foster the development of leadership capacities in students through our Student Lighthouse Team, Success Assembly Leaders and school-wide/classroom leadership roles. (f) Training and recertifying teachers and support staff in Non-Violent Crisis Intervention (NVCi).
Measures	
-Student and Staff Attendance Rates -Student, Staff and Parent/Guardian Assurance Survey Data -Counseling Intervention Data -CSTAG Incident Reports -APPLE Data	

PILLAR #2:



Teaching & Leading Excellence

OUTCOME I	
1. Teachers and school 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 People.	
Strategies	(a) Develop a common understanding of connections between our Catholic Faith and the spiritual beliefs/practices of our indigenous brothers and sisters. (b) Participation in professional learning for teachers and leaders related to the application of foundational knowledge of First Nations, Metis and Inuit. (c) Participation in Truth and Reconciliation professional development, exercises and service projects, including our Division Water Project, which purposely aligns with implementing the Calls to Action to create a positive change in our community. (d) Enhance the authentic visibility of Indigenous Culture in our school. Specifically, all classes attending weekly teachings, story-telling and smudging in our Indigenous Gathering Space with our Liaison; Bi-Monthly Teachings/Story-Telling with our Division Elder; Utilization of our forested area for indigenous teachings and Tales and Trails; Daily Land Acknowledgements; Cree and Dene versions of O Canada during morning announcements; Visual displays in our school; Indigenous symbols on our school prayer table; smudging and teachings in our Teepee.
Measures	
- Student, Staff and Parent/Guardian Assurance Survey Data - Success/results of Service Projects - Anecdotal comments/collaborative discussions with staff, students and parents/guardians	



PILLAR #3:

Learning Excellence

OUTCOME I	
1. Students will achieve personal excellence in literacy and mathematics.	
Strategies	(a) Continue the utilization of the Haggerty Phonemic Awareness Curriculum to improve phonological and phonetic awareness in (K-3); Continue the utilization of UFLI Foundations to improve phonological and phonetic awareness (K-2). Implementation of Bug Club Morphology to increase morphological awareness in (4-6). (b) Continued implementation of Guided, Interactive and Shared Reading to improve reading accuracy and comprehension. (c) Continue to schedule divisional literacy blocks with additional pull out literacy support. (d) Analyze student learning data with teachers (EICS Math Screener and PAT) to drive planning and instruction in mathematics. (e) Support student success in mathematics with hands-on mathematics activities through the continued utilization of Mathology in K-3; implement the utilization of Mathology in 4-6-; develop a deeper knowledge of mathematics vocabulary through the use of math word walls. (f) Continue to foster an intentional focus on implementing the new curriculum, through professional development, supporting the new division model for lead teachers, intentional scheduling decisions and collaborating with division consultants, in order to support positive learning experiences and student success.
Measures	
- Fountas & Pinnell, CC3, LeNS Data - Kindergarten Haggerty Screener - Check-In Conversations regarding Haggerty Progress - EICS Math Screener	

- Classroom Observations
- Provincial Achievement Test (PAT) Data
- Local Student, Staff, Parent & Leaders Assurance Survey
- Alberta Education Assurance (AEA) Survey

OUTCOME II	
2. Students will access learning opportunities and supports that address their diverse educational needs.	
Strategies	(a) Continue to regularly collaborate and consult with our division and school-based specialists (CST, SLP, OT, PT, DHH, Behavior Consultant, Indigenous Liaison, Counselor, Faith Permeation and Religious Education Consultant, New Curriculum Consultant) to guide programming. (b) Continue to provide ongoing access to technologies-devices, programs and educational tools. (c) Continue to provide students with the opportunities to showcase their talents by offering a range of diverse methods to demonstrate learning. (d) Continue to offer a variety of extra-curricular activities to promote student engagement. (e) Continue frequent communication between school and home using weekly updates (WAAG), newsletters, Student Agendas, Google Classroom, Edsby and Social Media.
Measures	
- Local student, staff and parent assurance survey - Check-in conversations with students and families	

Summary of Updates for Year Three of Implementation 2024-2025

Pillar 1 - Faith & Wellness

2.c.

Year 1 & 2: Continue to work in collaboration with our Apple Schools Division Mentor to maintain an instructional focus on programs related to comprehensive school health and well-being.

Year 3: Work in collaboration with our school's health champion to maintain an instructional focus on programs related to comprehensive school health and well-being.

Rationale: Due to funding, our School Division does not have an Apple Schools Division Mentor.

2. e.

Year 1 & 2: Continue to foster the development of leadership capacities in students through our Student Lighthouse Team and school-wide/classroom leadership roles.

Year 3: Continue to foster the development of leadership capacities in students through our Student Lighthouse Team, Success Assembly Leaders and school-wide/classroom leadership roles.

Rationale: The development of student leadership groups has been successfully established. Based on stakeholder feedback, Success Assembly Leaders were established.

Pillar 3 - Learning Excellence

1.a.

Year 1 & 2: Implement the utilization of the Haggerty Phonemic Awareness Curriculum and Jolly Phonics Program to improve phonological and phonetic awareness.

Year 3: Continue the utilization of the Haggerty Phonemic Awareness Curriculum to improve phonological and phonetic awareness in (K-3); Continue the utilization of UFLI Foundations to improve phonological and phonetic awareness (K-2). Implementation of Bug Club Morphology to increase morphological awareness in (4-6).

Rationale: As we no longer utilize Jolly Phonics, it has been removed as a strategy. The use of UFLI has been established and will continue to be utilized in year 3. Addition of Bug Club Morphology, as a division-wide implementation in 4-6.

1.c.

Year 1 & 2: Scheduled divisional literacy blocks with additional push in and pull out literacy support.

Year 3: Continue to schedule divisional literacy blocks with additional pull out literacy support.

Rationale: Literacy support positions have been reduced at the school level, therefore will support literacy with a pull out intervention model only.

1.e.

Year 1 & 2: Support student success in mathematics with hands-on mathematics activities through the continued utilization of Mathology in K-3; implement the utilization of Mathology in 4-6; develop a deeper knowledge of mathematics vocabulary through the use of math word walls.

Year 3: Continue to support student success in mathematics with hands-on mathematics activities through the continued utilization of Mathology in K-6; develop a deeper knowledge of mathematics vocabulary through the use of math word walls.

Rationale: Division-wide, Mathology has been implemented as the central resource supporting learning in mathematics. We will continue to utilize Mathology in K-6.

1.f.

Year 1 & 2: Foster an intentional focus on implementing the new curriculum, through professional development, supporting our lead teacher, intentional scheduling decisions and collaborating with division consultants, in order to support positive learning experiences and student success.

Year 3: Continue to foster an intentional focus on implementing the new curriculum, through professional development, supporting the new division model for lead teachers, intentional scheduling decisions and collaborating with division consultants, in order to support positive learning experiences and student success.

Rationale: Supporting the implementation of new curriculum will remain a continued focus in the 2024-25 School year.