



ST. MARTHA SCHOOL

School Education Plan

2022-25

YEAR III UPDATE



FORT McMURRAY
CATHOLIC SCHOOLS

Saint Martha School Overview

Proverbs 22:6 “Start children off on the way they should go, and even when they are old they will not turn from it.”

Saint Martha School provides a faith-based education for children in Early Entry to grade six. We continuously strive to make a difference for every child through our commitment of academic excellence and an individualized self-directed philosophy of personalized learning. We also hold the belief that education is much more than academic achievement. We foster relationships and a sense of belonging. Our staff at Saint Martha believes that with proper encouragement and guidance, students perform better in all parts of life. Every day we strive to create students who are self-directed learners.

We are committed to building a Catholic community, preparing and inspiring our students to be active and responsible participants in shaping their own future. Through a shared vision of relational work with our families, we place our children on the road to success.

Our school motto is *Servite Domino in laetitia!* – “I will serve God cheerfully.”

At A Glance

At St. Martha School, we believe your child has numerous opportunities to learn and grow! We are committed to building a Catholic, Christian community, preparing and inspiring our students to be active and responsible participants in shaping their own future. Through a shared vision of relational work with our families, we place our children on the road to success.

Our staff are very caring and committed to student learning. During the school day, we offer a variety of programs to spark new interests in our students. Our students have the opportunity to participate in a variety of different clubs. We have LEGO Robotics, Intramurals at recess, a Library Book Club, Kindness Club, extracurricular music programs offered during recess, Full Circle Mentoring for our Indigenous students, Mentoring programs sponsored through community stakeholders, Pawsitive Pet Therapy,, Healthy Snack Program offered with educational resources for students and families, parenting groups (ie. Circle of Security).

At St. Martha School, we have both a Physical Education and Fine Arts specialists who offer programming that invigorates the mind, body and soul. Our older students have the capacity to join our after-school sports teams and compete in fun weekend tournaments. Our elementary school choir is an integral part of our school community. They prepare music ministry for our liturgies and also showcase their talent at local festivals. Youth Liturgy Leader Program is a newly implemented program offering leadership to our grade 5 and 6 students to lead our school in prayer.

We have amazing parent volunteers and a very strong School Council. Our School Council provides fun school activities for children and fabulous family events that help build community. We are also excited to offer families child care for our students in grades 1-6 through our Out of School Care Program.

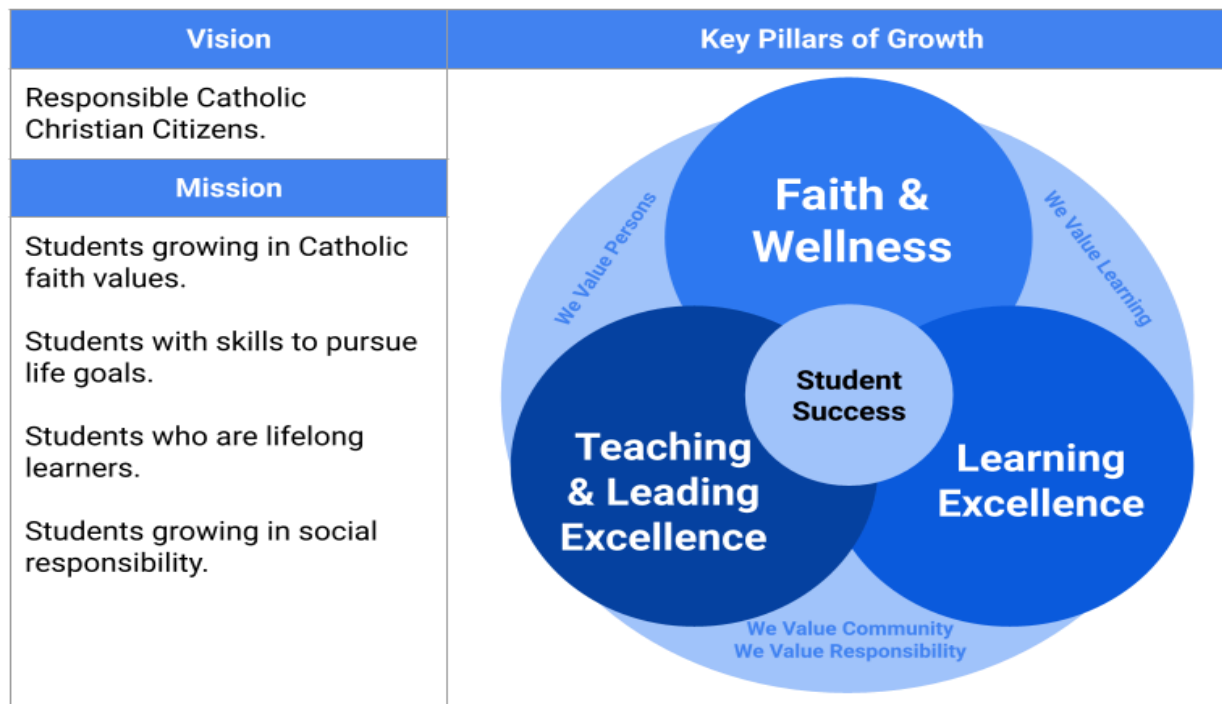


Figure 1. Vision, Mission, Core Values, and Key Pillars of Growth.

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 supported and encouraged on their personal faith journey to become disciples of God.

Strategies

- (a) Continue to have daily prayer as a pivotal focus of our Catholicity, embedded in our morning prayer, end-of-the-day prayer and teacher-led classroom intentions
- (b) Nurturing our school vision of Just Be Kind through our school created end of day prayer and daily message
- (c) Utilize the division's Religion Coordinator to support the implementation of curriculum and the active utilization of our 'Faith Permeation and Religious Education' Google Classroom Resource
- (d) Continue to implement the Growing in Faith, Growing in Christ curriculum and connections to home, school and parish
- (e) Continue the leadership of Youth Liturgy Leaders (YLLs) in grade six to lead liturgies and help facilitate classroom-led liturgies
- (f) Invite families and Board of Trustees to attend school liturgies
- (g) Strengthen the Catholicity of St. Martha Staff through the participation in PLF liturgies
- (h) Nurturing a faith based school environment through actively living our Division's Faith Theme: Do Small Things With Great Love
- (i) Continue enhancing the focus of the Division's Four Core Values and student discipleship in monthly Eagle Excellence Awards
- (j) Foster and nurture the relationship between the parish and the school

Measures

1. Observation/Classroom & School Walk Throughs - observing faith permeated environments
2. Prayer becomes intrinsic and is initiated by students through an observed increase in shared personal intentions
3. Teachers' effectiveness in delivering a quality religious education through observation of lessons and providing feedback
4. Evidence of Catholicity will be visible throughout the school
5. Sacramental preparation participation
6. Teacher Growth Plan
7. Student, Parent, and Staff Assurance Survey

OUTCOME II	
2. The complete well-being of students, families, and staff will be supported through effective programming and education	
Strategies	(a) Continue to provide formal opportunities for students and staff to engage in various physical activities during the school day and extra-curricular clubs after school (Loose Parts, sports clubs and choir) (b) Utilize proactive universal supports for building resilient students (c) Continue to provide more opportunities for families to be present within the school (d) Continue to provide staff opportunities to communicate their input on matters pertaining to the management of the school (e) Continue to foster the development of leadership capacities in students through President Choice Snack Bin initiative and the Positive Intervention Program for students to be successful in their daily activities
Measures	
1. Student involvement in the school-wide Healthy Snack program 2. Local Student, Parent, and Staff Survey 3. Teachers continue to use formal programs such as - Zones of Regulation, LEGO social skills group, WITS, Who Do You Tell, Activities developed by our Indigenous Liaison, Mindfulness resources available, Loose Parts Program, Excellent Eagles Awards 4. Students' engagement in activities such as extramurals, and Triple Thread Arts programming 5. Student academic performance and attendance data 6. Family participation in organized events within the school 7. Staff and Student Attendance Rates	



PILLAR #2: Teaching & Leading Excellence

OUTCOME I	
1. Teachers will be confident and competent in their ability to apply best professional practices in relation to utilizing assessment data to inform planning.	
Strategies	(a) Teachers will continue to utilize assessment data to inform their teaching practice and differentiate the learning of students (b) Participation in professional learning for teachers and leaders focused on Mathology, F&P Classroom, Big Club Morphology and UFLI (c) Continue implementing the new curriculum through supported professional learning opportunities and effective collaboration with division consultations (d) Continue to use differentiation strategies in the classroom and enhance the effective use of Educational Assistant through professional learning led by Classroom Support teacher (e) Continue to provide guidance and support in analyzing and utilizing literacy and numeracy data through collaboration with Numeracy and Literacy Consultants
Measures	
1. Long Range Plans reflect and are aligned with assessment data 2. Leaders and teachers attend applicable professional learning and are responsible to inform colleagues of knowledge gained. (New curriculum leaders, PLC activators, New Technology Leaders, EDSBY Leaders) 3. Local Student, Parent, and Staff Survey 4. Effective implementation of Mathology, F&P Classroom Resources and UFLI through classroom observations and student participation	

OUTCOME II	
2. Staff will meet the standards and criteria outlined in the Teaching Quality Standards as related to foundational knowledge of First Nations, Metis, and Inuit peoples.	
Strategies	(a) Participation in professional learning opportunities for teachers and leaders related to the application of foundational knowledge of First Nations, Metis and Inuit with an intentional focus on the significance of the Land Acknowledgement (b) Enhance the authentic visibility of Indigenous culture and service projects in our school through the support of the School Improvement Team and Indigenous Liaison (c) Continue to utilize the cultural expertise of our school Indigenous Liaison to help support teachers in the delivery of instruction and participation of Truth and Reconciliation initiatives (d) Developing school community through intentionally connecting our Eagle school mascots with the Circle of Courage (Thunder - Belonging; Lightning - Generosity; Storm - Independence; New Eagle Introduced This Year; Mastery) (e) Promote meaningful relationships with local Indigenous community members
Measures	
1. Long Range Plans with focus on and application of foundational knowledge 2. Implementation of the School Improvement Teams' initiatives and their associated success/results of various service projects 3. Indigenous culture permeates the school and is reflected during events and activities 4. Indigenous community members are visible and part of the school family	



PILLAR #3: Learning Excellence

OUTCOME I	
1. Students will achieve personal excellence in literacy and numeracy.	
Strategies	(a) Continue the utilization of the Haggerty Phonemic Awareness Curriculum to improve phonological and phonetic awareness in (K-3); continued implementation of UFLI Foundations to improve phonological and phonetic awareness (K-2) (b) Implementation of Guided, Interactive and Shared Reading to improve reading accuracy and comprehension (c) Scheduled literacy blocks with pull out literacy support for English Language Learners and students acquiring additional intensive support (d) Implementation of Acadience Reading K-6 Benchmark Assessment to assess individual literacy competencies and provide differentiated reading instruction (e) Analyze assessment data (EICS Numeracy Screener, Acadience, PATs) to inform teaching practice and support planning framework (f) Continued utilization of Mathology in K-6 to support student success in mathematics (g) Foster a supportive and collaborative learning environment through professional learning opportunities facilitated by school based Lead Teachers, in collaboration with division consultations (h) Continue to provide professional learning opportunities to develop positive learning environments based on best pedagogical practices (i) Continuation of School Improvement Teams with intentional focus on writing assessments and collaborative numeracy practices
Measures	
1. Long Range Plans reflect and are aligned with assessment data 2. Assessment data results will improve in both literacy and numeracy. (F&P, CC3, LENS, Writing Samples, EICS Screener, Haggerty Screener, and PAT results) 3. Classroom observations and collaborative conversations regarding literacy and numeracy implementation	

OUTCOME II	
2. Students will learn in an environment that accommodates students and their diverse learning needs.	
Strategies	(a) Professional learning opportunities for staff to learn best practices that are both collaborative and differentiated (b) Provide professional development on how to effectively utilize an Educational Assistant in the classroom led by Classroom Support Teacher (c) Application of individualized support based on assessment data (learning assessments and medical assessments) (d) Continued collaboration and consultation with Student Services Team (SLP, OT, PT, DHH, Behavior Consultant) (e) Implementation of supplementary program for students with severe needs with focus on functional tasks and daily living skills
Measures	
1. The support staff is managed and used effectively in the classroom. 2. Our assessment data results will improve in both literacy and numeracy. (F&P, CC3, LENS, Writing Samples, Numeracy Screener, PAT results). 3. Local Student, Parent, and Staff Survey.	

Summary of Updates for Year Three of Implementation

2024-2025

Pillar I - Faith & Wellness

- 1g) Year 1 & 2: Maintain - Staff participation in our Catholicity School Improvement Team with a focus on nurturing our school environment enriched by faith through living our Division Faith Theme: Do Small Things With Great Love

Year 3: Strengthen the Catholicity of St. Martha Staff through the participation in PLF liturgies

Rationale: This strategy has been refined to build a deeper understanding and connection to our Catholic faith as a staff and to have our PLF working days intentional on the 5 marks of Catholic Educators

- 1 i) Year 2: Enhance the focus of the Division's Four Core Values and student discipleship in monthly Eagle Excellence Awards

Year 3: Continue enhancing the focus of the Division's Four Core Values and student discipleship in monthly Eagle Excellence Award

Rationale: In 2023-2024 school year, we revamped our monthly leadership awards to focus on the Four Core Values - We Value Persons, Community, Responsibility and Learning and Catholic Discipleship with a focus on our faith theme - Do Small Things with Great Love
We will continue to highlight the monthly success of our students through this program

Pillar II - Teaching & Leading Excellence

Outcome 1

- 1 c) Year 2: Foster an intentional focus on implementing the new curriculum through supported professional learning opportunities, effectively using Literacy and Numeracy Lead Teachers, and collaboration with division consultations

Year 3: Continue implementing the new curriculum through supported professional learning opportunities, using school based Lead Teachers, and collaboration with division consultations

Rationale: This strategy has been updated to reflect the discontinuation of Numeracy and Literacy Lead Teachers the 2024-25 school year but to call upon the expertise of teachers at St. Martha School

Outcome 2

2 a) Year 2: Participation in professional learning opportunities for teachers and leaders related to the application of foundational knowledge of First Nations, Metis and Inuit

Year 3: Participation in professional learning opportunities for teachers and leaders related to the application of foundational knowledge of First Nations, Metis and Inuit with an intentional focus on the significance of the Land Acknowledgement

Rationale: When reflecting on feedback from our Assurance Data, data suggests that our teachers' competency in application of foundational knowledge of First Nation, Metis and Inuit requires strengthening. Therefore, an intentional focus will allow St. Martha School to narrow its focus on specific understandings.

Pillar III - Learning Excellence

Outcome 1

Students will achieve personal excellence in literacy and numeracy.

Year 3: Strategies 1a) to 1i)

Rationale: Strategies may be changed and/or updated based on FMCS D's literacy and numeracy guidelines for the 2024-2025 school year.