



FORT McMURRAY
CATHOLIC SCHOOLS

ST. KATERI SCHOOL

School Education Plan

2022-25

2023-24 UPDATE



St. Kateri Catholic School

School Overview

St. Kateri Catholic School - fostering hope, reconciliation and unity through our values, virtues and habits - Education is our buffalo.

We welcome all denominations of faith into our school and share the Catholic church teachings and rituals throughout the school year.

We strive to develop the whole child through spiritual, intellectual, physical, social, emotional, moral, cultural and aesthetic potential of all students to the best of their abilities.

At-A-Glance:

- St. Kateri consists of a population of approximately 635 students from Early Entry Program to grade six in the Timberlea and Eagle Ridge area.
 - ECS - 147
 - Gr 1-3: 235
 - Gr 4-6: 237
- St. Kateri is supported by a diverse staff of 25 teachers, over 30 support staff, who are dedicated to honouring all backgrounds and ensuring the dignity of all students.
- There is a large range of learning needs. There are currently 37 students (ECS-grade six) that meet criteria for severe exceptionality funding with Alberta Education.
- A reputation of excellence draws families to experience the culture of St. Kateri School. Our school community models the sense of family where we value personal differences, the unique gifts of each individual; all created in the image of God.

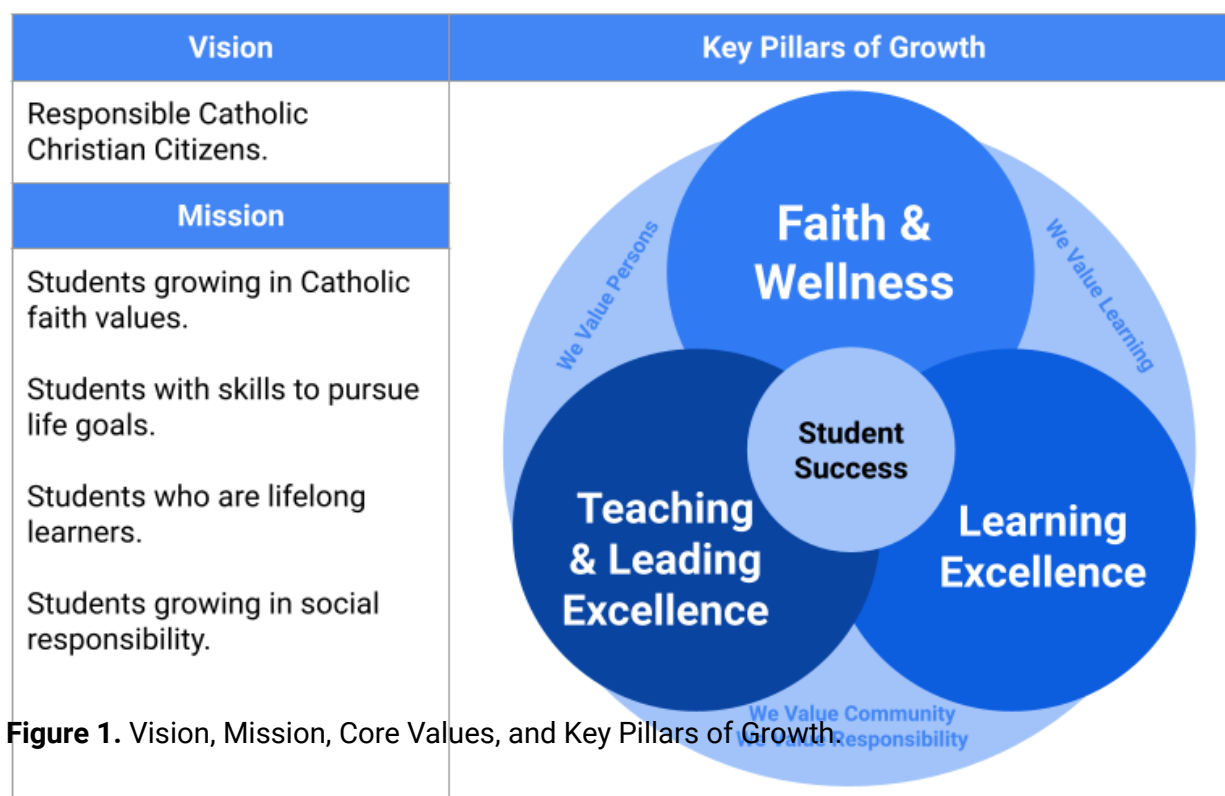


Figure 1. Vision, Mission, Core Values, and Key Pillars of Growth.

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 a robust Catholic education that fosters students' participation in our faith and encourages them to discern the presence of God in their lives.	
Strategies	(a) Initialize an enhanced focus on the permeation of the division's 4 core values in all aspects of the learning environment. (b) Continue recognising visible actions that promote Christ-like behaviours throughout the school community. (ie. Fruits of the Spirit) (c) Continue the pastoral approach to discipline throughout the entire school community. (d) Continue the implementation and reflective practice of the instructional program, Growing in Faith / Growing in Christ. (e) A focus on assessment development (Growing in Faith, Growing in Christ) with Nick Murphy. (f) Increase church and pastoral relationship through masses and priest visits. (Hosting family mass, blessing of doors, Ash Wednesday)
Measures	
- Weekly social media posts/morning announcements highlighting a core value and actions. - An increase in positive student behaviours and interactions amongst their peers and with adults. - Students making connections between peer relationships and faith. - Behaviour tracking in classrooms and office. - An increase in community service projects within the school community. - Scheduled visits and pre-arranged school-based masses with Fr. Lester & Fr. Johnny.	

PILLAR #2:**Teaching & Leading Excellence**

OUTCOME I	
1. School staff will nurture collaborations, relationships, and partnerships to provide effective programs and services for all students.	
Strategies	(a) Continue to develop and implement strategic actions that promote collaboration amongst staff. Administration staff join the social committee to plan as needed staff events that occur in and outside of the school. (b) Nurture relationships with parents/guardians as authentic partners in their child's educational, socioemotional, and spiritual journey. (c) Increase in family events throughout the school year that will be planned by the school and supported by the school council. (d) Increase extra curricular opportunities for students in grade one through six. Example: School Choir, Teacher-led after school programs.
Measures	
- Increased attendance at monthly School Council meetings. - Increased attendance at Student Led Conferencing. - Parental attendance at events - Parental support with volunteering/extra hands	

PILLAR #3:**Learning Excellence**

OUTCOME I	
1. Students will achieve personal excellence in literacy and mathematics.	
Strategies	(a) Ensure students experience learning in mathematics-rich (Mathology K-grade 3) and literacy-rich environments that are guided by research-informed best practice, specifically Empowering Writers (grades 3-6), Secret Stories (grades 2-3 mid-year), Jolly Phonics & Grammar (EEP-grade 2) and Heggerty (EEP-grade 2) and UFLi. (b) Increase the intentional focus on research-informed best practices as they relate to instructional strategies in literacy and mathematics, specifically Empowering Writers (grades 3-6), Heggerty, Jolly Phonics & Grammar (EEP-grade 2). (c) Collectively focus on research-informed best practices as they relate to assessment strategies in literacy and mathematics. Provide professional opportunities/collaboration during school based PLC time. (d) 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. Meet with grade groups to learn about common challenges and how the administration team can support educators. (e) Provide professional development for teachers to create continuity of learning within the literacy and numeracy model.
Measures	
- F&P BAS, CC3, LeNS data tracking - Division writing sample data tracking - EIPIS data tracking - Provincial Achievement Test results	