

Division Education Plan

2022-25



YEAR III UPDATE: 2024-25

FORT McMURRAY
CATHOLIC SCHOOLS

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Overview

As an integral part of the public education system of Alberta, the Fort McMurray Catholic School Division offers high quality education from Early Childhood Services to Grade 12 in the Regional Municipality of Wood Buffalo. Fort McMurray is a young and vibrant community with a significant influx of immigrant families. We welcome members of all faith communities interested in having their children educated in an environment permeated with the teachings of the Catholic Christian Faith.

Catholic Education, within the framework of our society, operates on the premise that every human life is unique and valuable, and that individuals should be afforded every opportunity to develop toward their full potential. We strive to provide an educational program that develops the spiritual, intellectual, physical, social, emotional, moral, cultural, and aesthetic potential of all students to the best of their abilities.

At-A-Glance:

- Our school division serves 7007 students in 13 schools, including an outreach school, two high schools (7-12), and ten elementary schools.
- Our school division is supported by a dynamic staff with 359 teachers and over 425 non-certificated staff, all of whom are dedicated to a learning communities philosophy that strives for continuous improvement.
- A wide range of sports, social, cultural, fine arts, spiritual, and leadership programs are offered.
- Programs include: Early Entry Program (EEP), French Immersion, First Nations Métis Inuit studies, Career & Technology Foundations, Registered Apprenticeship Program (RAP), Work Experience and Cooperative Education Programs within the business community, STEM interdisciplinary approach, Tutorial Fridays, Dual Credit and Fine Arts programming.

The foremost priority of our schools is the academic success and spiritual wellbeing of our students. All of our work is guided by our vision, mission, core values, and key pillars of growth, which are outlined in Figure 1.

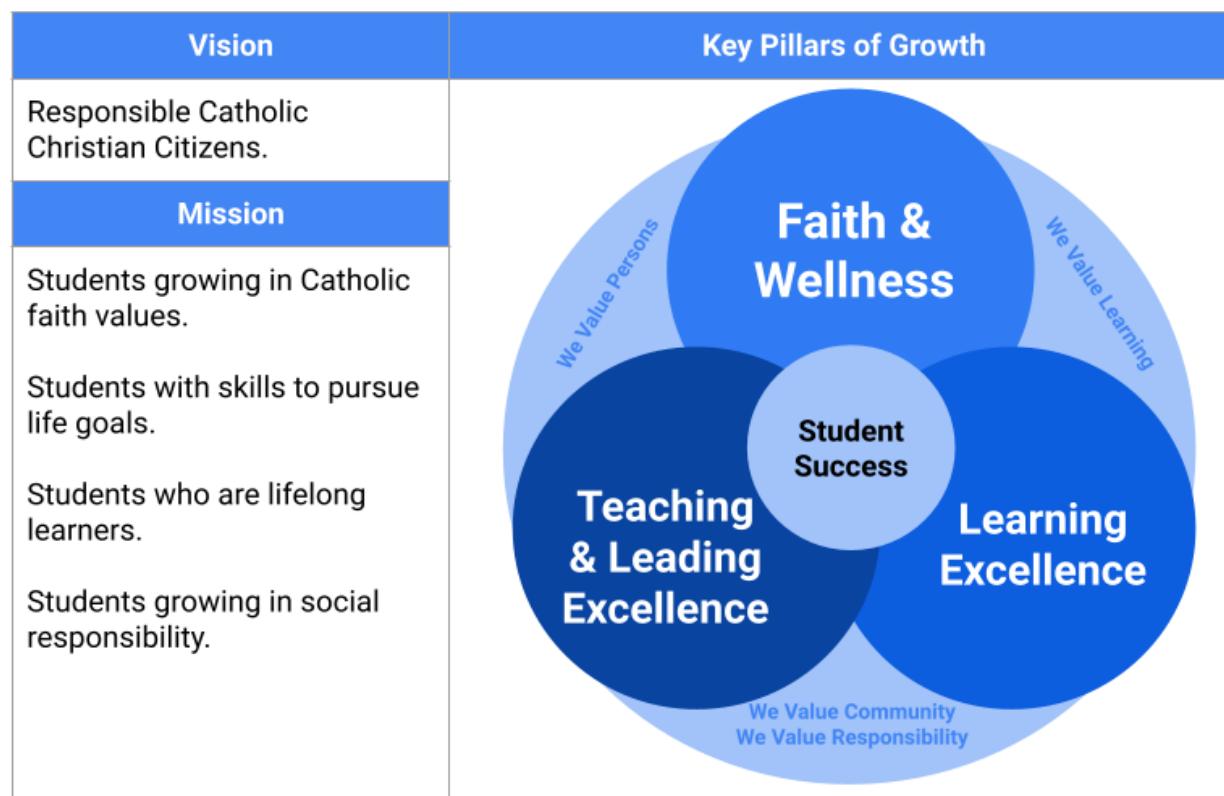


Figure 1. Vision, Mission, Core Values, and Key Pillars of Growth.

Accountability Statement

The Fort McMurray Catholic School Division is pleased to present our fixed-term 3-year plan (2022-25), which has been updated to reflect refinements for our third year of implementation (2024-25). This plan outlines our continued commitment to exceptional education grounded in the Catholic faith and our 4 Core Values. It also reflects our focus on transparency, accountability, economic sustainability, and increased collaborative engagement with our students, families, and community.

In developing this 3-year plan alongside our schools and their school communities, we strive to maximize opportunities for student success in a holistic perspective – academically, spiritually, and physically. We firmly believe this plan serves as a solid functional guide for the operation of our division, which will ensure rich learning experiences for all.

We are incredibly proud of our dedicated staff members and community partners who share our vision and commitment to providing exceptional teaching, innovative learning, and commitment to faith. Through this steadfast determination our students continue to thrive as positive contributors to their community and develop as lifelong learners.

Cathie Langmead, Chair, Fort McMurray Catholic Board of Education

Design, Implementation, and Evaluation

Strategic planning undertaken by Fort McMurray Catholic Schools is grounded in collaboration, engagement, and data-informed decision making. Guided by a commitment to continuous improvement, division leaders ensure a unified and systemic approach to student success through ongoing evaluation of key pillars of growth.

The education plan outlined in this document is informed by the key priorities set forth by the Board of Trustees. As the heartbeat of the division's strategic initiatives, this plan forms the basis for division guiding frameworks, school education plans, and teacher growth plans. This ensures a cohesive commitment to student success across all service units within the school division.

Design

Development of the Fixed-Term 3-Year Education Plan

Key data measures were considered in the development of this 3-year strategic plan. Trends outlined in the division's AEAM results were analyzed through collaborative processes undertaken by division and school leadership teams. Additionally, local measures were developed, executed, and analyzed to determine areas of growth. These measures included locally-developed engagement surveys that targeted parents/guardians, students, support staff, teachers, and school leaders. Furthermore, ongoing touchpoints with school leaders and teachers take place throughout each school year, some of which included leader-led reflections during teacher PLC meetings, curriculum implementation teacher working groups, regular leadership meetings, and more. As well, school teams undertook regular engagement with staff, parents/guardians and students to ensure that initiatives were responsive to current needs.

Data provided by Alberta Education, in addition to data gleaned from local measures, were analyzed through a number of strategic planning sessions with division and school leaders. This collaborative analysis resulted in the development of key pillars of growth, outcomes, and strategic actions that would move student success forward. A similar process was used by leaders at the school level using school-specific data reports in order to ensure a cohesive approach to strategic planning.

Annual Updating

Though our division employs a fixed-term 3-year strategic plan, we are committed to ongoing engagement with stakeholders, analysis of student learning data, and responding to shifting contextual factors. As such, our education plan is updated annually to ensure outcomes and strategies are refined and refocused as needed throughout the three years of implementation.

Implementation

The strategic actions outlined in the education plan are implemented through a logic model that is undergirded by collaboration and stakeholder engagement. As a living document, the education plan provides a high degree of utility to division and school leaders as they execute strategic initiatives, allocate associated resources, collect data to measure the level of efficacy, and refine actions as needed. Processes are implemented at the division level to promote ongoing review and revision of the education plan in pursuit of achievement in the key pillars of growth. This will include ongoing engagement with all stakeholders, including parents/guardians, students, teachers, support staff, school leaders, Indigenous leaders, post-secondary and industry partners, and other community service providers.

Evaluation

Ongoing evaluation of the actions set forth in the education plan will be undertaken by division and school leaders throughout the duration of each school year. This will be achieved through the collection and analysis of student learning data, semiannual formalized engagement surveys with all stakeholders, regular feedback sessions with school councils, student focus groups, teacher and leader working groups, and meetings with community and industry partners. The results of the ongoing evaluation efforts and resulting revision of the education plan will be detailed in the division's Annual Education Results Report.

Budget & Capital Planning

The 2024-25 Fort McMurray Catholic Schools [budget](#) and [capital plan](#) are designed to support the strategic actions outlined in the updated education plan to ensure appropriate resource allocation in the key pillars of growth.

Education Plan Architecture

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

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 annual 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.

Domains

The required assurance domains outlined in the Funding Manual have been identified and aligned with each outcome in the education plan.



PILLAR #1: Faith & Wellness

OUTCOME I	
1. Students will be provided with an excellent Catholic education that furthers students' participation in their faith and enables them to discern the presence of God in their lives.	
Strategies	(a) Maintain a focus on the permeation of the division's 4 core values in all aspects of the learning environment. (b) Continue to nurture learning environments that are enriched by faith through authentic and visible actions. (c) Continue the division's pastoral approach to discipline and behavior management with an enhanced focus on the communication and systemic understanding of these practices (d) Continue the implementation and evaluation of instructional support resources such as Growing in Faith / Growing in Christ. (e) Maintain the division's 3-year faith theme "Do Small Things with Great Love" with a specific focus on personal actions of great love for this iteration of the plan.
Assurance Domains	Measures
Student Growth & Achievement Teaching & Leading Governance Local & Societal Context	- Annual Teacher & Leader Engagement Survey - Local Student, Parent, & Support Staff Survey - Parent, Student, and Parish Partner Focus Groups

OUTCOME II		
2. Teachers and leaders will nurture collaborative relationships with the parish, school, home and other relevant partners in order to strengthen the division's faith community.		
Strategies	(a) Maintain a collaborative approach to sacrament preparation. (b) Continue to strengthen relationships between parish pastoral teams and division/school leadership teams. (c) Develop and execute strategic actions that will increase school involvement in division and parish faith celebrations. (d) Maintain productive relationships between division leaders and partners such as the REN, GrACE, and the CCSSA. (e) Continue to ensure that students and staff understand Catholic social teaching and witness the gospel through acts of social justice, servant leadership, and charity.	
Assurance Domains		Measures
Governance Local & Societal Context		- Annual Teacher & Leader Engagement Survey - Parish Partner Focus Groups - Sacramental Preparation Participation Rate

OUTCOME III		
3. The physical, mental, and spiritual wellbeing of students and staff will be supported through programming and education.		
Strategies	(a) Develop and execute an engagement strategy to better understand the wellness needs of staff in order to inform a responsive division support plan. (b) Develop and implement a guiding wellness framework that will support a cohesive and collaborative approach to enhancing the wellness of students and staff. (c) Continue to provide wrap-around and trauma-informed mental health counselling supports in all schools.	

	(d) Continue to support school-based and community programs related to the physical, mental, and social wellbeing of students. (e) Continue to provide capacity-building resources to support parents/guardians in their role as primary caregivers. (f) Develop an employee recognition strategy for implementation in the next 3-year fixed education plan. (g) Continue the provision and promotion of the Employee and Family Assistance Program.
Assurance Domains	Measures
Student Growth & Achievement Teaching & Leading Learning Supports Governance Local & Societal Context	- Annual Teacher & Leader Engagement Survey - Local Parent, Student, & Support Staff Survey - Student & Parent Focus Groups - Student & Staff Attendance Rates - CSTAG Incident Reports - Counseling Intervention Data - APPLE 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) Continue to develop, in preparation for implementation, division literacy, mathematics, and assessment & reporting frameworks that guide best practices in instruction and assessment in ECS - grade 12. (b) Continue the implementation of a relevant, diverse, and responsive professional learning framework to support best practices in all classrooms. (c) Continue to allocate time and resources to the Professional Learning Communities framework. (d) Continue to refine a mentorship and support framework to build the collective capacity of division and school leadership teams.
Assurance Domains	Measures
Teaching & Leading Student Growth & Achievement Governance	- Annual Teacher & Leader Engagement Surveys - Ongoing Leader-Led Reflections in PLCs - F&P BAS, STAR, LeNS, and CC3 data - EICS Math Assessment & MIPI data - Division Writing Sample - AEA Survey

OUTCOME II	
2. Teachers and leaders will nurture collaborations, relationships, and partnerships to provide effective programs and services for students from ECS - 12.	
Strategies	(a) Refine strategic actions that promote collaboration amongst teachers and leaders within and across all schools. (b) Nurture relationships with parents/guardians as authentic partners in their child's educational, socioemotional, and spiritual journey. (c) Increase engagement with industry partners, post-secondary institutions, and other relevant groups to support students in their learning journey both during and after their elementary and secondary studies. (d) Continue to provide wrap-around student support through strategic relationships with community partners. (e) Increase meaningful and transparent engagement with all stakeholders to ensure strategic and continuous growth that is data-informed and rooted in the local context.
Assurance Domains	Measures
Teaching & Leading Learning Supports Governance Local & Societal Context	- Annual Teacher & Leader Engagement Survey - Local Parent Assurance Survey - Parent Council Focus Groups - Industry & Post-Secondary Partner Survey - AEA Survey

OUTCOME III	
3. Teachers and leaders will acquire the skills and competencies needed to meet the standards set forth in the Teaching, Leading, and Superintendent Quality Standards as they relate to foundational knowledge of First Nations, Metis, and Inuit peoples.	
Strategies	(a) Provide ongoing and relevant support for teachers and leaders related to the application of foundational knowledge of First Nations, Métis and Inuit.

	(b) Continue to strengthen positive and meaningful relationships with Indigenous communities to support increased student success. (c) Enhance the authentic visibility of Indigenous culture in all schools. (d) Engage in ongoing efforts to facilitate Truth & Reconciliation in all schools.
Assurance Domains	Measures
Teaching & Leading Governance Local & Societal Context <i>This outcome also addresses the strategic priority outlined in the Alberta Education Funding Manual.</i>	- Annual Teacher & Leader Engagement Survey - Local Parent Assurance Survey - Parent Council Focus Groups - Indigenous Community Focus Groups - AEA Survey



PILLAR #3: Learning Excellence

OUTCOME I	
1. Students will achieve personal excellence in literacy and mathematics.	
Strategies	(a) Continue to foster mathematics-rich and literacy-rich learning environments that are guided by research-informed best practices. (b) Continue an intentional focus on research-informed best practices as they relate to instructional strategies in literacy and mathematics. (c) Increase the intentional focus on research-informed best practices as they relate to assessment strategies in literacy and mathematics. (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. (e) Develop a strategy to support grade 7-12 teachers in their knowledge and understanding of interdisciplinary literacy practices to work toward a systemic improvement in student literacy skills.
Assurance Domains	Measures
Student Growth & Achievement Teaching & Leading Governance	- F&P BAS, CC3, LeNS, & STAR data - Division writing sample - EICS Math Assessment & MIPI data - Diploma Exam & PAT results - Local Student Assurance Survey - Local Teacher & Leader Assurance Survey - AEA Survey

OUTCOME II		
2. Students will develop skills and competencies throughout their learning journey from ECS-12 as they grow into faithful citizens who can contribute productively to the world around them.		
Strategies	(a) Foster an intentional focus on the incorporation of competencies into the student learning experience. (b) Initialize an expansion of learning opportunities related to Career & Technology Foundations in grades 4-6. (c) Maintain wrap-around services and collaborative partnerships to support students on their journey to graduation. (d) Enhance strategic relationships with post-secondary institutions and local industry partners to support dual-credit programming, off-campus learning opportunities, and the Registered Apprenticeship Program. (e) Maintain an intentional focus on the wellbeing and academic progress of Indigenous students to support their journey towards and after graduation. (f) Initiate a strategy to measure student progress after graduation as a data source that informs the evaluation of initiatives related to preparing students to be productive citizens who make meaningful contributions to the world around them.	
Assurance Domains		Measures
Student Growth & Achievement Governance Local & Societal Context Learning Supports <i>This outcome also addresses the strategic priority outlined in the Alberta Education Funding Manual.</i>		- High School Completion Rate - Local Post-Grad Alumni Survey - Student Attendance Rate - Diploma Exam & Provincial Achievement Test results - Local Student Assurance Survey - Student & Parent Focus Groups - Local Teacher & Leader Assurance Survey - myBlueprint Survey Results - AEA Survey

OUTCOME III		
3. Students will access learning opportunities and supports that address their diverse learning needs.		
Strategies	(a) Continue to implement the Continuum of Supports and Services model to ensure equitable support is provided to all students. (b) Ensure that students receive effective, timely, and seamless supports at the various transition points throughout their educational journey. (c) Maintain an intentional focus on the equitable allocation of resources across the division to support all students with diverse learning needs. (d) Continue to identify and implement efficiencies that will streamline inclusive education services to optimize learning in classrooms. (e) 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. (f) 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.	
Assurance Domains		Measures
Student Growth & Achievement Learning Supports Governance Local & Societal Context		- High School Completion Rate - Student Attendance Rate - Diploma Exam & Provincial Achievement Test results - Local Student Assurance Survey - Student & Parent Focus Groups - Local Teacher & Leader Assurance Survey - Counseling Intervention Data - Resource to Demonstrated Need Ratios - AEA Survey

Summary of Updates for Year Three of Implementation 2024-2025

Pillar I - Faith & Wellness

- 1.a.** Year 2: Maintain an enhanced focus on the permeation of the division's 4 core values in all aspects of the learning environment.

Year 3: Maintain a focus on the permeation of the division's 4 core values in all aspects of the learning environment.

Rationale: Measures suggest that this strategy has resulted in sufficient success in this area and, as such, the intent for 2024-25 is to maintain our current level of focus.

- 1.c.** Year 2: Strengthen the division's focus on the pastoral approach to discipline and behavior management.

Year 3: Continue the division's pastoral approach to discipline and behavior management with an enhanced focus on the communication and systemic understanding of these practices

Rationale: This strategy has been refined to reflect the specific focus for 2024-25, which is to foster a deeper understanding of our approach to discipline and behaviour management across stakeholder groups. This refinement is based on measures collected in our local engagement survey and feedback from our school leadership teams.

- 1.e.** Year 2: Maintain a strategic focus on the division's faith theme "Do Small Things with Great Love" throughout the duration of the Education Plan

Year 3: Maintain the division's 3-year faith theme "Do Small Things with Great Love" with a specific focus on personal actions of great love for this iteration of the plan.

Rationale: This strategy has been updated to reflect the specific focus of our faith theme for the 2024-25 school year.

- 2.a.** Year 2: Develop a collaborative approach to sacrament preparation.

Year 3: Maintain a collaborative approach to sacrament preparation.

Rationale: With a successful redesign of our jurisdiction's approach to sacrament preparation completed in the 2023-24 school year, this refined strategy is now being maintained.

- 2.b.** Year 2: Increase opportunities to nurture relationships between parish pastoral teams and division/school leadership teams

Year 3: Continue to strengthen relationships between parish pastoral teams and division/school leadership teams.

Rationale: Measures suggest that we have successfully increased opportunities to engage with our parish pastoral teams. Moving forward, our focus will be on continuing to strengthen this integral relationship.

- 3.a.** Year 2: n/a

Year 3: Develop and execute an engagement strategy to better understand the wellness needs of staff in order to inform a responsive division support plan.

Rationale: In response to trends observed in year-over-year local measures, this strategy has been added to address a newly identified area of growth.

- 3.d.** Year 2: Maintain an intentional focus on programs related to comprehensive school health and physical wellbeing.

Continue to advocate for additional community supports in the areas of physical, mental, and social wellbeing for children and adolescents.

Year 3: Continue to support school-based and community programs related to the physical, mental, and social wellbeing of students.

Rationale: Two strategies have been combined and refined to add clarity and to better reflect current priorities based on local measures.

- 3.f.** Year 2: Develop and implement an employee recognition program.

Year 3: Develop an employee recognition strategy for implementation in the next 3-year fixed education plan.

Rationale: This strategy has been updated to provide greater clarity. In the 2024-25 school year, we will develop an employee recognition strategy that will be implemented in the following year.

Pillar II - Teaching & Leading Excellence

- 1.a.** Year 2: Develop and implement division literacy, mathematics, and assessment & reporting frameworks that guide best practices in instruction and assessment in ECS - grade 12.

Year 3: Continue to develop, in preparation for implementation, division literacy, mathematics, and assessment & reporting frameworks that guide best practices in instruction and assessment in ECS - grade 12.

Rationale: The complexity of the work related to developing guiding frameworks for literacy, mathematics, and assessment & reporting has resulted in an updated timeline. Implementation will be addressed in the next fixed 3-year plan.

- 1.b.** Year 2: Continue to refine a relevant, diverse, and responsive professional learning framework to support the implementation of best practices in all classrooms.

Year 3: Continue the implementation of a relevant, diverse, and responsive professional learning framework to support best practices in all classrooms.

Rationale: In consideration of the significant changes made to our professional learning framework during the first 2 years of this strategic plan, further refinements are not expected in the 2024-25 school year.

- 1.c.** Year 2: Continue to allocate time and resources to the implementation of the Professional Learning Communities strategic plan.

Year 3: Continue to allocate time and resources to the Professional Learning Communities framework.

Rationale: Similar to strategy 1.b., the current Professional Learning Communities framework will be utilized in the 2024-25 school year and, as such, further implementation is not warranted.

- 2.a.** Year 2: Continue to implement strategic actions that promote collaboration amongst teachers and leaders within and across all schools.

Year 3: Refine strategic actions that promote collaboration amongst teachers and leaders within and across all schools.

Rationale: With significant actions taken in the first 2 years of this 3-year fixed plan, the focus for 2024-25 will be on refining current practices rather than introducing additional actions.

- 3.a.** Year 2: Provide ongoing and relevant professional learning for teachers and leaders related to the application of foundational knowledge of First Nations, Métis and Inuit.

Year 3: Provide ongoing and relevant support for teachers and leaders related to the application of foundational knowledge of First Nations, Métis and Inuit.

Rationale: This strategy has been updated for clarity as our work in this area reaches beyond professional learning.

- 3.b.** Year 1: Foster positive and meaningful relationships with Indigenous communities to support increased student success..

Year 2: Continue to strengthen positive and meaningful relationships with Indigenous communities to support increased student success.

Rationale: Efforts to foster relationships with Indigenous communities have been successful. As such, moving forward we will be continuing to strengthen these important connections.

Pillar III - Learning Excellence

- 1.a.** Year 2: Ensure students experience learning in mathematics-rich and literacy-rich environments that are guided by research-informed best practices.

Year 3: Continue to foster mathematics-rich and literacy-rich learning environments that are guided by research-informed best practices.

Rationale: This strategy has been reworded to add clarity.

- 1.b.** Year 2: Increase the intentional focus on research-informed best practices as they relate to instructional strategies in literacy and mathematics.

Year 3: Continue an intentional focus on research-informed best practices as they relate to instructional strategies in literacy and mathematics.

Rationale: With significant work initiated in these areas during the 2023-24 school year, the strategy has been updated to reflect a continuation of this work for 2024-25.

- 1.e.** Year 2: Provide professional development for teachers related to interdisciplinary literacy to achieve a systemic approach to improving literacy skills.

Year 3: Develop a strategy to support grade 7-12 teachers in their knowledge and understanding of interdisciplinary literacy practices to work toward a systemic improvement in student literacy skills.

Rationale: This strategy has been updated to reflect a change in approach as the complexity of this work has increased. As such, the focus for 2024-25 will be to develop an action plan that will be implemented in the following school year.

- 3.a.** Year 2: Implement the use of the Continuum of Supports and Services strategy to ensure equitable support is provided to all students.

Year 3: Continue to implement the Continuum of Supports and Services model to ensure equitable support is provided to all students.

Rationale: This strategy has been updated as the implementation of this new model is continuing for the 2024-25 school year.

- 3.d.** Year 2: Initiate a process review to identify efficiencies that will streamline inclusive education services to optimize learning in classrooms.

Year 3: Continue to identify and implement efficiencies that will streamline inclusive education services to optimize learning in classrooms.

Rationale: This strategy has been updated as the identification of efficiencies in inclusive education services is underway but will be continuing into the 2024-25 school year.

- 3.e.** Year 2: Initiate a process review to identify efficiencies that will streamline inclusive education services to optimize learning in classrooms.

Year 3: Continue to identify and implement efficiencies that will streamline inclusive education services to optimize learning in classrooms.

Rationale: This strategy has been updated as the identification of efficiencies in inclusive education services is underway but will be continuing into the 2024-25 school year.

The 2024-25 update to the 2022-2025 Fort McMurray Catholic Schools Education Plan was approved by the Board of Trustees on June 10, 2024.