FORT McMURRAY
CATHOLIC SCHOOLS

ST. KATERI SCHOOL

School Education Plan

2022-25

YEAR III 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 620 students from Early Entry Program to grade six in the Timberlea and Eagle Ridge area.
- St. Kateri is supported by a diverse staff of 23 teachers, 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 over 30 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.

Vision	Key Pillars of Growth
Responsible Catholic Christian Citizens.	
Mission	
Students growing in Catholic faith values. Students with skills to pursue life goals. Students who are lifelong learners. Students growing in social responsibility.	

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) Increase a community and school-based focus on the division's four core values during celebrations and year-round learning. (b) Continue visible actions that promote Christ-like behaviours throughout the school community. (ie. Fruits of the Spirit)

	(c) Continue to build school and stakeholder knowledge about the district 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) Fosters relationships with the parish and priests to build a familiar and genuine partnership.
Measures	
- Alberta Education Teacher & Parent Engagement Survey - FMCSD Student, Parent & Staff Survey - Behaviour tracking in classrooms and office - Partnership group with parish	

OUTCOME II	
2. The mental, physical, and spiritual wellbeing of staff will be supported through programming and education.	
Strategies	(a) Introduce and implement practices to build open/community-based relationships with families and amongst staff related to the physical, mental, and social wellbeing. (b) Introduce and implement supports to provide support and education around universal mental health supports/programs to guide students and staff.
Measures	
- Alberta Education Teacher & Parent Engagement Survey - FMCSD Student, Parent & Staff Survey - Counsellor data tracking	

PILLAR #2:

Teaching & Leading Excellence

OUTCOME I	
1. School staff will nurture collaborations, relationships, and partnerships with stakeholders to provide effective programs and services for all students.	
Strategies	(a) Continue to develop and implement strategies that promote collaboration amongst staff. (b) Continue to nurture relationships with parents/guardians as authentic partners in their child's educational, socioemotional, and spiritual journey. (c) Continue to develop and plan school-wide events planned and supported with the school council. (d) Continue to increase focus at school council meetings to reflect stakeholder interest and based upon school goals.
Measures	
- Increased attendance at monthly School Council meetings. - Increased attendance at Student Led Conferencing. - Parental attendance at events. - Parental support with volunteering.	

OUTCOME II	
2. School staff will collaborate and build partnerships to deliver effective programs and services for students from ECS - 6.	
Strategies	(a) Develop year-long school-based plans that are developed with formal staff input.
Measures	
- Alberta Education Teacher Engagement Survey - FMCSD Student, Parent & Staff Survey - Increased attendance at monthly School Council meetings. - Increased attendance at Student Led Conferencing.	

OUTCOME III	
3. Teachers will develop skills in applying foundational knowledge about First Nations, Inuit, Metis, and Inuit for the benefit of all students.	
Strategies	(a) Develop a strategic plan to incorporate the foundational knowledge of First Nations, Metis, and Inuit during PLC. (b) Continue to include and strategize with school Indigenous Liaison to build knowledge of and relationships with Indigenous community members. (c) Continue to collaborate with Indigenous Liaison to facilitate the learning of Truth & Reconciliation and the Calls To Action with students and families.
Measures	
- Alberta Education Teacher Engagement Survey - FMCSD Student, Parent & Staff Survey	

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), Jolly Phonics (EEP & Kindergarten), Heggerty (EEP-grade 3), and UFli (Kindergarten-grade two). (b) Increase the intentional focus on research-informed best practices as they relate to instructional strategies in mathematics. Grade groups will collaborate to systematically build on the foundational knowledge established in previous grades. (c) Collectively focus on research-informed best practices as they relate to assessment strategies in mathematics. Providing specific time for professional opportunities/collaboration during school based PLC. (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 related to cross-grade literacy to achieve a systemic approach to improving numeracy skills. Seek teacher feedback to determine the best planning of professional development.
Measures	

- F&P BAS, Heggerty, CC3 and LeNS data tracking
- Division writing sample data tracking
- EICS data tracking
- Provincial Achievement Test results
- FMCSD Student, Parent & Staff Survey

Summary of Updates for Year Three of Implementation

2024-2025

Pillar I - Faith & Wellness

1.a. Year 2: Maintained focus on division's four core values during monthly school celebrations.

Year 3: Further strategize and increase a community and school-based focus on the division's four core values during celebrations and year-round learning.

Rationale: Parent and student survey feedback suggest that our current strategy focus is not sufficient and we will increase/change our method of focus.

1.c. Year 2: Introduce the division's pastoral approach to discipline.

Year 3: Increase focus with the division's pastoral approach to discipline and behaviour management to build staff and parent knowledge.

Rationale: During year two, we introduced the pastoral approach to discipline at the beginning of the school year. The stakeholder survey showed that behaviour management was an area of growth. We will make an intentional effort and plan to work with our staff and stakeholders to work collaboratively and increase the knowledge of the pastoral approach.

1.e. Year 2: n/a

Year 3: Introduce and create strategic partnerships with the parish and priests.

Rationale: This strategy is based on data collected from our local parent, teacher and student survey.

2.a. Year 2: n/a

Year 3: Continue working with division mental health worker to facilitate learning with families, based on the data from the local and provincial survey from all stakeholders. (workshops for parents, presence and presentations during student progress conferencing).

Rationale: Parent survey data suggested a lack of mental health supports for students. A greater emphasis was put on reaching and educating parents regarding self-regulation,

attachment theory, and social media addictions. These learning opportunities will continue throughout the school year.

2.b. Year 2: n/a

Year 3: Continue universal strategies learned with district mental health worker, based on the feedback from the local staff survey.

Rationale: During year three, we introduced the facilitation of classwide universal workshops with district mental health worker. Survey feedback suggested that a larger focus on classroom regulation training could have a significant impact on creating a calm learning environment.

Pillar II - Teaching & Leading Excellence

1.a. Year 2: Maintain strategies.

Year 3: Increase a focus on staff interactions and collaboration in and outside of the school setting.

Rationale: Staff survey indicated that this is an area of need.

1.d. Year 2: n/a

Year 3: Introduce new strategies to further develop and build engagement with our caregivers.

Rationale: Based on data from our local parent survey, we will strategically plan to reach and engage a larger base of caregivers.

2.a. Year 2: n/a

Year 3: Develop an approach to engage teachers and better meet the school-based PLF professional development needs of the teachers.

Rationale: Based on survey feedback from teachers, they feel they do not find the school-based time best meets their professional development needs. We will look at how we can best tailor this time with more teacher collaboration throughout the year.

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

Year 3: Develop a year-long school-based PLF plan to further develop teacher knowledge

of First Nations, Métis, and Inuit topics. This will include the school Indigenous Liaison, stakeholders, and community members.

Rationale: Based on the local survey results all stakeholders feel this is an area of need. We will focus on the development of teacher knowledge to further help them with cross curricular teachings.

Pillar III - Learning Excellence

1.b.c. Year 2: Maintain a focus on research-informed best practices in literacy and numeracy.

Year 3: Literacy results have shown that students are responding very well to the intervention and strategies provided by teachers. There will be a specific focus on instructional strategies in mathematics.

Rationale: Based on our school-wide numeracy results, parent and teacher feedback, numeracy is noted as a significant area of concern.

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