



Immaculate Heart
of Mary

IMMACULATE HEART OF MARY HIGH SCHOOL

School Education Plan

2022-25

2023-24 UPDATE



FORT McMURRAY
CATHOLIC SCHOOLS

School Overview

Immaculate Heart of Mary, Grade 10-12, Catholic High School provides flexible, innovative programming to help students realize success in their educational and career goals. This school focuses on students' individual needs in grades 10-12 who benefit from an alternative setting to support academic success and graduation. Programming and support is also available for students wishing to upgrade after completing grade 12.

Immaculate Heart of Mary offers a welcoming inclusive learning environment in an alternative setting and method to that of a traditional school. In addition to the full academic curriculum, this rapidly growing program also offers dynamic online option courses. These include physical education, art, animal care, law, psychology, sociology, forensics, world geography, job safety, and much more. These programs, combined with strong personal and career counseling opportunities, flexible attendance agreements, access to Internet and community services make IHM a leader in education.

At-A-Glance

Immaculate Heart of Mary Grade 10-12 Catholic High School offers an individualized approach to learning. A student can work at a rate that suits their abilities and still see successful completion of their goals and course material. The student and teacher work together to set and review appropriate short and long term goals.

Immaculate Heart of Mary is a very flexible grades 10 - 12 school with a variety of instructional delivery models and a number of different scheduling and attendance opportunities.

We believe that our students are life-long learners who deserve a spectrum of creative opportunities to achieve success in a supportive, respectful environment that will provide them with skills for the rest of their lives.

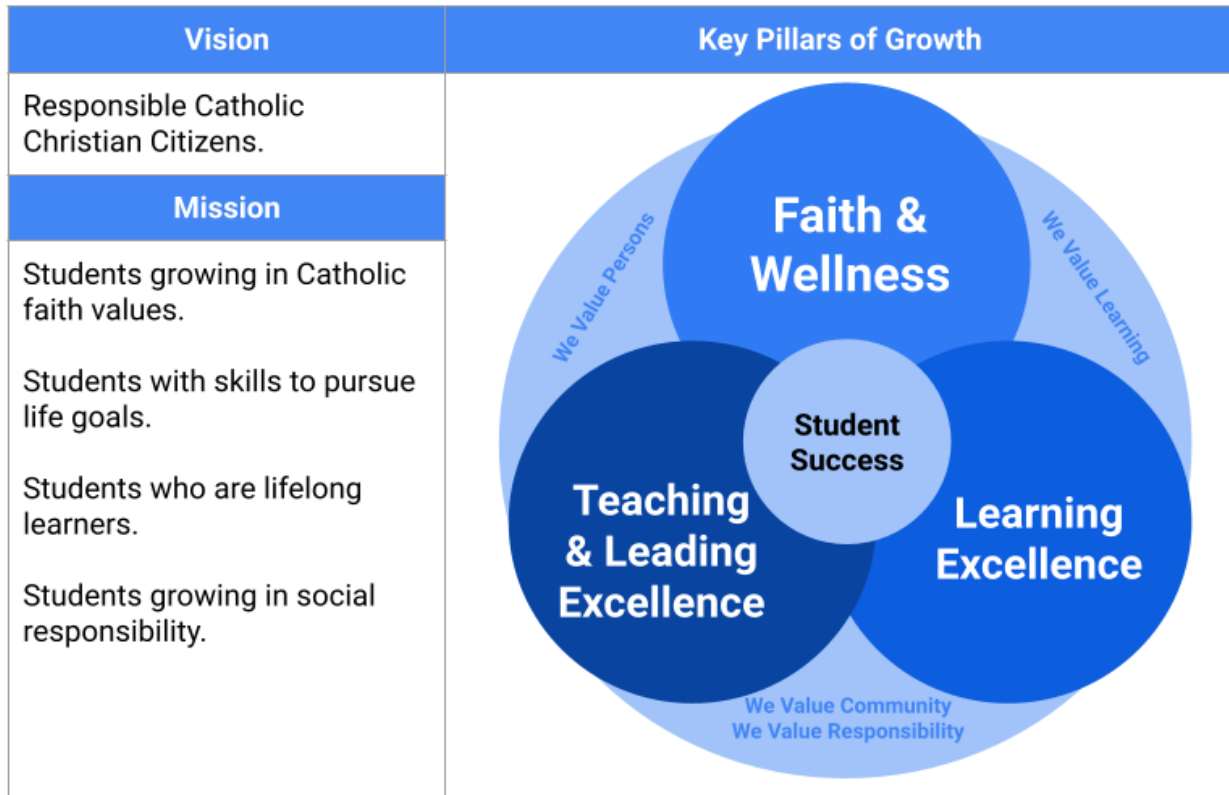


Figure 1. Vision, Mission, Core Values, and Key Pillars of Growth.

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	<ul style="list-style-type: none"> (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 and attend Mass and Liturgies (Thanksgiving, Remembrance Day, Advent, Epiphany, Easter, Year End and Grad Mass). 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) Invite Parish Priests and Mr. Murphy (Faith Permeation and Religion Education Consultant) to visit students, and participate in community building events to break bread together as an Immaculate Heart of Mary School Family. (d) Staff participation in Religious Consultant-Led Professional Development, monthly access to GrACE Newsletter, and increased understanding of the Five Marks of an Excellent Catholic School Teacher. (e) Continue to nurture learning environments that are enriched by faith through authentic actions and visible faith symbols.
Measures	
<ul style="list-style-type: none"> - Observations/Classroom and School WalkThroughs. - 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.

OUTCOME II	
2. The physical, mental and spiritual well being of students and staff will be supported through programming and education.	
Strategies	<ul style="list-style-type: none"> (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) 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. (d) Frequently recognize and celebrate the contributions of our staff and students. (e) Provide wellness activities through partnerships with Nistawoyou Friendship Center, NEAFAN, Canadian Mental Health Association, Northreach and the RCMP. (f) Develop mentorship connections with Immaculate Heart of Mary and St. Gabriel Students. (g) Training and recertifying teachers and support staff in Non-Violent Crisis Intervention (NVCI).
Measures	
<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> (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, Teachings, story-telling and smudging with Elders, including Janette Flett-Jones; Daily Land Acknowledgements; Visual displays in our school; Smudging and teachings in our Teepee.
Measures	
<ul style="list-style-type: none"> - 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, mathematics, social studies and science.	
Strategies	<ul style="list-style-type: none"> (a) Analyze student learning data with teachers (STAR and Diploma) to drive planning and instruction in literacy. (b) Analyze student learning data with teachers (MIPI and Diploma) to drive planning and instruction in mathematics. (c) Analyze student learning data with teachers (Diploma) to drive planning and instruction in social studies and science. (d) Weekly Teacher Team Meetings to review student progress and re-evaluate and adjust student support plans, as needed, to ensure student success. (e) Increased encouragement for students to take dash one courses versus dash two courses. (f) Increased encouragement for students to take 30-level science and mathematics courses.
Measures	
<ul style="list-style-type: none"> - STAR Data - MIPI Data - Check-In Conversations - Classroom Observations - Diploma Exam Data - Local Student, Staff, Parent & Leaders Assurance Survey - Alberta Education Assurance (AEA) Survey - Academic Tracking 	

OUTCOME II	
2. Students will access learning opportunities and supports that address their diverse educational needs.	
Strategies	<ul style="list-style-type: none"> (a) Regularly collaborate and consult with our division and school-based specialists (CST, Indigenous Liaison, Curriculum and Instruction Directors, 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) Identify students who would benefit from further psychoeducational assessment and document academic accommodations through the implementation or expansion of academic supports and strategies (i.e. Individual Support Plan). (d) Initiate opportunities for students to participate in RAP Programming. (e) Collaboration (monthly) with Charles Nokohoo, Athabasca Tribal Council Boarding Program Lead, to support student success and graduation. (f) Partnership with Athabasca Tribal Council for tutoring support with Geetu Ralen. (g) Partnership with Post-Secondary Institutions and Industry Partners, to provide educational plans, opportunities and support after Graduation.
Measures	
<ul style="list-style-type: none"> - Local student, staff and parent assurance survey - Check-in conversations with students and families - Graduation Rate (i.e. School Grad and TCOA graduates) 	