



OUR LADY OF THE RIVERS

School Education Plan

2022-25

YEAR III UPDATE



FORT McMURRAY
CATHOLIC SCHOOLS

School Overview

In 1969, the school was named Father J.A. Turcotte OMI School in honour of a local priest. In 2022, the school underwent a renaming process and is now called Our Lady of the Rivers Catholic School. This new name, Our Lady of the Rivers, represents a combination of the acknowledgment of the important role the rivers play in providing and sustaining life in our region as well as the protection that Mary, mother of Jesus, provides for our families and community.

Located in the downtown area of the Regional Municipality of Wood Buffalo, Our Lady of the Rivers Catholic School is an integral part of the Fort McMurray Catholic School Division. The school is home to a diverse population, consisting of newcomers to Canada, Indigenous students from local surrounding communities, and students with exceptional learning needs.

Catholic Education is the framework of our school community and operates on the premise that every human life is unique and valuable, and individuals should be afforded an equitable opportunity to develop toward their full potential. We strive to provide educational programming 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 Lady of the Rivers Catholic School has a school population of approximately 450 students. The school consists of 6% of students who identify as First Nations, Metis and /or Inuit, 25% of students who identify with learning exceptionalities and 43% of students in grades 1-6 are English Language Learners.
- Our school is supported by a dynamic staff with **17.5** teachers, over **31.5** non-certificated staff, and 3 administrators, all of whom are dedicated to providing a learning community that strives to provide equitable learning opportunities for students.
- Each month we provide opportunities for students to learn more about our Core Values and we acknowledge students who are implementing them in the school community.
- Our Lady of the Rivers offers extracurricular activities for students to continue their physical and social development.

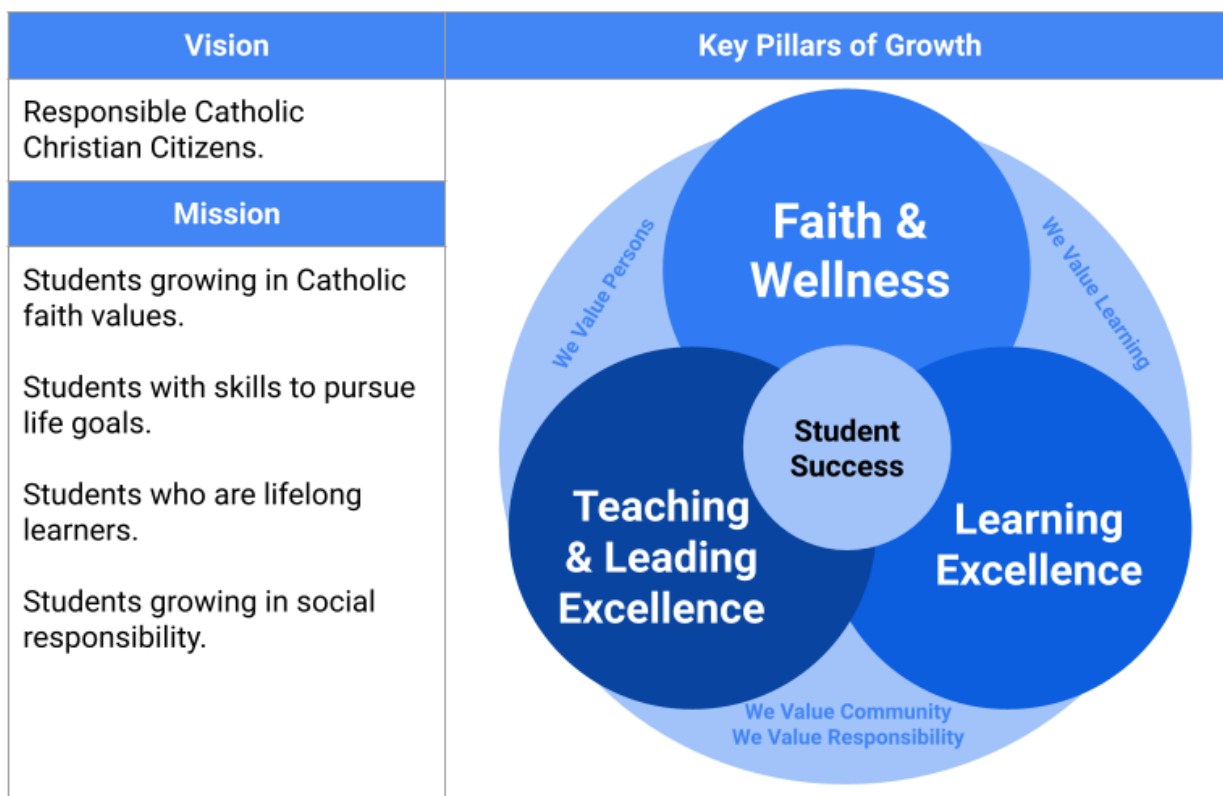


Figure 1. Vision, Mission, Core Values, and Key Pillars of Growth.

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 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) Continue an enhanced focus on the permeation of the division's four core values in all aspects of the learning environment.
- (b) Continue the implementation and development of faith-based instructional support resources and school-wide faith projects. (i.e. Saints, Prayer, and Lenten projects)
- (c) Create opportunities for staff and students to grow and celebrate their faith.
 - (i) Faith visits with Clergy and the Division Faith Consultant
 - (ii) Class prayers and liturgical participation
 - (iii) Collective Worship through the Faith Permeations Classroom
 - (iv) Creation of a student-led faith theme committee (Small Things with Great Love team)
 - (v) Monthly mass opportunities for Grades 3-6
 - (vi) Altar server training

Measures

- Participation of K-6 classes in liturgical celebrations and prayers
- Student, staff and parent feedback to help grow and expand spiritual celebrations to the needs of our school family.
- Local Student, Parent, Staff and Support Staff Survey
- Feedback and consultation with Division Faith Permeation Consultant

OUTCOME II	
2. The physical, mental, and spiritual wellbeing of students and staff will be supported through programming and education.	
Strategies	(a) Utilization of universal, small group and individualized counseling programs for students. (i) Mind Matters (ii) Mind Up (iii) SOS mentorship (b) Develop staff wellness opportunities to foster collaboration. (c) Implementation of APPLE programming strategies to support the physical and mental well-being of staff and students. (d) Support student development in sports and club activities. (i) Partnership with Northern Trailblazers (Grades 4-6) & BOKS
Measures	
- Participation in APPLE programming. - Increased utilization of school and stakeholder programs - Local Student, Parent, Staff and Support Staff Survey - Counselling Intervention Data - AEA survey - Student and Staff Attendance Reports	



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) Utilize and implement division literacy, mathematics and assessment & reporting frameworks that guide best practices in instruction and assessment in ECS-grade 6. (b) Provide relevant, diverse and responsive professional learning opportunities to support the implementation of best practices in all classrooms. (i) UFLI (ii) Mathology (iii) Growing in Faith, Growing in Christ Training (c) Work collaboratively to support the growth of teaching staff. (i) Edsby Reporting (ii) Literacy: new reading assessments (Acadience) and writing rubrics (iii) Numeracy - developing supports for new mathematics curriculum (iv) School based PD - based on needs of teachers
Measures	
- Elk Island Math Assessment - F&P, LeNS, CC3 & Phoneme/Grapheme Correspondence - Division Writing Sample - AEA Survey - Parent, Student, Teacher and Support Staff Surveys	

OUTCOME II	
2. 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 professional learning for teachers and leaders related to the application of foundational knowledge of First Nations, Métis and Inuit. (i) ATA Resources (ii) Invitation for Elders to visit multicultural classroom (b) Foster positive and meaningful relationships with Indigenous communities to support increased student success. (i) Collaborate with the Metis local and ATC. (c) Engage in ongoing efforts to facilitate Truth and Reconciliation in all classes. (i) Participate in the RMWB Truth and Reconciliation (ii) Provide lessons and literature for student learning (iii) Monthly Sacred Teaching
Measures	
- Student, Staff, Parent & Support Staff Survey - Professional Growth Plans - FNMI student attendance	



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 and literacy-rich environments that are guided by research-informed best practices.
 - (i) Heggerty Phonemic Awareness Curriculum
 - (ii) UFLI
 - (iii) Mathology Supports
 - (iv) Focus on division 2 new ELA and Numeracy Curriculum supports
- (b) 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.
 - (i) Elk Island Math Assessment
 - (ii) F&P, LeNS and CC3
 - (iii) Acadience testing and new writing rubrics
- (c) Provide professional development for teachers related to interdisciplinary literacy to achieve a systemic approach to improving literacy skills.
 - (i) Mathology
 - (ii) UFLI
 - (iii) Science

Measures

- Numeracy Screener Data
- F&P, LeNS, CC3 & Phoneme/Grapheme Correspondence (Acadience- NEW)
- Division Writing Sample (Updated)

- AEA Survey - Parent, Student, Teacher and Support Staff Survey - Provincial Achievement Test	
OUTCOME II	
2. Students will access learning opportunities and supports that address their diverse learning needs.	
Strategies	(a) Ensure that students receive effective, timely, and seamless supports at the various transition points throughout their educational journey at the school. (b) Educators utilize specific, research based programs to enhance Early Education learning. (c) Classroom Support Teacher, teachers, support staff and specialists work collaboratively to provide individual intervention for students. (d) Creation of student organization to help address inclusivity within the school community.
Measures	
- Student attendance rates - Provincial Achievement Test - Student, Parent, Teacher and Support Staff Survey. - Heggerty Assessment	

Summary of Update for Year 3 of Implementation

The school population has grown to over 450 students and we continue to meet with new families and students.

- Specialized Programming has seen growth in the number of students with exceptionalities. As a school, we strive to provide support to all learners and meet their unique learning needs to support the growth and development of all students.

Faith and Wellness

- After the success of last year's monthly masses for grades 3-6 students, we will continue this practice for our students.
- We will also include additional opportunities for EEP - Grade 2 students to visit the church for mass.
- Incorporate further understanding of the Catholic Social Teachings.
- Whole class activities will be led by the counsellor and integration of large group programming.
- We have created an altar server training program with St. John's church, to help foster the development of faith leaders in our community.

Teaching and Leading Excellence

- Continue to provide support for new programming: UFLI, Mathology, science resources for the new science curriculum, etc. Teachers have been provided with professional development opportunities to foster a deeper understanding of the new programming and resources provided through the District.
- Support understanding and application of new writing rubrics and reading assessments (Acadience) implemented by the District.
- Support visible reporting of division 2 students through Edsby.
- To support our multicultural liaison, we will have support from a local Elder for two days each month to help include authentic Indigenous teachings.

Learning Excellence

- Continued growth and development of programming for students with specialized services.
- Creation of a student organization to help promote inclusive practices for all students at OLR.

- Year-long reading challenge (initiated by students) to help promote the importance of reading throughout the school year.