

YEAR III UPDATE

ÉCOLE ST. PAUL SCHOOL

School Education Plan

2022-25



St. Paul School
Ecole St. Paul School



FORT McMURRAY
CATHOLIC SCHOOLS

School Overview

École St Paul School opened in June of 1977. A dual track school, it serves English programming to the Thickwood area and French Immersion programming to students from all areas of Fort McMurray.

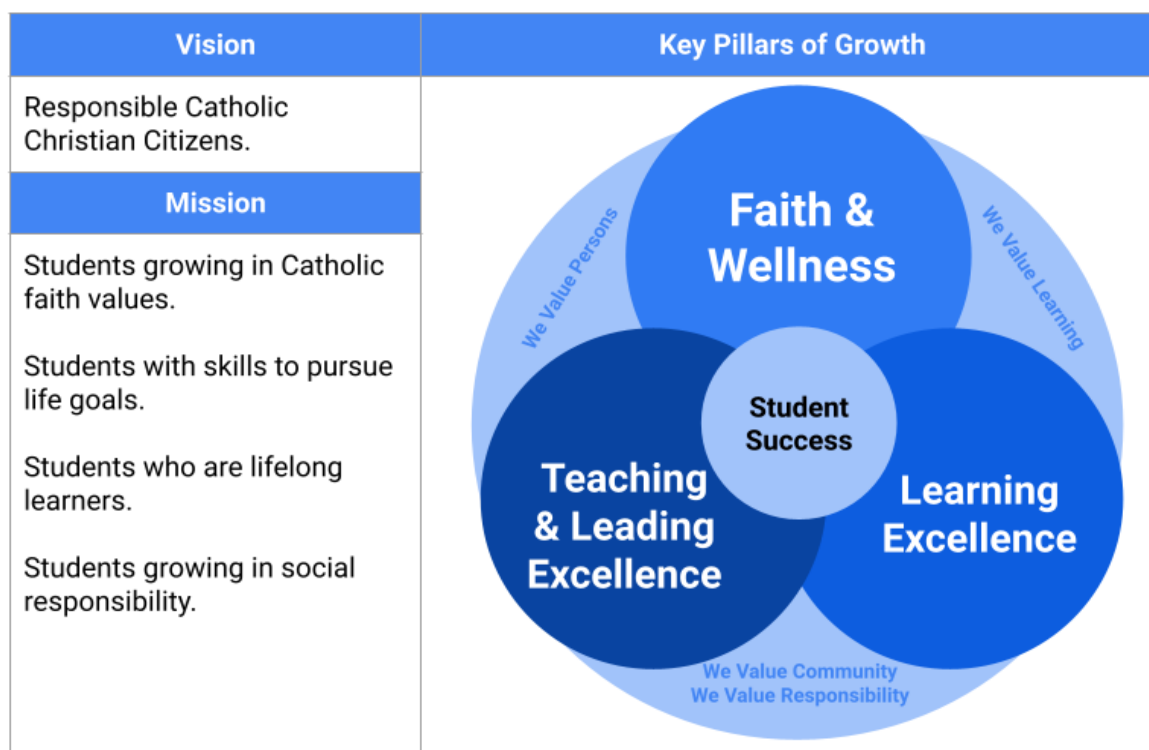


Figure 1. Vision, Mission, Core Values, and Key Pillars of Growth.

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 our increased focus on faith permeation (of the school division's four core values and our Love Like St. Paul initiative) in all aspects of the learning environment. (b) Maintain religious programming and professional development and provide more opportunities for teachers to learn about and practice their faith. (c) Provide more opportunities for students to learn about and practice their faith (ex. Bible retreats, student-led liturgies and masses, prayer paths, welcoming parish priests into our school life more regularly, etc) (d) Invite our parish priests to drop in and visit at school - read to students, play intramurals, participate in school family events, etc. (e) replace secular leadership program (Leader in Me) with a faith-based character development plan (Love Like St. Paul)
Measures	
- Division Assurance Survey - Feedback from Parish and Faith Permeation Lead - Participation of staff and students in the preparation of masses, liturgies, and other faith-based activities	

OUTCOME II	
2. The physical, mental, and spiritual well-being of students and staff will be supported through programming and education.	
Strategies	(a) Provide purposeful universal teaching and support to staff, students, and parents with the school counselor based on scheduling and counselling needs. (b) Maintain productive and collaborative relationships with community partners and service providers to ensure the availability of wrap-around services for students and families (c) Maintain opportunities for students to participate in extracurricular sports and clubs, along with cross-school mentorship opportunities with Father Mercredi High School and Holy Trinity High School (d) Maintain focus on building community and staff wellness by providing opportunities for appreciation, recognition, as well as social gatherings (e) Provide opportunities for connection with Indigenous families and communities (e.g., Fall & Spring Evening Gathering, Coffee Time with an Elder, Nistawoyou Association Friendship Center) (f) Update our student code of conduct and enact a pastoral approach to student discipline
Measures	
- Division Assurance Survey - Counseling Data - Student and staff feedback - Family attendance at school gatherings	



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) Provide staff with professional development relevant to best practices in instruction and assessment. (b) Provide time and opportunities for increased collaboration, mentorship, and shadowing to enhance teacher practice (c) Enhance communication with families about student growth and achievement with the use of Edsby Gradebook in division 2 and Edsby Portfolios/Learning Stories in division 1.
Measures	
- Division Assurance Survey - Division Assessment Data - Leader-led Reflections in PLCs - Staff feedback	

OUTCOME II	
2. School 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, Métis, and Inuit peoples.	
Strategies	(a) Foster positive relationships and engage with Indigenous communities and families to support increased student success

	(b) Provide ongoing professional learning opportunities and experiences for teachers related to the application of foundational knowledge of First Nations, Métis, and Inuit. (c) Provide learning opportunities for all grade 4 students with the Full Circle Mentoring Program sponsored by the Boys and Girls Club (d) Enhance the visibility and integration of Indigenous Culture in the school and all classrooms with the use of posters, painting, and incorporation of Indigenous knowledge and ways of knowing (ex. Nature walks with our Liaison, creating a formal Indigenous gathering space) (e) Enhance, empower, and connect students and educators to further reconciliation through awareness, education, action, and participation in various ceremonies and cultural practices
Measures	
- Division Assurance Survey - Feedback from students, staff, families, and communities - 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 guided by research-informed best practices (b) Maintain the intentional focus on research-informed best practices as they relate to instructional strategies in literacy and mathematics, both within the classroom setting and through our literacy intervention programming. Maintain the intentional focus on research-informed

	best practices as they relate to assessment strategies in literacy and mathematics (c) Collect and analyze student learning data to support the planning and assessment of literacy and numeracy needs
Measures	
- Division Assessment Data/ PATs - AEA Survey	

OUTCOME II	
2. Students will access learning opportunities and supports that address their diverse learning needs.	
Strategies	(a) Maintain the use of the Response to Intervention strategies and conversations throughout the year to ensure equitable, appropriate, and tiered supports are provided to all students. (b) Ensure that students receive effective, timely, and seamless support at the various transition points throughout their educational journey. (c) Enhance French Immersion programming and student retention from K-12 with an intentional focus on professional development for teachers in the area of inclusive education and differentiation, cross-school partnerships with Holy Trinity High School. (d) Enhance programs, academic, and cultural supports that ensure an inclusive and equitable learning environment where all students feel a sense of safety, belonging, and value.
Measures	
- RTI Meetings - Student Attendance - AEA Survey - Counseling Data - French Immersion Retention Data	

Summary of Updates for Year Three of Implementation

2024-2025

Pillar I - Faith & Wellness

- 1.a.** Year 2: Increase focus on permeation of faith, the 4 Core Values and Leader In Me into all subjects

Year 3: Continue with increased 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. As a school, we are transitioning from Leader in Me to focus more on our Catholic values.

- 1.c/f.** Year 2: Provide more opportunities for students to learn about and practice their faith (ex. Bible retreat, Faith jam, student-led liturgies and masses, prayer wall, invite parish to school family events) (1.c)

Implement a Prayer Path for Spring and Summer seasons to complement the winter and fall paths. (1.f)

Year 3: Provide continued opportunities for students to learn about and practice their faith (e.g., retreats, Faith jam, student-led liturgies and masses, prayer wall, prayer paths).

Rationale: Prayer paths are an opportunity for students to explore their faith. As a result, 1f fits under the umbrella of 1c.

- 2.b/c.** Year 2: Introduce outside agencies and supports for students and families such as the Integrated Youth Network and FMCS D's Mental Health Worker, Sherri Bennett (2.b)

Maintain productive and collaborative relationships with community partners and service providers to ensure the availability of wrap-around services for students and families

Year 3: Maintain productive and collaborative relationships with community partners and service providers to ensure the availability of wrap-around services for students and families, including FMCS D mental Health Worker, Sherri Bennett)

Rationale: We are updating language to reflect available supports and our current relationships with various community partners.

- 2.g.** *Year 2:* Maintain a whole school focus on The Leader in Me.

Year 3: Remove this strategy.

Rationale: Leader in Me is no longer meeting the needs of our staff and students.

Pillar II - Teaching & Leading Excellence

- 1.a.** *Year 2:* Provide staff with professional development relevant to best practices in instruction and assessment and create times for debrief after district-led PD to solidify learning and connect back to the school context.

Year 3: Provide staff with professional development relevant to best practices in instruction and assessment.

Rationale: Time to collaborate with colleagues is regularly built into FMCS D-led professional learning opportunities. This opportunity does not need to be duplicated at the school.

- 1.c.** *Year 2:* Allocate time for Lead teachers and Champions to help support teachers in the new curriculum, Leader in Me, technology and Comprehensive School Health.

Year 3: Remove this strategy.

Rationale: Due to changing needs regarding curriculum implementation and programming, the lead teacher and champion model will not continue. However, time for increased mentorship and shadowing (1.b) will be provided for staff.

- 2.e.** *Year 2:* Enhance, empower and connect students and educators to further

reconciliation through awareness, education and action through the use of the Legacy Schools program, participation in various ceremonies and cultural practices, the teepee and the monthly focus on the Calls to Action.

Year 3: Enhance, empower and connect students and educators to further reconciliation through awareness, education action, and participation in cultural practices.

Rationale: We have decided to be less specific regarding the ways we will explore reconciliation in order to keep our possibilities open.