



FATHER PATRICK MERCREDI HIGH SCHOOL

School Education Plan

2022-25



YEAR III UPDATE

FORT McMURRAY
CATHOLIC SCHOOLS

School Overview

Father Mercredi Catholic School is a grade seven to twelve school that provides a faith-based education for students from grades seven to twelve. All students in our school learn in a caring environment in which they gain the knowledge, skills, and Catholic values that encourage them to strive for personal excellence, applying their gifts and talents to successfully meet the challenges of life with optimism and confidence.

Our school was named after Father Patrick Mercredi, a hard-working community leader. Father Mercredi passed away one day before the school's official opening on November 1, 1982. He was loved in this community by young and old alike, and through the High School, he will be continually remembered and celebrated for his contributions to Fort McMurray.

Father Patrick Mercredi Community High School has always had the philosophy of teaching all students in an inclusive and welcoming environment. We also believe in offering students opportunities to gain a well-rounded educational experience through academics, sports, R-sports, fine arts, the skilled trades and community service.

At-A-Glance:

- Has a student population of over 1300
- Home to the division's Science and Technology Centre
- Blessed with two full time Indigenous Liaisons, supporting our staff and students on our Truth and Reconciliation journey.
- Offers a Vocational Education Program that provides specialized programming and differentiated instruction for students with exceptionalities.
- Employs 50.5 Certificated Teachers, 30 Educational Assistants, 5 Office Administrators, 2.5 CSTs, 2 Counselors, 3 Vice Principals, and 1 Principal
- Wellness is a priority at Father Mercredi and we have two full time counselors who serve the needs of our students through universal support strategies and individual counseling sessions.
- Along with core programming (English, Math, Social Studies, Science and Religion), Father Mercredi School offers great enrichment through various electives, sports academies, science and technology, and service programs.

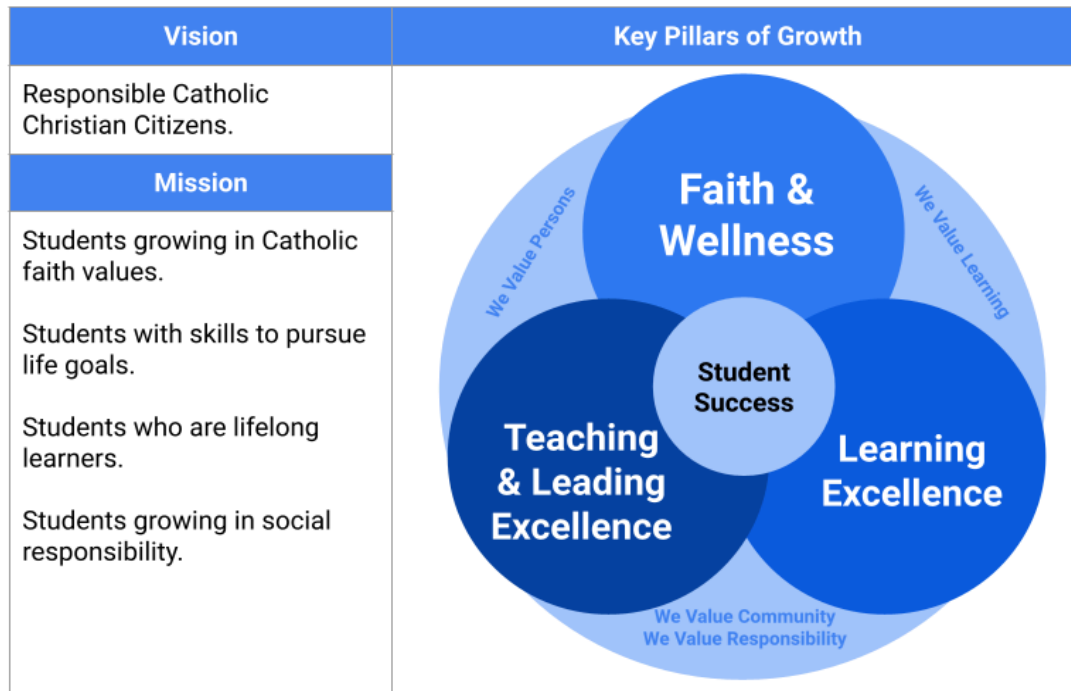


Figure 1. Vision, Mission, Core Values, and Key Pillars of Growth.

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	
Provide opportunities for each Father Mercredi student to recognize that they are children of God and to identify the Division Four Core Values.	
Strategies	A. Continue to create and provide a safe and caring inclusive environment for students, staff, and parents with an enhanced focus on our Division Four Core Values. B. Continue to provide students and staff with the opportunity to grow and celebrate their faith (e.g., liturgy leaders, faith-based professional development, Community of Believers initiative, religious retreats, and service projects such as Santas Anonymous) C. Maintain a focus on the School-Parish-Home relationship by inviting clergy and families to participate in school faith celebrations. D. Continue the development of student liturgical leaders.
Measures	
- Utilize data from Division Assurance Survey - Student, Family and Parish feedback - Weekly prayer partnership participation - Chaplain Thursday participation - Observations and class walkthroughs	

OUTCOME II
Each student and staff member is supported physically, mentally, socially and spiritually through programming and education.

Strategies	A. Maintain an intentional focus on trauma-informed practices. B. Continue to foster the development of the leadership abilities of staff and students through Santos Anonymous, liturgies and other school wide groups. C. Provide wrap around support to all students through the collective efforts of administration, student services personnel, and teachers. D. Continue to use division wellness initiatives such as comprehensive school physical activity, healthy eating, and mental health. E. Recognize and celebrate the contributions of staff and students (e.g., pep rallies, daily announcements, five-day Fridays)
Measures	
- Data tracking access to supports and services - Counseling Intervention/Tracking Data - Parent/Guardian, Staff, Student Assurance Survey Data - Student and staff attendance rates - Wellness Activities Data - Parent/family session attendance data	



PILLAR #2:

Teaching & Leading Excellence

OUTCOME I	
Teachers and school leaders will acquire the skills and competencies needed to meet the standards set forth in the TQS as they relate to establishing an Inclusive Learning Environment for all students, meeting their academic, social, and emotional needs.	
Strategies	A. Continue an increased focus on understanding and effectively implementing Instructional Support Plans. B. Foster an intentional focus on the well-being and academic progress of at-risk students to support their journey towards graduation. C. Continue to implement CST-led meetings for teachers and leaders related to the application of strategies outlined in ISPs. D. Use appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth. E. Renew and revise student and staff awareness, understanding, and usage of the Testing Centre for students with instructional support plans. F. Continue to grow the understanding of the Father Mercredi Support Centre for students needing alternative subjects/programming.
Measures	
- Provincial Achievement Test results - Diploma Exam results - High School Completion rates	

- Division Assurance Survey
- Teacher Awarded marks
- Usage Data for the Testing Centre
- Enrollment rates for the Support Centre



PILLAR #3:

Learning Excellence

OUTCOME I

Each student will reach personal excellence (to the best of their ability) in the areas of literacy and mathematics.

Strategies

- Guided by student learning data (e.g., STAR Reading), expand literacy intervention programs to include literacy-focused electives in grades 7-9.
- Use the Elk Island Catholic Schools Numeracy Assessment to assess and monitor student growth in numeracy and, in doing so, inform student programming and interventions such as focused numeracy electives in junior high.
- Through sessions hosted by lead teachers, facilitate professional learning opportunities for teachers and school leaders in the areas of literacy and numeracy instruction, assessment, and program planning.
- Utilize STAR reading data to assess and monitor literacy levels of English Language Learners to inform responsive planning and interventions.
- Partner with Holy Trinity to engage grade-level and subject-area teachers in a collaborative review and refinement of assessment practices.

Measures
- Provincial Achievement Tests results - Diploma Exam results - High School Completion results - STAR and EICS data - EAL Benchmarks - Student and parent survey

OUTCOME II	
Each student graduates from Father Mercredi high school with the ability to transition into the world of work and/or post secondary education.	
Strategies	A. Nurture an intentional focus on the well-being and academic progress of students to support their journey towards and beyond graduation. B. Continue to support students in their applications and transitions to post-secondary institutions through various approaches (e.g., career counseling support, myBlueprint activities). C. Alongside the Off-Campus Coordinator, continue to lead trade students to engage in the Registered Apprenticeship Program, Dual Credit Programs, Summer Internships, etc.
Measures	
- High School Completion rates - myBlueprints usage - One-to-One Career Counseling - Education Quality Survey - Division Assurance Survey	

Summary of Updates

Year Three Implementation

2024-25

PILLAR #1 - FAITH & WELLNESS

Outcome #1, Strategy B

Year 2: Continue to provide students and staff with the opportunity to grow and celebrate their faith by participating in regular Liturgical Celebrations; Daily Prayer; Mass; Service projects including our Division Water Project; and Gr. 7, Gr. 8 Religious Studies Retreats; and Gr. 12 Grad Retreats.

Year 3: Continue to provide students and staff with the opportunity to grow and celebrate their faith (e.g., liturgy leaders, faith-based professional development, Community of Believers initiative, religious retreats, and service projects such as Santas Anonymous)

Rationale: Strategy has been updated for clarity purposes and to reflect new activities such as the Community of Believers initiative.

Outcome #2, Strategy A

Year 2: Maintain an intentional focus on the well-being of staff and students by providing professional development in the area of trauma informed practices.

Year 3: Maintain an intentional focus on trauma-informed practices.

Rationale: Professional development was completed during Year 2. As such, we are turning to a focus on implementing the practices in our classrooms.

PILLAR #2 - TEACHING & LEADING EXCELLENCE

Outcome #1, Strategy E

Year 2: Maintain a focus on increased student and staff awareness, understanding, and consistent usage of the Test Centre for accommodations for students on ISPs.

Year 3: Renew and revise student and staff awareness, understanding, and usage of the Testing Centre for students with instructional support plans.

Rationale: Based on stakeholder feedback and engagement, we plan to revise and renew school practices and guidelines related to the Testing Centre.

PILLAR #3 - LEARNING EXCELLENCE

Outcome #1, Strategy A

- Year 2:** In Grade 7, use Standardized Tests for the Assessment of Reading Comprehension to assess and monitor student literacy levels to inform student programming and interventions such as focused Literacy Blocks. Common Literacy Blocks will be added to grade 8 and 9.
- Year 3:** Guided by student learning data (e.g., STAR Reading), expand literacy intervention programs to include literacy-focused electives in grades 7-9.
- Rationale:** Based on the success of introducing a literacy-focused, intervention-based elective in grade 7, the program has been expanded to grades 8 and 9.

Outcome #1, Strategy B

- Year 2:** Use the Math Intervention Programming instrument (MIPI) to assess and monitor student growth in numeracy and as a means to inform student programming and interventions such as focused Numeracy electives.
- Year 3:** Use the Elk Island Catholic Schools Numeracy Assessment to assess and monitor student growth in numeracy and, in doing so, inform student programming and interventions such as focused numeracy electives in junior high.
- Rationale:** Strategy is updated to reflect the replacement of the former MIPI numeracy screener with the new Elk Island Catholic Schools Numeracy Assessment

Outcome #1, Strategy D

- Year 2:** n/a
- Year 3:** Utilize STAR reading data to assess and monitor literacy levels of English Language Learners to inform responsive planning and interventions.
- Rationale:** Based on a review of evidence of student learning and stakeholder feedback, a new strategy that focuses on students learning English as an additional language has been added.

Outcome #1, Strategy E

- Year 2:** n/a
- Year 3:** Partner with Holy Trinity to engage grade-level and subject-area teachers in a collaborative review and refinement of assessment practices.

Rationale: This new strategy has been added to reflect the partnership Father Mercredi has formed with our partner school to collectively review and refine summative assessment practices.