



Sister Mary Phillips School

SISTER MARY PHILLIPS SCHOOL

School Education Plan

2022-25



FORT McMURRAY
CATHOLIC SCHOOLS

YEAR III UPDATE

School Overview

Located in the Dickinsfield Area, Sister Mary Phillips Elementary School provides a wide range of high quality programming meeting the academic, cultural and spiritual needs of its community. Enrolment is approximately 472 students from Pre-Kindergarten (EEP) to Grade 6. Sister Mary Phillips offers a faith-based learning environment to students of any background and a level of instruction geared toward the highest academic standards. Instruction is primarily in English. We are a Leader in Me School and leverage this social, emotional and academic program to enhance the educational experience for students, staff and families.

Sister Mary Phillips has been recognized as one of the Top Twenty-five Schools in Canada for its work in community engagement. As well as winning the Garfield Weston Award for improvement in academics.

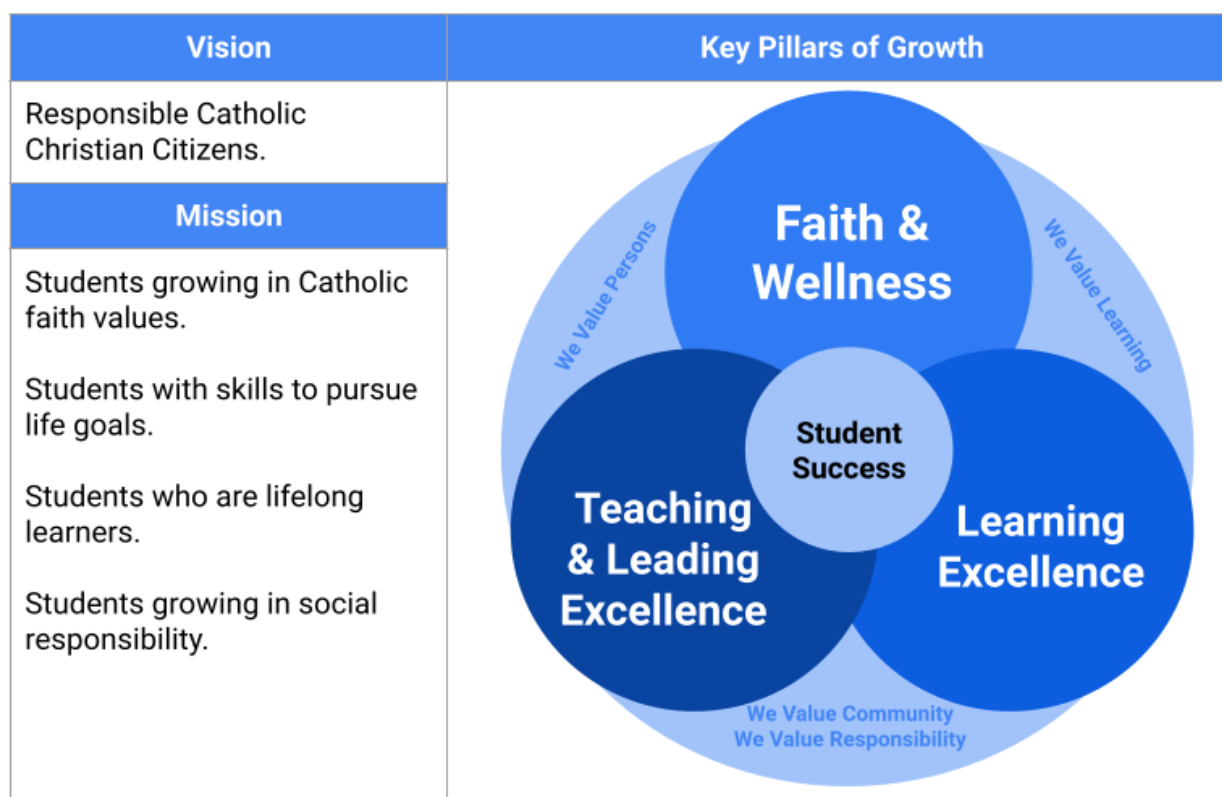


Figure 1. Vision, Mission, Core Values, and Key Pillars of Growth.

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. Increase faith permeation in the school from EEP-Grade 6 through increasing visual symbols, building relationships with the Parish, and holding monthly student led liturgical celebrations.	
Strategies	(a) Recognize that we are all unique gifts from God by infusing the core values into student recognition and monthly success celebrations. (b) Increase visibility of the parish in the school and school participation at the parish. (c) Implement monthly Liturgies and Daily Prayer and "Sharing the Gospel Message".

	(d) Infuse the Core Values in morning Prayer and Success Assemblies (e) Increase the visibility of the four core values in the school and individual classrooms.
Measures	
- Track school visits from the parish Priests - Complete a benchmark Perception Survey using LIM Measurable Results Assessment (MRA) - Observe that the 4 Core Values are visible in all classrooms - District and School Assurance Surveys - Track 2 masses per year are held at St. Paul Parish (weather permitting)	

OUTCOME II	
2. Create positive opportunities to work together for improved relationships with families and school.	
Strategies	a. Develop Events that promote interaction between Staff, Students, and Families. b. Invite families to Concerts, Liturgies, Leadership Awards, and other School Events at the Church and School. c. Host Literacy and Numeracy nights to develop understanding of effective practise to increase learning at home and school together. d. Use Leader in Me Program to develop interpersonal & social skills by increasing the number of students involved in school wide leadership opportunities.
Measures	
- Track School Family events offered (Bingo Nights, Movie Night, and Family Dances, etc.) - Complete a benchmark Perception Survey using LIM Measurable Results Assessment (MRA) - District and School Assurance Survey data	



PILLAR #2:

Teaching & Leading Excellence

OUTCOME I	
1. Teachers feel competent, confident, and supported in building collaborative approaches and common research informed practices in literacy.	
Strategies	(a) Co-create a common understanding and implementation of high impact practices as they relate to effective use of literacy time. (b) Develop instructional practices based on Acadience Results to meet student needs. (c) Collaboration with Division level Teachers (i) Create process to reduce gaps and streamline instruction through examination of Acadience results across grade levels. (d) Consistent implementation of phonological awareness through implementation of Heggerty EEP - Grade 2 (e) Consistent instruction of phonetic awareness through the implementation of UFLI Resource in K-2
Measures	
- Acadience Screener K-6 - PAT Results for Grade 6 - Division Literacy Spreadsheet - Observation of classroom literacy processes	

OUTCOME II	
2. Teachers feel competent, confident, and supported in building collaborative approaches and common research informed practices in mathematics.	
Strategies	(a) Review Training & Implementation of Mathology in Division 1

	(b) use a range of data and evidence to co-create student specific learning and assessment activities to build achievement. (c) using data to individualize and inform practice through small group instruction. (d) Implement Matific
Measures	
- EICS Numeracy Screener - PAT Grade 6 - Observation of instructional processes	

OUTCOME III	
3. Increasing the knowledge of Truth and Reconciliation	
Strategies	(a) Ensure that all teachers and leaders have the acquired skills to meet the foundational knowledge of First Nations, Métis and Inuit standards as outlined in Alberta Education Teaching and Leadership Quality Standards. (b) Ensure that all students have been introduced to the foundational knowledge of First Nations, Métis and Inuit stories, histories and language. (c) Develop student recognition based on the 7 Grandfather Teachings.
Measures	
- Staff Assurance Survey Data - Track monthly learning support with the Indigenous liaison to enhance learning experiences for Staff and Students - Continue Grade 6-7 indigenous student transition program.	

Summary of Updates for Year Three of Implementation 2024-2025

Pillar I - Faith and Wellness

Outcome I: Increase Faith Permeation (EEP-Grade 6)

- **New Strategies in 2024-25:**
 - **Addition of Monthly Awards for Core Values:**
 - **2024-25 Plan** introduces a specific strategy to develop **monthly awards** for core values as part of leadership assemblies. This was not explicitly mentioned in the 2023-24 plan, which had a broader mention of awards.
- **Clarified Measures in 2024-25:**
 - **Visibility of the Four Core Values:**
 - Both plans mention making the four core values visible, but the **2024-25 plan** specifies that these will be **visible in classrooms and individual spaces**, emphasizing greater prominence.

Outcome II: Strengthen Family-School Relationships

- **Family Events:**
 - **2024-25 Plan** continues with family events like **Bingo Nights, Movie Nights, and Family Dances** with an increased emphasis on further developing the Student Lighthouse Team.

Pillar #2: Teaching & Leading Excellence

Outcome I: Literacy

- **Updated Instructional Practices in 2024-25:**
 - **Transition from Jolly Phonics to UFLI Resource:**
 - The **2024-25 plan** moves away from **Jolly Phonics** (used in the 2023-24 plan) to the **UFLI Resource** for phonetic awareness in K-2.
 - **Use of Acadience Results:**
 - The **2024-25 Plan** explicitly integrates the use of **Acadience Results** to support literacy instruction which was not specified in the 2023-24 plan.
 - Updated measures for 2024-2025
 - For 2024-2025 we will eliminate the CC3 & Lens assessments and rely on Acadience results for consistency Grades K-6
- **Maintain focus on developing instructional strategies for small group instruction in Literacy.** (no longer specific to Fountas and Pinnell/Guided Reading)

Outcome II: Mathematics

- **New Tools in 2024-25:**
 - **Introduction of Matific:**
 - The **2024-25 Plan** introduces **Matific**, a digital math learning tool, which is not present in the 2023-24 plan.
- **Maintain focus on developing instructional strategies for small group instruction in Math.**

Outcome III: Increasing Knowledge of Truth and Reconciliation

- **Monthly Learning Support:**
 - In the **2024-25 plan**, there is a more structured approach to working with the **Indigenous liaison**, shifting from weekly support in 2023-24 to **monthly learning support** for both **staff and students** in 2024-25. Due to the demands of the Indigenous Liaison role and varied classroom curriculum and instruction needs, monthly support was deemed more appropriate and achievable.
- **Continued Recognition of Indigenous-Cultural Events:**
 - Both plans emphasize professional development on **Truth and Reconciliation**, participation in **Orange Shirt Day**, **Ribbon Skirt/Shirt Day**, and **Métis Week**. However, the **2024-25 plan** adds **monthly learning support** for curriculum-aligned opportunities, which enhances ongoing staff and student engagement.
 - **Transition Program Continuation:**
 - The **Grade 6-7 Indigenous Transition Program** developed in 2023-2024 continues as a focus in both years, showing consistency in supporting Indigenous students as they leave Sister Mary Phillips School.
- **Added: Develop student recognition based on the 7 Grandfather Teachings**
 - This strategy has been added to increase the visibility of Indigenous teachings and values across the school community.