Good Shepherd School

GOOD SHEPHERD SCHOOL

School Education Plan

2022-25

YEAR III UPDATE

FORT McMURRAY CATHOLIC SCHOOLS

School Overview

Good Shepherd Catholic School is a member of the Fort McMurray Catholic School Division family. We serve families situated on the southside of Fort McMurray, specifically Beacon Hill, Gregoire, Prairie Creek and Saprae Creek. In addition, we have multiple families from Gregoire Lake Estates and Anzac.

Good Shepherd is a special place to learn and grow. We are a proud Leader In Me Lighthouse School. Our students are kind, compassionate and natural leaders. Through our faith and leadership programs, we place an emphasis on social and emotional well-being, school community and service to others. All staff members strive to make connections with students to help them feel valued, accepted and safe. Our Mission at Good Shepherd School is “Lead like a Shepherd”. We will continue to guide our mission while providing a love of learning in an inclusive environment.

At-A-Glance:

- Leader in Me Lighthouse School
- Apple School
- 333 students
- 15 Teaching staff including school administrators
- 24 support staff including office managers, Indigenous Liaison, OSC team and Caretaking
- Engaged and Enthusiastic School Council and Friends of Jags
- Inclusive Education
- Indigenous foundations and knowledge-minded
- Community-minded
- Acts of service around the community
- Strong Science Fair Participation
- Music Festival Participants

Vision	Key Pillars of Growth
Responsible Catholic Christian Citizens.	
Mission	
Students growing in Catholic faith values. Students with skills to pursue life goals. Students who are lifelong learners. Students growing in social responsibility.	

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 their faith and enables them to discern the presence of God in their lives.	
Strategies	(a) Enhance opportunities to include faith in the learning process and use the division's Four Core Values and Leader in Me Program to drive our school mission statement, Lead Like a Shepherd. #LeadLikeaShepherd (i) Professional development with Faith Consultant (b) Continue to strengthen relationships between parish pastoral teams and the school community. (c) Supporting and celebrating student participation in Sacraments at school and church. (d) Invite families to attend mass with our school community, grades 1-6, at St.John's Parish.
Measures	
- Division Assurance Survey - MRA Leader in Me Survey - Professional Growth Plans	

OUTCOME II	
2. The Physical, Mental, and Spiritual well-being of students and staff will be supported by programming and education.	
Strategies	(a) Foster healthy relationships among students and staff by teaching social and emotional wellness and increasing the level of prosocial behaviour through a variety of lead measures amongst students including school lessons and Wildly Important Goals (WIGS). (b) Develop and implement a guiding wellness framework that will support a cohesive and collaborative approach to enhancing the wellness of students and staff. (i) School Wide Goals- WIGS (ii) Teacher Wellness Plan (1) Goals (2) Faith Journey (3) Team Building Events (4) Staff Collaboration (iii) Parent Education Series (iv) Engaging School Council with parent survey results to develop goals that will support parent-school partnership. (c) School Counselling Services continue to provide (i) universal supports (ii) capacity-building resources to support parents/guardians in their role as primary caregivers. (iii) wrap-around and trauma-informed mental health counselling supports (iv) staff education (d) Create opportunities for families to learn as a school community (i) parent engagement/learning sessions on current trends and school needs
Measures	
- MRA Leader in Me Survey - Division Assurance Survey - Counselling intervention data - AEA Survey	

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) PLC commonalities with the school plan (b) Instructional strategies to support differentiation and understanding behaviours and diagnosis with CST support. (c) Support teachers with new curriculum implementation and intervention. (d) Support opportunities for staff to attend learning workshops and have consultants come to the school. (e) Allow time for collaboration between teachers, counselling, and CST for student programming and support.

Measures

- Semiannual Teacher & Leader Engagement Surveys
- Ongoing Leader-Led Reflections in PLCs
- Summative and Formative classroom-based data
- Acadience data
- Numeracy Screener data
- Division Writing Sample
- AEA Survey
- Behaviour plan tracking
- Professional Growth Plan

OUTCOME II	
2. School teachers and 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 peoples.	
Strategies	(a) Provide ongoing professional learning opportunities and experiences for teachers related to the application of foundational knowledge of First Nations, Métis and Inuit. (b) Foster positive and meaningful relationships with Indigenous communities to support increased student success. (i) Utilize outdoor learning space which was created with RMWB and Indigenous artist (c) In collaboration with our Indigenous Liaison, enhance the authentic visibility of Indigenous culture and facilitate Truth and Reconciliation.
Measures	
- Division Assurance Survey - Feedback from students, staff, family, and community - Committee Feedback	

PILLAR #3:

Learning Excellence

OUTCOME I	
1. Students will achieve personal excellence in literacy and mathematics.	
Strategies	(a) Fostering a math-rich and literacy-rich environment guided by research-based best practices and collaborating with consultants. (i) Utilize consultant lead learning opportunities to enhance teacher planning and understanding of outcome-based assessment. (b) Continue to collect and analyze student learning data to support teachers with intentional planning and assessing for the diverse literacy and mathematics needs of their students, in particular, our grade six provincial achievement exam data. (c) Empower student learning through goal setting and academic growth. (i) increased and intentional opportunities for goal setting and tracking, using assessment data to empower students in leading their learning through research-based studies and published work. For example, using Leaders of their Own Learning: Student-Engagement Assessment book. Our 2024-2025 Leadership theme is Soaring to New Heights #goal getters (d) Increase parent communication regarding student learning for all grades, especially division two families with live reporting on Edsby for Grades 4-6.

Measures

- Summative and Formative classroom-based data
- Acadience data
- Division writing sample
- Numeracy Screener data
- Gr. 6 Provincial Achievement Test
- AEA Survey
- MRA Survey

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 literacy support at various transition points throughout their educational journey. (b) Continue programs and enhanced academic and cultural supports and services that ensure an inclusive and equitable learning environment where all students feel a sense of safety, belonging and value. (i) Professional development with our Mental Health Consultant on Executive Functioning, trauma response, and co-regulation. (ii) Plan a 4 part parent series on similar topics (felt safety, regulation, neurodiversity, power of play). (c) Continue to foster productive and collaborative relationships with community partners and service providers to ensure the availability of wrap-around services for students and families. (d) Foster an inclusive environment where staff are up to date on research-based strategies and tools to support student regulation and executive functioning for the purpose of maximizing student learning.
Measures	
- Student Attendance Rate - Local Student Assurance Survey - Student & Parent Focus Groups - Counseling Intervention Data - AEA Survey - Achievement tests	

Summary of Updates for Year Three of Implementation
2024-2025

Pillar 1 - Faith & Wellness

1.a. *Year 1:* Enhance opportunities to include faith in the learning process. (Maintain)

Year 2: Invite parish leaders and faith permeation consultants to the school to lead discussions in classroom settings around faith and leading. (Maintain)

Year 3: Continue to maintain opportunities to include faith by supporting and celebrating student participation in Sacraments at school and church, inviting families to participate in community faith celebrations at Church once a school year, and strengthening parish partnership. We will also provide staff with professional development with our Faith Consultant to ensure they are competent with the religious studies program.

Rationale: We have had sufficient success in this area and the intent for 2024-2025 is to maintain our current level of focus.

2.a. *Year 1:* Foster healthy relationships among students and staff by teaching social and emotional wellness and increasing the level of prosocial behaviour through a variety of lead measures.

Year 2: Maintain Franklin & Covey Leader in Me Curriculum in Division 1 and 2 and weave in Adrienne Gear's Powerful Understanding critical thinking Curriculum in Division 2

Year 3: Develop and implement a guiding wellness framework that will support a cohesive and collaborative approach to enhancing the wellness of students and staff.

(ii) School Wide Goals- WIGS

(iii) Teacher Wellness Plan

(1) Goals
(2) Faith Journey
(3) Team Building Events
(4) Staff Collaboration
(5) Parent Education Series
(6) *Engaging School Council with parent survey results to develop goals that will support parent-school partnership.*

Rationale: This strategy has been refined to reflect the specific focus for 2024-25, which is to foster student and teacher wellness. This refinement is based on measures collected in our parent staff engagement surveys.

Pillar 2: Teaching and Leading Excellence

1.c-d. *Year 1:* Continue supporting new curriculum implementation and intervention.

Year 2: Maintain curriculum support.

Year 3: Maintain curriculum support.

Rationale: With significant actions taken in the first 2 years of this 3-year fixed plan, the focus for 2024-25 will be on refining current practices rather than introducing additional actions.

1.d. NEW

Year 1: n/a

Year 2: Numeracy curriculum support for teachers.

Year 3: Continue to plan with division consultants for support in numeracy and PAT preparations.

Rationale: Based on 2023-2024 survey data, teachers were feeling competent with literacy but would like additional support with numeracy.

2.b. *Year 1:* Increased visibility of Indigenous culture.

Year 2: Front of school showcase will have visual Indigenous cultural representation and a place for student work and indigenous language.

Year 3: Continue to integrate Indigenous learning into the curriculum with regular classroom and school activities led by Indigenous liaison. Partnering with RMWB, create a permanent outdoor learning/play space in the wooded areas of school grounds to honour Indigenous culture.

Rationale: Indigenous culture and foundational knowledge should be embedded into our school culture. We have made significant gains over the past few years by increasing visibility, having an intentional space for visual awareness, and providing students and staff with opportunities to take learning outside.

2.d. *Year 1:* Provide ongoing professional development to increase the application of foundational knowledge.

Year 2: Allow teachers space and time to apply their knowledge while also doing a monthly theme. Each month will be a different theme of learning inspired by the book, Be a Good Ancestor, written by Leona Prince & Gabriella Prince. It complements the Division Faith Theme, Do Small Things with Great Love.

Year 3: Indigenous liaison will visit classrooms regularly and also invite other liaisons to visit to share knowledge and cultural experiences with our school in connection to our learning. We will continue to attend local Indigenous cultural events throughout the school year.

Rationale: Building teacher efficacy and competence to ensure we are teaching and leading in a way that is inclusive to all learners, ensuring foundational knowledge.

Pillar 3: Learning Excellence

1.a. *Year 1:* Fostering a math-rich and literacy-rich environment with an intentional focus on research-informed best practices as they relate to mathematics and literacy. Staff will continue to use professional learning communities to support research and application in these areas.

Year 2: Maintain. Staff had a successful implementation of the new Math and English Language Arts curriculum for division one, supported by lead teachers and professional development. Staff will continue to have an intentional focus of best practices in Mathematics and Literacy.

Year 3: Maintain: Continue to collect and analyze student learning data to support teachers with intentional planning and assessing for the diverse literacy and mathematics needs of their students.

Rationale: This strategy is beneficial for data collection and analysis in reviewing student learning data and collectively determining appropriate resources and best teaching practices while also supporting positive changes to intervention programming.

1.c. *Year 1:* Continue to collect and analyze student data to support teachers planning and assessment for the diverse literacy and mathematics needs.

Year 2: Continue to use student learning data for strategic teacher planning and an assessment.

Year 3: Continue to work as a team of administrators, teachers and parents to identify appropriate methods of differentiation instruction and programming to support student

learning and assessment through modelling, professional development and push-in support.

Rationale: Support teachers in differentiating lessons to meet the diverse learning needs of all students through increased teacher-sharing time, professional development, modelling from CST and administration, and examining data to critically inform instruction based on student needs and performance of demonstrating outcomes.

1.d. NEW

Year 1: n/a

Year 2: Setting and tracking school-wide social-emotional and academic goals.

Year 3: We will continue to set school-wide goals but will provide students with increased and intentional opportunities for goal setting and tracking, with an achievement focus, using assessment data to empower students in leading their learning. Our 2024-2025 Leadership theme is Soaring to New Heights #goal getters.

Rationale: Our goal is to transform students to become leaders of their own learning. Setting goals, tracking, and receiving feedback through student-engaged assessment allows them to have meaningful discussions about their learning with peers and parents.

2.d. *Year 1:* Enhance the use of the Response to Intervention strategy to ensure equitable, appropriate, and tiered supports are provided to all students.

Year 2: Transition to the Continuum of Supports and Services model to ensure equitable support is provided to all students.

Year 3: Foster an inclusive environment where staff are up to date on research-based strategies and tools to support student regulation and executive functioning for the purpose of maximizing student learning.

Rationale: This strategy has been updated to reflect the specific inclusivity data and overall wellness data received in our stakeholder surveys.

2.b. *Year 1:* Ensure that students receive effective, timely, and seamless support at the various transition points throughout their educational journey.

Year 2: Maintain student access to effective and timely interventions by having grade-level meetings to better support students and strengthen literacy intervention programs. Increase communication and support families with information on community programs and services.

Year 3: Working with teachers, students and parents to support diverse programming needs in order for students to access varied programming through ongoing communication between all stakeholders, and a four-part parent series of diverse learning needs.

Rationale: The administrative team will continue to communicate with families and connect them to services in the community to support family needs and complex student needs. We will continue to align literacy intervention programs with the best inclusive education practices to allow each child to have success in literacy and numeracy.