

Division Education Plan

2022-25



FORT McMURRAY
CATHOLIC SCHOOLS

YEAR II UPDATE: 2023-24

Table of Contents

Overview.....	3
Accountability Statement.....	5
Design, Implementation, and Evaluation.....	5
Budget & Capital Planning.....	7
Education Plan Architecture.....	7
Faith & Wellness.....	8
Teaching & Leading Excellence.....	11
Learning Excellence.....	14
Summary of Updates for Year Two of Implementation.....	17

Overview

As an integral part of the public education system of Alberta, the Fort McMurray Catholic School Division offers high quality education from Early Childhood Services to Grade 12 in the Regional Municipality of Wood Buffalo. Fort McMurray is a young and vibrant community with a significant influx of immigrant families. We welcome members of all faith communities interested in having their children educated in an environment permeated with the teachings of the Catholic Christian Faith.

Catholic Education, within the framework of our society, operates on the premise that every human life is unique and valuable, and that individuals should be afforded every opportunity to develop toward their full potential. We strive to provide an educational program 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 school division serves 6,700 students in 13 schools, including an outreach school, two high schools (7-12), and ten elementary schools.
- Our school division is supported by a dynamic staff with 385 teachers and over 390 non-certificated staff, all of whom are dedicated to a learning communities philosophy that strives for continuous improvement.
- A wide range of sports, social, cultural, fine arts, spiritual, and leadership programs are offered.
- Programs include: Early Entry Program (EEP), French Immersion, First Nations Métis Inuit studies, Career & Technology Foundations, Registered Apprenticeship Program (RAP), Work Experience and Cooperative Education Programs within the business community, STEM interdisciplinary approach, Tutorial Fridays, Dual Credit and Fine Arts programming.

The foremost priority of our schools is the academic success and spiritual wellbeing of our students. All of our work is guided by our vision, mission, core values, and key pillars of growth, which are outlined in Figure 1.

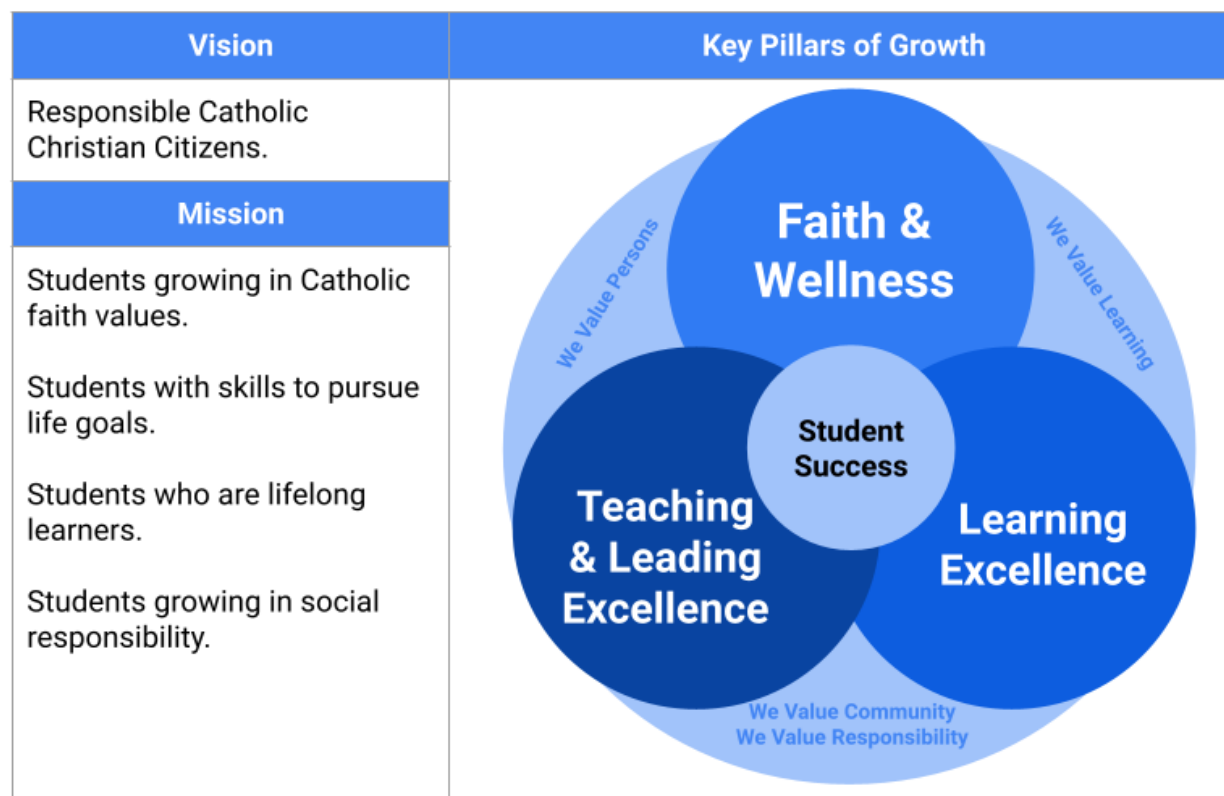


Figure 1. Vision, Mission, Core Values, and Key Pillars of Growth.

Accountability Statement

The Fort McMurray Catholic School Division is pleased to present our fixed-term 3-year plan (2022-25), which has been updated to reflect refinements for our second year of implementation (2023-24). This plan outlines our continued commitment to exceptional education grounded in the Catholic faith and our 4 Core Values. It also reflects our focus on transparency, accountability, economic sustainability, and increased collaborative engagement with our students, families, and community.

In developing this 3-year plan alongside our schools and their school communities, we endeavor to maximize opportunities for student success in a holistic perspective – academically, spiritually, and physically. We firmly believe this plan serves as a solid functional guide for the operation of our division, which will ensure rich learning experiences for all.

We are incredibly proud of our dedicated staff members and community partners who share our vision and commitment to providing exceptional teaching, innovative learning, and commitment to faith. Through this steadfast determination our students continue to thrive as positive contributors to their community and develop as lifelong learners.

Cathie Langmead, Chair, Fort McMurray Catholic Board of Education

Design, Implementation, and Evaluation

Strategic planning undertaken by Fort McMurray Catholic Schools is grounded in collaboration, engagement, and data-informed decision making. Guided by a commitment to continuous improvement, division leaders ensure a unified and systemic approach to student success through ongoing evaluation of key pillars of growth.

The education plan outlined in this document is informed by the key priorities set forth by the Board of Trustees. As the heartbeat of the division's strategic initiatives, this plan forms the basis for division guiding frameworks, school education plans, and teacher growth plans. This ensures a cohesive commitment to student success across all service units within the school division.

Design

Development of the Fixed-Term 3-Year Education Plan

Key data measures were considered in the development of this 3-year strategic plan. Trends outlined in the division's AEAM results were analyzed through collaborative processes undertaken by division and school leadership teams. Additionally, local measures were developed, executed, and analyzed to determine areas of growth. These measures included locally-developed assurance surveys that targeted parents/guardians, students, support staff, teachers, and school leaders. Furthermore, ongoing touchpoints with school leaders and teachers take place throughout each school year, some of which included leader-led reflections during teacher PLC meetings, curriculum implementation teacher working groups, regular leadership meetings, and more. As well, school teams undertook regular engagement with parents/guardians and students to ensure that initiatives were responsive to current needs.

Data provided by Alberta Education, in addition to data gleaned from local measures, were analyzed through a number of strategic planning retreats with division and school leaders. This collaborative analysis resulted in the development of key pillars of growth, outcomes, and strategic actions that would move student success forward. A similar process was used by leaders at the school level using school-specific data reports in order to ensure a cohesive approach to strategic planning.

Annual Updating

Though our division employs a fixed-term 3-year strategic plan, we are committed to ongoing engagement with stakeholders, analysis of student learning data, and responding to shifting contextual factors.. As such, our education plan is updated annually to ensure outcomes and strategies are refined and refocused as needed throughout the three years of implementation.

Implementation

The strategic actions outlined in the education plan are implemented through a logic model that is grounded in collaboration and stakeholder engagement. As a living document, the education plan serves to provide a high degree of utility to division and school leaders as they execute strategic initiatives, allocate associated resources, collect data to measure the level of efficacy, and refine actions as needed. Processes will be developed and implemented at the division level to promote ongoing review and revision of the education plan in pursuit of achievement in the key pillars of growth. This will include ongoing engagement with all stakeholders, including parents/guardians, students, teachers, support staff, school leaders, Indigenous leaders, post-secondary and industry partners, and other community service providers.

Evaluation

Ongoing evaluation of the actions set forth in the education plan will be undertaken by division and school leaders throughout the duration of each school year. This will be achieved through the collection and analysis of student learning data, semiannual formalized engagement surveys with all stakeholders, regular feedback sessions with school councils, student focus groups, teacher and leader working groups, and meetings with community and industry partners. The results of the ongoing evaluation efforts and resulting revision of the education plan will be detailed in the division's Annual Education Results Report.

Budget & Capital Planning

The 2023-24 Fort McMurray Catholic Schools [budget](#) and capital plan are designed to support the strategic actions outlined in the updated education plan to ensure appropriate resource allocation in the key pillars of growth.

Education Plan Architecture

Key Pillar of Growth Each pillar of growth represents the primary aims of the jurisdiction.

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 annual 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.

Domains

The required assurance domains outlined in the Funding Manual have been identified and aligned with each outcome in the education plan.



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	<ul style="list-style-type: none"> (a) Maintain an enhanced focus on the permeation of the division's 4 core values in all aspects of the learning environment. (b) Continue to nurture learning environments that are enriched by faith through authentic and visible actions. (c) Strengthen the division's focus on the pastoral approach to discipline and behaviour management. (d) Continue the implementation and evaluation of instructional support resources such as Growing in Faith / Growing in Christ. (e) Maintain a strategic focus on the division's faith theme "Do Small Things with Great Love" throughout the duration of the Education Plan.
Assurance Domains	Measures
Student Growth & Achievement Teaching & Leading Governance Local & Societal Context	<ul style="list-style-type: none"> - Semiannual Teacher & Leader Engagement Survey - Local Student, Parent, & Support Staff Survey - Parent, Student, and Parish Partner Focus Groups

OUTCOME II		
2. Teachers and leaders will nurture collaborative relationships with the parish, school, home and other relevant partners in order to strengthen the division's faith community.		
Strategies	<p>(a) Develop a collaborative approach to sacrament preparation.</p> <p>(b) Increase opportunities to nurture relationships between parish pastoral teams and division/school leadership teams.</p> <p>(c) Develop and execute strategic actions that will increase school involvement in division and parish faith celebrations.</p> <p>(d) Continue to maintain productive relationships between division leaders and partners such as the REN, GrACE, and the CCSSA.</p> <p>(e) Continue to ensure that students and staff understand Catholic social teaching and witness the gospel through acts of social justice, servant leadership, and charity.</p>	
Assurance Domains		Measures
Governance Local & Societal Context		<ul style="list-style-type: none"> - Semiannual Teacher & Leader Engagement Survey - Parish Partner Focus Groups - Sacramental Preparation Participation Rate

OUTCOME III		
3. The physical, mental, and spiritual wellbeing of students and staff will be supported through programming and education.		
Strategies	<p>(a) Develop and implement a guiding wellness framework that will support a cohesive and collaborative approach to enhancing the wellness of students and staff.</p> <p>(b) Continue to provide wrap-around and trauma-informed mental health counseling supports in all schools.</p>	

	<p>(c) Maintain an intentional focus on programs related to comprehensive school health and physical wellbeing.</p> <p>(d) Continue to provide capacity-building resources to support parents/guardians in their role as primary caregivers.</p> <p>(e) Continue to advocate for additional community supports in the areas of physical, mental, and social wellbeing for children and adolescents.</p> <p>(f) Develop and implement an employee recognition program.</p> <p>(g) Continue the provision and promotion of the Employee and Family Assistance Program.</p>
Assurance Domains	Measures
Student Growth & Achievement Teaching & Leading Learning Supports Governance Local & Societal Context	<ul style="list-style-type: none"> - Semiannual Teacher & Leader Engagement Survey - Local Parent, Student, & Support Staff Survey - Student & Parent Focus Groups - Student & Staff Attendance Rates - CSTAG Incident Reports - Counseling Intervention Data - APPLE 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	<p>(a) Develop and implement division literacy, mathematics, and assessment & reporting frameworks that guide best practices in instruction and assessment in ECS - grade 12.</p> <p>(b) Continue to refine a relevant, diverse, and responsive professional learning framework to support the implementation of best practices in all classrooms.</p> <p>(c) Continue to allocate time and resources to the implementation of the Professional Learning Communities strategic plan.</p> <p>(d) Continue to refine a mentorship and support framework to build the collective capacity of division and school leadership teams.</p>
Assurance Domains	Measures
Teaching & Leading Student Growth & Achievement Governance	<ul style="list-style-type: none"> - Semiannual Teacher & Leader Engagement Surveys - Ongoing Leader-Led Reflections in PLCs - F&P BAS, STAR, LeNS, and CC3 data - MIPI data - Division Writing Sample - AEA Survey

OUTCOME II	
2. Teachers and leaders will nurture collaborations, relationships, and partnerships to provide effective programs and services for students from ECS - 12.	
Strategies	<p>(a) Continue to implement strategic actions that promote collaboration amongst teachers and leaders within and across all schools.</p> <p>(b) Nurture relationships with parents/guardians as authentic partners in their child's educational, socioemotional, and spiritual journey.</p> <p>(c) Increase engagement with industry partners, post-secondary institutions, and other relevant groups to support students in their learning journey both during and after their elementary and secondary studies.</p> <p>(d) Continue to provide wrap-around student support through strategic relationships with community partners.</p> <p>(e) Increase meaningful and transparent engagement with all stakeholders to ensure strategic and continuous growth that is data-informed and rooted in the local context.</p>
Assurance Domains	Measures
Teaching & Leading Learning Supports Governance Local & Societal Context	<ul style="list-style-type: none"> - Semiannual Teacher & Leader Engagement Survey - Local Parent Assurance Survey - Parent Council Focus Groups - Industry & Post-Secondary Partner Survey - AEA Survey

OUTCOME III	
3. 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	<p>(a) Provide ongoing and relevant professional learning for teachers and leaders related to the application of foundational knowledge of First Nations, Métis and Inuit.</p>

	<p>(b) Foster positive and meaningful relationships with Indigenous communities to support increased student success.</p> <p>(c) Enhance the authentic visibility of Indigenous culture in all schools.</p> <p>(d) Engage in ongoing efforts to facilitate Truth & Reconciliation in all schools.</p>
Assurance Domains	Measures
<p>Teaching & Leading Governance Local & Societal Context</p> <p><i>This outcome also addresses the strategic priority outlined in the Alberta Education Funding Manual.</i></p>	<ul style="list-style-type: none"> - Semiannual Teacher & Leader Engagement Survey - Local Parent Assurance Survey - Parent Council Focus Groups - Indigenous Community Focus Groups - AEA Survey



PILLAR #3: Learning Excellence

OUTCOME I	
1. Students will achieve personal excellence in literacy and mathematics.	
Strategies	<p>(a) Ensure students experience learning in mathematics-rich and literacy-rich environments that are guided by research-informed best practices.</p> <p>(b) Increase the intentional focus on research-informed best practices as they relate to instructional strategies in literacy and mathematics.</p> <p>(c) Increase the intentional focus on research-informed best practices as they relate to assessment strategies in literacy and mathematics.</p> <p>(d) 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.</p> <p>(e) Provide professional development for teachers related to interdisciplinary literacy to achieve a systemic approach to improving literacy skills.</p>
Assurance Domains	Measures
Student Growth & Achievement Teaching & Leading Governance	<ul style="list-style-type: none"> - F&P BAS, CC3, LeNS, & STAR data - Division writing sample - MIPI data - Diploma Exam & PAT results - Local Student Assurance Survey - Local Teacher & Leader Assurance Survey - AEA Survey

OUTCOME II	
2. Students will develop skills and competencies throughout their learning journey from ECS-12 as they grow into faithful citizens who can contribute productively to the world around them.	
Strategies	<ul style="list-style-type: none"> (a) Foster an intentional focus on the incorporation of competencies into the student learning experience. (b) Initialize an expansion of learning opportunities related to Career & Technology Foundations in grades 4-6. (c) Maintain wrap-around services and collaborative partnerships to support students on their journey to graduation. (d) Enhance strategic relationships with post-secondary institutions and local industry partners to support dual-credit programming, off-campus learning opportunities, and the Registered Apprenticeship Program. (e) Maintain an intentional focus on the wellbeing and academic progress of Indigenous students to support their journey towards and after graduation. (f) Initiate a strategy to measure student progress after graduation as a data source that informs the evaluation of initiatives related to preparing students to be productive citizens who make meaningful contributions to the world around them.
Assurance Domains	Measures
Student Growth & Achievement Governance Local & Societal Context Learning Supports <i>This outcome also addresses the strategic priority outlined in the Alberta Education Funding Manual.</i>	<ul style="list-style-type: none"> - High School Completion Rate - Local Post-Grad Alumni Survey - Student Attendance Rate - Diploma Exam & Provincial Achievement Test results - Local Student Assurance Survey - Student & Parent Focus Groups - Local Teacher & Leader Assurance Survey - AEA Survey

OUTCOME III		
3. Students will access learning opportunities and supports that address their diverse learning needs.		
Strategies	<p>(a) Implement the use of the Continuum of Supports and Services strategy to ensure equitable support is provided to all students.</p> <p>(b) Ensure that students receive effective, timely, and seamless supports at the various transition points throughout their educational journey.</p> <p>(c) Maintain an intentional focus on ensuring that resources are allocated equitably across the division to support all students with diverse learning needs.</p> <p>(d) Initiate a process review to identify efficiencies that will streamline inclusive education services to optimize learning in classrooms.</p> <p>(e) Continue programs and enhanced academic and cultural supports that ensure an inclusive and equitable learning environment where all students feel a sense of safety, belonging, and value.</p> <p>(f) 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.</p>	
Assurance Domains		Measures
Student Growth & Achievement Learning Supports Governance Local & Societal Context		<ul style="list-style-type: none"> - High School Completion Rate - Student Attendance Rate - Diploma Exam & Provincial Achievement Test results - Local Student Assurance Survey - Student & Parent Focus Groups - Local Teacher & Leader Assurance Survey - Counseling Intervention Data - Resource to Demonstrated Need Ratios - AEA Survey

Summary of Updates for Year Two of Implementation 2023-2024

Pillar I - Faith & Wellness

- 1.a.** Year 1: Initialize an enhanced focus on the permeation of the division's 4 core values in all aspects of the learning environment.

Year 2: Maintain an enhanced focus on the permeation of the division's 4 core values in all aspects of the learning environment.

Rationale: This initiative has been successfully implemented and is being maintained.

- 1.d.** Year 1: Continue the implementation and evaluation of instructional support resources such as Growing in Faith / Growing in Christ and Fully Alive.

Year 2: Continue the implementation and evaluation of instructional support resources such as Growing in Faith / Growing in Christ.

Rationale: Based on program evaluation and stakeholder engagement, the division is suspending the implementation of Fully Alive.

- 1.e.** Year 1: n/a

Year 2: Maintain a strategic focus on the division's faith theme "Do Small Things with Great Love" throughout the duration of the Education Plan.

Rationale: After consultation with stakeholders, the division will move from an annual faith theme to a 3-year faith theme that aligns with the duration of the fixed-term Education Plan. As such, the 2022-23 theme of "Do Small Things with Great Love" will be maintained until 2025.

- 2.b.** Year 1: Re-establish regular opportunities for nurturing relationships between parish pastoral teams and division/school leadership teams.

Year 2: Increase opportunities to nurture relationships between parish pastoral teams and division/school leadership teams.

Rationale: The goal of re-establishing a strong relationship between our schools and the parish has been achieved. Our focus moving forward will be to strengthen this relationship.

- 2.d.** Year 1: Continue to maintain productive relationships with partners such as the REN, GrACE, and the CCSSA.

Year 2: Continue to maintain productive relationships between division leaders and partners such as the REN, GrACE, and the CCSSA.

Rationale: Clarity was added to this strategy by indicating that it is members of the division leadership team who represent our jurisdiction when liaising with our faith partners.

- 3.d.** Year 1: Enhance the provision of capacity-building resources to support parents/guardians in their role as primary caregivers.

Year 2: Continue to provide capacity-building resources to support parents/guardians in their role as primary caregivers.

Rationale: Efforts to enhance the provision of capacity-building resources to support parents/guardians have been successful. As such, moving forward we will be continuing the initiative.

Pillar II - Teaching & Leading Excellence

- 1.b.** Year 1: Develop and execute a relevant, diverse, and responsive professional learning framework to support the implementation of best practices in all classrooms.

Year 2: Continue to refine a relevant, diverse, and responsive professional learning framework to support the implementation of best practices in all classrooms.

Rationale: Significant efforts were made to revise our division's professional learning framework during the 2022-23 school year. As such, we are moving from developing and executing to refining for the duration of the 3-year Education Plan.

- 1.d.** Year 1: Develop and implement a mentorship and support framework to build the collective capacity of division and school leadership teams.

Year 2: Continue to refine a mentorship and support framework to build the collective capacity of division and school leadership teams.

Rationale: Significant efforts were made to establish a stronger mentorship and support framework for division and school leaders during the 2022-23 school year. As such, we are moving from developing and implementing to refining for the duration of the 3-year Education Plan.

- 2.a.** Year 1: Continue to develop and implement strategic actions that promote collaboration amongst teachers and leaders within and across all schools.

Year 2: Continue to implement strategic actions that promote collaboration amongst teachers and leaders within and across all schools.

Rationale: The development phase of this strategy is complete. We are moving to a continued implementation of the strategic actions for the duration of the 3-year Education Plan.

Pillar III - Learning Excellence

- 3.a.** 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: Implement the use of the Continuum of Supports and Services strategy to ensure equitable support is provided to all students.

Rationale: After stakeholder consultation and a review of most recent evidence-informed best practices, the division is transitioning from the Response to Intervention strategy to the Continuum of Supports and Services model.

- 3.d.** Year 1: n/a

Year 2: Initiate a process review to identify efficiencies that will streamline inclusive education services to optimize learning in classrooms.

Rationale: As our system continues to experience fiscal uncertainties and budgetary constraints, we are undertaking an organizational review of our inclusive education services department to identify efficiencies.

The 2023-24 update to the 2022-2025 Fort McMurray Catholic Schools Education Plan was approved by the Board of Trustees on May 31, 2023.