

YEAR III UPDATE

FATHER BEAUREGARD SCHOOL

School Education Plan

2022-25



School Overview

Father Beauregard is an Early Learning to Grade 6 school that serves the communities of Abasand and Grayling Terrace in Fort McMurray. In addition to the mainstream classes offered, there are three Special Education Programs to serve students with complex neurodiverse learning needs from across the community.

Father Beauregard strives for a well balanced, inclusive environment for all learners where they can gain personal success across academic, social, emotional, physical and spiritual domains. It is through the engagement of all stakeholders; students, parents, community members, staff and Government that curriculum and programs are planned and delivered in a way that targets the specific learning needs of each student that graces the school. It is through the lens of love and guidance from our Savior Jesus Christ that all children and families are met with the care and attunement necessary for personal growth and success.

At-A-Glance:

- Father Beauregard School serves 370 students with approximately 90 students in Early Learning and Kindergarten classes, 254 students in Grades 1 - 6 and 18 students in Specialized Programs.
- Father Beauregard students are provided with optimal learning opportunities through the support of 18 teachers, approximately 35 Support Staff, with half time Counseling, a Special Education Coordinator and 2 Administrators.
- Through the lens of the Catholic Faith, school programs include; Indigenous Education paired with the 7 Teachings, and the Comprehensive School Health through the mentorship of Apple Schools
- Partnerships are an essential resource guiding the development of the whole person within our school. Partnerships include: Big Brothers/Big Sisters, Some Other Solutions Mentorship, Canadian Tire Jumpstart, MacDonald Island Park, Premier Academy Cheerleading, Scientists in School, APEGA, McMurray Metis and other wellness presenters facilitated by Apple Schools.

Father Beauregard staff, students and families continue to work together to promote inclusivity, love for the community and strive for excellence in all that encompasses public education.

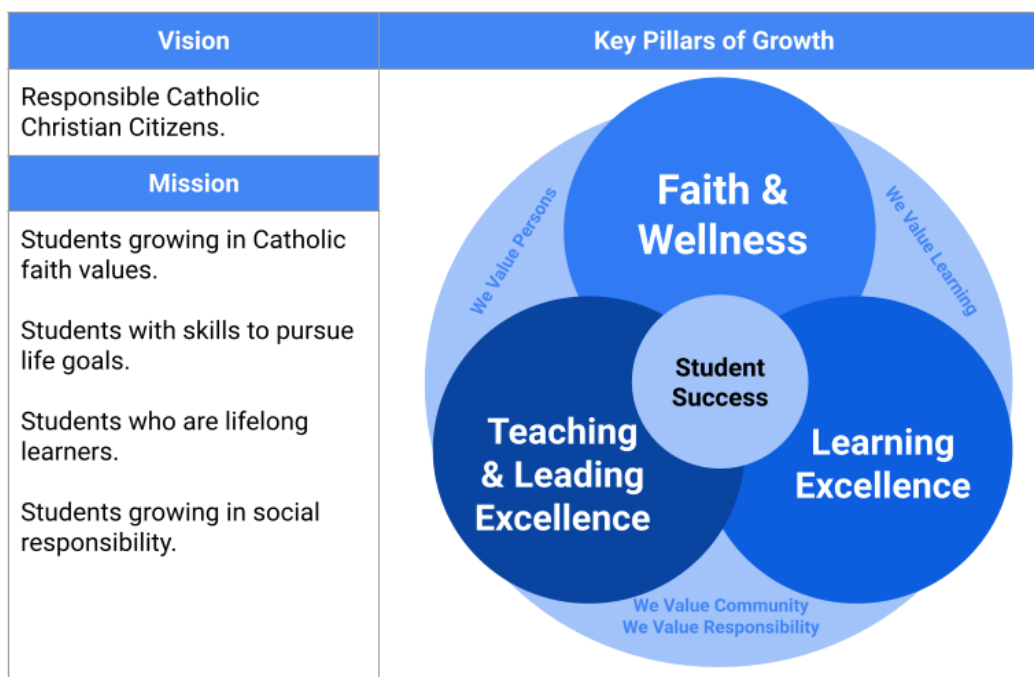


Figure 1. Vision, Mission, Core Values, and Key Pillars of Growth.

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 and parents will gain an understanding of the 4 core values outlined by the Fort McMurray Catholic School Division through the involvement of the Parish and through acts of service within the school community.	
Strategies	(a) Promote the inclusion of the Parish and Priests into classroom, school based activities (family nights) and Liturgical Celebrations. (b) Introduce a whole school linguistic challenge acknowledging the 4 core values on a daily & bi-monthly basis. (i) Amendment: Incentives understanding of the 4 core values (c) Structure divisional requirements to be inclusive and thematic with the 4 core values. (d) Using vertical learning spaces to enhance visibility of the 4 core values within the school setting. (e) Promote appropriate and divisionally aligned social initiatives based on the philosophy “do small things with great love.”
Measures	
- Parent/Student/Staff Survey (Divisional & School Based) - Complete - Student focus groups - 2023-2024 School Year - School Data Tracking (daily/bi-monthly challenges) - Incomplete - Monetary tracking (social initiatives) - EFunds Tracking	

OUTCOME II	
2. Students and staff will meet the conditions of Comprehensive School Health in partnership with Apple Schools.	
Strategies	(a) Provide students with meaningful leadership opportunities within the school that promotes their on-going development pertaining to their interests and how it relates to the common good. (b) Engage a staff team with various roles in the planning and implementation of wellness initiatives within the school. (c) Create new and maintain partnerships within the region and province to support and provide resources to students across various social, physical and emotional domains. (d) Provide ongoing professional development to staff in various areas to promote wellness across various domains. (e) Provide opportunities for students to engage in afterschool activities to promote physical and mental wellness (2023-2024)
Measures	
- Staff Focus Group (Apple Team) - Ongoing - Financial Contributions/Grant Amounts - Spreadsheet Data / Account Data - Apple Action Plan Tracking (3 Times/Year) - Ongoing - Apple School Research Survey - Conducted through the University of Alberta	



PILLAR #2:

Teaching & Leading Excellence

OUTCOME I	
1. Teachers will enhance their understanding and application of differentiated instruction for all learners within the classroom.	
Strategies	(a) Provide professional development as a part of the PLC model focussed on specific strategies for teaching diverse learning needs. Focus areas: Math and Writing Workshops (2023-2024) (b) Embedded professional sharing to promote teacher efficacy and collective confidence. (c) Provide release time for teachers to visit various subject areas experts to view differentiation across all subject areas. (d) Increase access to technology and technological resources that promote independent learning for students with diverse learning needs. (e) Embed intentional learning at the administrative level for an assistive technology student cohort. (f) Increase frequency and timelines of communication with all stakeholders (guardian specific) to discuss accommodations, learning and the application within the classroom. (g) Introduce 2 progress monitored strategies for literacy and mathematics per reporting period shared with parental stakeholders either on student ISP or Report Card (2023 - 2024)
Measures	
- Divisional Student/Staff/Parent Surveys - Tracking Usage on Technology through Google Classroom - Academic Assessment Results	



PILLAR #3: Learning Excellence

OUTCOME I	
1. Students will achieve personal excellence in the area of Literacy and Mathematics.	
Strategies	(a) Utilize a variety of assessment tools to gain an understanding of areas for growth in students in grades one through six in both Literacy and Numeracy. (b) Provide intentional, teacher-directed intervention across both subject areas through the utilization of support staff during push-in and pull-out support. (c) Provide on-going professional development and consultation with resource experts to promote the implementation of a common reading, writing and math programs. (UFLI - Kindergarten through Grade Two, Jolly Grammar for Grade 4 - 6, and Mathology for Grades 1 - 6) (d) Implement small scale whole school initiatives that promote ubiquitous learning of foundational numeric understanding, word reading and decoding skills. (e) Implement cyclical monitoring of student progress with teacher and administrative support team.
Measures	
- Academic Assessment Results (F & P, CC3, LeNS, Writing Samples, Provincial Math Screener) - Parent/Student Survey - Student Focus Group (High End) - 2023-2024	

Summary of Updates for Year Three of Implementation 2024-2025

Pillar 1- Faith and Wellness

1a. Year 3 - Maintain - Promote the inclusion of the Parish and Priests into classroom, school based activities (family nights) and Liturgical Celebrations.

Rationale: Continuing the relationship with the Parish is necessary for Catholic visibility in the School Community. Based on Stakeholder Data, approximately 90% of students report their Faith is developed at school and continuing to find ways to partner with the Church will maintain or enhance this feeling for students and families.

1c. Year 3 - Maintain - Using vertical learning spaces to enhance visibility of the 4 core values within the school setting.

Rationale: Based on stakeholder data, there are families and students who are unfamiliar with the 4 Core Values and therefore increased visibility, language and representations of living the 4 Core Values must be maintained and enhanced for the upcoming school year.

1e. Year 3 - Maintain - Promote appropriate and divisionally aligned social initiatives based on the philosophy “do small things with great love.”

Rationale: With the change to our philosophy “Do Small Things with Great Love,” strategies must be put in place (schoolwide and individual classrooms) to enhance student’s understanding of the connection between personal (micro), and societal (macro) through the lens of servant leadership.

2b. Modify: Engage a staff team with various roles in the planning and implementation of wellness initiatives within the school.

Rationale: By adding an additional ILP Program, the team tasked with being focussed on Wellness must increase to ensure multiple forms of thinking are present when planning whole school initiatives. With additional staff and students, we need a broader perspective to ensure inclusivity for all learners and staff schedules.

2e. Modify: Provide opportunities for students to engage in afterschool activities to promote physical and mental wellness.

Rationale: Based on the stakeholder data, approximately 40% of parents report their child does not have access to Extra Curricular Activities. We placed the majority of our after school events

in January to March, so for the upcoming school year, we will be modifying the schedule to allow parents more opportunities to sign their children up for things after school.

Pillar II - Teaching & Leading Excellence

1a. Year 3 - Modify - Provide professional development as a part of the PLC model focussed on specific strategies for teaching diverse learning needs. Focus areas: Math and Writing Workshops (2023-2024)

Rationale: With the shift to the new Science Curriculum in Division 2, and the survey data surrounding support for ISP development (teachers) and implementation (parents) the focus Professional Development areas will expand for the upcoming school year to include; Morphology Resource Training, New Science Curriculum, and ISP Strategy Implementation.

1c. Year 3 - Maintain - Provide release time for teachers to visit various subject areas experts to view differentiation across all subject areas.

Rationale: In the 2023-2024 school year, minimal release time was provided to teachers to visit other classrooms. The release time was provided to teachers to meet with Division Consultants focussed on new curriculum planning and assessment, and therefore opportunities for peer modeling is required for the upcoming school year.

1f. Year 3 - Maintain / Develop - Increase frequency and timelines of communication with all stakeholders (guardian specific) to discuss accommodations, learning and the application within the classroom.

New Strategy - For the 2024-2025 school year, an initial ISP meeting will be held at the end of September, early October with families in attempts to increase parental input into the learning goals and strategies for their children.

Rationale: Based on Stakeholder data, parents express a need for continued increased communication surrounding learning, and in particular, those families whose children require an Instructional Support Plan.

1g. Year 3 - Modify - Introduce the Bridging the Gap Resource and other intervention approaches based on the Acadience Assessment for literacy instruction which will be reported on through the ISP and/or Report Card (2023 - 2024)

Rationale - With the new model of divisional literacy assessment and intervention programs, consistency amongst the staff (support staff and teachers) will be essential. Aligning with the

divisional resources will allow for alignment between Professional Development and practice, which then can be translated into communication of learning for parents.

Pillar III - Learning Excellence

1b. Year 3 - Modify - Provide intentional, teacher-directed intervention across both subject areas through the utilization of support staff during push-in and pull-out support.

New Strategy: Provide intentional teacher-direct intervention discussions (time) between the Classrooms Teacher and Literacy Support Interventionist in order to target specific areas of reading requiring remediation,

Rationale: Most literacy intervention provided will be with students outside of the general classroom area, and therefore time is required for teachers to adapt student groupings based on areas of growth for students.

1d. Year 3 - Modify - Implement small scale whole school initiatives that promote ubiquitous learning of foundational numeric understanding, word reading and decoding skills.

New Strategy - Implement small scale whole school initiatives that promote ubiquitous learning of foundational numeric understanding, word reading (high frequency words) and decoding skills (phonetic awareness), with up to 2 parent evenings (attached to Parent Teacher Interviews) to promote further understanding of each key concept.

Rationale: Based on the stakeholder data, families are seeking more information regarding the reliability of the information being taught to students across Language Arts and Math.

1e. Year 3 - Maintain - Implement cyclical monitoring of student progress with teacher and administrative support team.

Rationale: Administration and teachers completed 2 cycles of monitoring for student progress throughout the year, resulting in immediate application of new strategies and intervention.