



**St. Paul Education**

**E M S**

**HOME OF THE STINGERS**

**Education Plan**

**2022-2023 to 2025-2026**

June 2, 2022



## **MISSION STATEMENT:**

The staff, students and community of École Mallaig Community School are devoted to enabling all individuals to excel and to pursue the fulfillment of their aspirations within an environment where Christian values, bilingualism and the rights of all are respected.

## **MOTTO:**

Towards a new century of learning

**VISION:** Our school community continues to work on two clear goals of Literacy and Numeracy enhancement. We have also begun work on a generative dialogue about what happens within our classrooms daily.

We are initiating a focus on Health and Wellness under the assumption that students cannot learn effectively if they are not physically, emotionally and mentally healthy.

## **DIVISION GOALS:**

- 1) Improving student achievement
- 2) Building quality relationships



## CONTEXTUAL INFORMATION and STAKEHOLDER ENGAGEMENT:

École Mallaig School serves the communities of Mallaig, St. Lina, Goodridge, Therien, Ashmont and St. Vincent. We are a dual track, ECS to Grade 12 school with an enrolment of 200, offering programs in Alternative French and in English, as well as religious education. Our school offers full academic programming as well as a variety of complementary courses. Students can earn credits in the areas of Career and Technology Studies (CTS), Off-Campus Learning, the Green Certificate Program, Registered Apprenticeship Program and Work Experience.

Ecole Mallaig School is committed to providing the best quality education possible. We have successfully maintained high school completion rates and participation on diploma exams. Our focus will remain on encouraging our students to seek further education after high school. Areas for growth include providing comparable option choices for our students to surrounding schools, opportunities to transition in areas of work, trade, careers, and ensure parents have a voice in their child(ren)s education.

Our School Council has been a pivotal component to the success as a school and we will continue to work with our School Council team to address the needs and learning priorities of our school

- School Council Meetings will occur monthly in person, with the option of joining via zoom, to allow parents the best opportunity to attend
- We are committed to providing opportunities for our parents to become active stakeholders in our school. Parents will be invited to attend
  - Welcome Back BBQ
  - Opening School Mass
  - Faith Based Assemblies,
  - Christmas Dinner & Concerts
  - Parent-Teacher Conferences
  - Kids Convention
  - Spring Concerts
- Aside from offering all academic course, our 2022-23 timetable has been designed to address a few areas of concern:
  - It allows students more variety in option courses(ie 5 credit options become 2- 3 credit options)
    - All high school students will be combined for the following courses: High School Phys.Ed, HS Outdoor Ed, HS Shop/Mechanics and HS Foods
    - Students participating in off-campus experience (Work experience and RAP) will have the opportunity to do so for half the day (cores in the morning, options in the afternoon)
- We will continue to work closely with Lakeland college in regards to the Green Certificate Program & Dual Credit Opportunities
  - Instructors and coordinators will be invited into the school to present options and opportunities for our students
- “Kids Convention” will be a full day event in which students will be provided with the opportunity to experience real life (adulting) activities.
  - Community members will be invited into the school to share their knowledge in the areas of “adulting” Ex: budgeting, banking, car maintenance, sewing, laundry care, meal planning, taking care of our physical/mental/social/emotional health, community support etc). This will be a workshop (hands on) type day where students will choose the workshops they are interested in.
- Job Prep 9 will still be a required course for all Grade 9 students prior to entering high school.



**Goal One: St. Paul Education students are successful**

**Outcome: The growth and success of every student is supported from early learning to high school completion.**

**Strategies**

- implement early learning program in Mallaig 3 days per week following the approved 2022-23 school calendar
- use STAR assessment data (K-9) to monitor student literacy achievement
- Fountas & Pinnell literacy testing in Grades 3-6
- provide literacy supports to meet students (SST & Literacy Support built in the timetable)
- utilize Jackie Ratkovic for numeracy supports K-12
- continue implementing technology rich lessons to engage students (best practices from online learning)
- continue to review and maintain a continuum of supports from Division SLP and OT
- offer opportunities for students to enroll in independent learning courses
- career Counselor will be available for 1 week every month in the school, and available via phone or email during the times she is away from the school, to answer career questions
- staff will use best practices (pre and post formative assessments, student self - reflections, variety of summative assessments including performance and practical assessments, PAT & DIP exemplars, assistive technology such as Read/Write Google, Speech to Text
- implementation of a weekly homeroom organizational period (students will be taught organization skills, study skills, goal setting, career planning, as well as, updating a weekly calendar of “to-do”)
- promote early literacy intervention using the Reading Readiness Screening Tool (LeNS & CC3) from French and English (K-2)
- continue Literacy Programs like Daily 5, Jolly Phonics (K - 2), R+ pullouts(K-4), Haggerty (K-3) and Words Their Way (Gr. 3 - 9), CommonLit (Jr/Sr High)
- students will participate in “Kids Convention” - opportunity to fulfill adult tasks within the day
- PD focused on implementing the new curriculum with a focus on literacy & numeracy

**Provincial Measures**  
 -PATs and Diplomas (acceptable and standard of excellence)  
 -Academic Engagement  
 -Access to Supports and Services  
 -3 and 5 year High School Completion results  
 -LeNS & CC3 literacy testing for students in grades 1-3

**Local Measures**  
 -growth in reading based on STAR and Fountas & Pinnell testing  
 -feedback-loop surveys\* (e.g., pre-schools, counseling, continuum of supports and services, remote digital learning, career counselors, etc.)  
 -Division Satisfaction Survey (once per term)  
 -Pre & Post Year Writing samples



**Goal Two: FNMI students attending St. Paul Education schools are successful**

**Outcome: The systemic gap between FNMI results and Division-wide results is narrowed.**

**Strategies**

- review and implement [SPERD's Journey Toward Truth & Reconciliation Plan](#)
- collaborate with the division Cultural Advisor, liaisons & elders to promote FNMI culture
- maintain participation in Division FNMI committee with 2 representatives (Elementary & Secondary)
- welcome Elders into our schools for guidance and support with traditional Cree teachings (in person and virtually)
- promote cultural visual connections within all classrooms
- select texts and excerpts that provide insight and perspective of FNMI learners
- professional Learning Pebbles PD (Activities to Build Foundational Knowledge) and Stepping Stones readings at the beginning of each staff meeting/PD Day
- weave indigenous content in every class K-12, including current events, while including culturally appropriate materials and assessments
- continued sports collaboration that include students from neighboring school (Ashmont)
- encourage current FNMI students to celebrate and share their cultural backgrounds and recognize their accomplishments by nominating outstanding students for the Honoring Your Spirits award
- participation in the Blanket Exercise with staff and grade 7 & 10 classes.
- new staff and Grade 10 students will participate in the Blue Quills Residential School Tour
- continue presentation of eagle feathers and Metis sashes to students who identify as FNMI at graduations
- participate in division-wide professional learning sessions to learn more about colonial history, inequality, marginalization, cultural safety and culturally responsive education



**Local Measures**

- responses from self-identified FNMI students to the open-ended survey question: **What are your plans after completing high school?**
- increased number of students nominated for the Honoring Your Spirits award
- anecdotal feedback from the FNMI committee meetings



**Goal Three: St. Paul Education has excellent teachers, school leaders, and school authority leaders**

**Outcome: St. Paul Education provides welcoming, high-quality working and learning environments**

**Strategies**

- promote and support the use of a variety of effective and balanced student assessment techniques
- utilize Jackie Ratkovic, Lana Lane and Charlie Kraig to support our teachers with their journey to implement the new curriculum
- provide professional development opportunities and support for the French Immersion program through Official Languages in Education Programs and other partnerships
- maintain new teacher mentorship program and new staff mentorship within the school
- implement multi-school collaboration days for teachers on PD Days within the division and outside the division
- staff meetings will be designed to allow collaboration with colleagues on shared objectives (best practices, programming supports for exceptional needs students, etc)
- promote cross curricular learning & experiences and multi grade collaboration
- promote opportunities for French teachers to collaborate with other French teachers in school and division
- teachers will continue to incorporate Jackie Ratkovic into their professional growth plans for numeracy supports K-12
- encourage teachers to attend ATA specialty conferences to increase subject knowledge
- work collaboratively with organizations to host new curriculum implementation and learning loss (ie. Learning Network, Jigsaw Learning, ARPDC).
- implement new decodable books for early literacy intervention (*Facile a lire, Haggerty, etc*)
- continue to develop faith leadership & permeation (ie. 5 Marks of a Catholic School, GrACE advocacy, Growing in Faith Growing in Christ, Indigenous Peoples and the Church: Walking Together Toward Healing & Reconciliation)

**Provincial Measures**  
-Education Quality

**Local Measures**  
-feedback-loop surveys as required  
-Division Satisfaction Survey (once per term)



**Goal Four: St. Paul Education governance and management is based on continual improvement and responsive to diverse stakeholders**

**Outcome: St. Paul Education uses evidence-informed practices, stakeholder engagement, and partnerships to support continual improvement.**

**Strategies**

- enable and promote ongoing communication through various media newsletters, facebook, in person meetings and meet the teacher night
- support the formation and maintenance of our school councils
- maintain open communication & transparency from teacher to parent, admin to parent
- encourage parents/guardians to attend faith based assemblies and celebration of success events
- continue to promote and share our “Good Works” projects and Catholic identity on Social Media
- maintain ongoing and effective communication with bus drivers to ensure a safe and viable transportation system
- continue to review and maintain staff health and safety training programs
- continue to work towards promoting understanding and respect for indigenous perspectives, culture and value

- Provincial Measures**
- Parental Involvement**
- Local Measures**
- Division Satisfaction Survey (once per term in the fall)**
- feedback loop surveys as required**
- School Council participation**



### Goal Five: Wellness

**Outcome: St. Paul Education creates a culture that supports wellness for students and staff.**

#### Strategies

- our Wellness team will continue to develop and adjust a comprehensive school health model to be responsive to effects of the pandemic moving forward
- our Wellness team will build care kits for staff and students as well as, FSLW will implement a Walking Group during lunch hour to promote wellness in the school.
- continue with a focus on relationships as an effective method to maintain system wellness with weekly (or more frequent) check ins with students.
- maintain a safe school environment (e.g., Violent Threat Risk Assessment protocol, trauma-informed practices)
- continue collaboration with admin, FSLW, family and students for students of concern and design an action plan
- teachers will incorporate movement breaks into daily lessons
- FSLW class presentations on healthy friendships, bullying, test anxiety etc
- SWAT (Student Wellness Action Team) will continue to plan activities to promote inclusion and healthy mental health
- staff and students will work collaboratively with FSLW to promote methods of relaxation, varying ways to handle stress, identify emotions, ways to be assertive and respond to others in healthy ways
- admin will cover classes when teachers under pressure (IPP's, report cards, parent phone calls, independent learning marking etc)
- PD on Staff Wellness
- incorporate the Success Coach programming offered through the division to foster capacity building in the school
- use data collected from the Assurance survey to guide programs and plans in the school

**Provincial Measures**  
 -Citizenship  
 -Safe and Caring  
 -Parental involvement

**Local Measures**  
 -Division satisfaction surveys  
 -Assurance survey results