

## Archbishop MacDonald Plan for Continuous Growth 2020-2023

School Mission: *École Archbishop MacDonald High School is a compassionate Catholic community where we engage with challenging and rewarding programmes while fostering diversity. We empower our students to be inquiring, knowledgeable, and caring while serving others in the name of Jesus Christ.*

School Vision: *École Archbishop MacDonald Catholic High School provides a learning environment that is safe, productive and has the flexibility to conform to students' specific learning styles. The students will be engaged with active learning where their curiosity will be cultivated through encouraging inquiry, logical thinking and critical reasoning. We prepare students for successful roles in an ever-changing society by challenging them to persevere and by instilling an appreciation of the intrinsic beauty of learning.*

School Charism: *To know God, to love God, to serve God.*

### Edmonton Catholic Schools Division Goal: Live and enhance the distinctiveness of Catholic education

ECSD Strategy: C.1 Ensure that every member of the community has a way to express and share their gifts from God and explore how a school's charism is permeated throughout school culture and why it is important.

C.3 Provide excellent Catholic educational opportunities and experiences that empower students to discern current events from a Catholic worldview and witness our identity as people of God to the wider community.

C.4 Provide faith formation opportunities for students and staff that further their personal and communal growth as participants in a Catholic educational community and enable them to discern the presence of God in their lives.

School's intended outcome from working in this area:

-Last year we saw growth in Student Satisfaction survey items #1, #2, #3, and #4, which we are celebrating. We would like to continue the trend of seeing strong results, or improvements, in these areas.

-We would like our remote students to experience the same connection to prayer and daily faith activities that our in-person students experience.

-Mac students, both in-person and online, will be able to complete their Religion courses with Mac teachers.

-Our faith as a school will be evident in PD, staff meetings, our building, remote environments, our Religion class teachings, and our relationships (with each other, with our students, and with division and parish priests).

#### Actions we will take

-We will explore new ways to demonstrate how our physical building and our virtual spaces support our understanding of and connection with Christ.

-We will be having a social media campaign close to April 3<sup>rd</sup> to promote a greater appreciation and understanding of our school emblem (crest).

-We will be finding a home for our winning charism art piece (chosen from student submissions last year) on the walls of the atrium to celebrate the charism and the piece.

-We will create new opportunities for our teachers to understand their faith, focusing on coaching creative methods of spreading the word of God to our students. This will involve giving the chaplain dedicated time built into all staff meetings and PD days to explore exegesis of scripture, magisterial teachings (CCC), and relevant Christian theology. We will provide faith formation opportunities for all staff that further their personal and communal growth as participants in a Catholic educational community.

-Our chaplain will promote religious professional development opportunities within the division, in our province, and internationally.

-Our chaplain will further develop opportunities for the religious education specialists in our building to excel in their classrooms.

-We will further develop the relationships in the triquetra of school-family-parish. We would like to increase the visibility of the Church in our building by deepening our relationship with the parish priest. We will also continue to explore how the relationship between our school and our division chaplains/priests can benefit the students and staff at Mac.

-We will celebrate our faith and our arts by creating a submission for the Advent Calendar of the Arts. This will involve students in both the music and the drama programs. The submission will be something that can be shared with both in-person and remote students.

-Our chaplain, in partnership with our religious education specialists, will develop new virtual delivery and programming for our Religion classes. These courses will not only include the curriculum for Religion 15, 25, and 35, but will also connect the enrolled students to our school's Catholic community. These courses will feature Mac teachers and be a meaningful way for students from our school to take Religion online.

Measures/Evidence we will use to check our progress and confirm our growth:

At the January midpoint review:

- The new virtual delivery for our Religion courses will be created and will be ready to use for students
- The chaplain will have presented at our January PD session
- Our advent art will have been created and shared
- Our charism art will be on the walls

At the May review:

- We will review the success of the virtual delivery Religion courses
- Our social media campaign for our emblem will have taken place
- The chaplain will have presented at our May PD session
- We will have worked with division priests and our parish priest one or more times each, despite the challenges presented by COVID-19

REVIEW (upcoming in January and May)

## ECSD Goal One: ECSD students are successful

ECSD Strategy: 1.1 Identify and apply best practices for curriculum implementation to provide students with the essential knowledge, skills, and foundational competencies that they need to be successful.

1.2 Implement pedagogical & assessment practices focused on improving students' conceptual/procedural knowledge of subject-area disciplines & cross-curricular connections to deepen understanding/provide greater ability to target teaching/improve learning

1.4 Continue to support students' diverse needs through best practice and responsive and flexible programming.

School's intended outcome from working in this area:

-Teachers will experience success in teaching remotely, in blended synchronous classrooms (for remote and quarantine/isolation students), and while in quarantine or isolation. Students will experience success in their courses despite their method of course delivery.

-Teachers will successfully deliver content, adapt practices, and adapt assessment to suit the quarterly calendar model.

-Teachers will adapt their assessment practices to reflect the needs of our remote learning population. Students will experience success, high expectations, and a high standard of assessment despite the elimination of division final examinations for the year, the optional status of diplomas, and the need for assessments to take place online.

-When diplomas resume, we will continue to see increases to our percentage of students achieving the standard of excellence. We have been working towards this goal using PD on our collective efficacy with respect to best teaching and assessment practices.

-When diplomas resume, we will continue to see (+) regression analysis data

- We will continue to see gains in Student Satisfaction survey results #23 and #25 that we had previously targeted for growth.
- Despite the challenges imposed by COVID-19 and having over 27% of our student population working remotely, Mac will continue to ensure that 100% of our students can graduate and meet the needs of post-secondary programming admissions.

#### Actions we will take

- Creating a new schedule that allows for as many dedicated remote learning sections as possible. This will allow teachers to target the remote students specifically in terms of teaching, learning, and assessment strategies. These strategies will then be adapted into synchronous blended learning environments and into scenarios including isolations and quarantines.
- Increasing department meeting and collaborative time for teachers.
- The experience of the remote learning section teachers will be leveraged for PD. In January, a best practice sharing session will occur in the following areas: teaching and learning for remote students, synchronous blended teaching and learning strategies, coping with quarantines and isolations, teaching from home, effective use of technology, online assessment strategies. We have been working with the theme of collective efficacy and will continue this work inside of our new teaching and learning context. We will also share best practices with respect to the quarterly model and changes to our assessment practices.
- Providing, training for, and facilitating the technology required to teach remote sections, synchronous blended learning sections, and for the scenarios of quarantining or isolating students and teachers.
- Adapt the schedule and implementation of the IB Diploma Programme to reflect the restrictions created by the quarterly calendar model and the changes to assessment practices issued by IB. It will also be a priority to find new ways to support full IB students.
- In May, teachers in key subject areas will examine assessment data from this year (both remote and in-person learners) to determine whether students continue to meet the standards expected as per common final examinations and assessments, the diploma examinations, and the programs of study. This will be done given the absence of these, or some of these, assessment

pieces this year. Teachers will identify potential gaps or areas of targeted growth to inform teaching and learning in next year's school year.

### English

-The English department will promote a Mac culture founded on strong literacy skills in which students are empowered to reflect on and discuss “essential, universal themes” and “grapple with the human condition.” Students will thus have the critical thinking skills required to respond to text. Classroom lending libraries will continue to be at the center of this, and COVID-19 safety protocols will be included with the process for these this year. Students will use the books as “model texts” to study the craft of text creators. This process will encourage students to hone their own voice in text creation. Students will use in-class assessment data to examine the effectiveness of the use of model texts. Students will experience a greater exposure to literature, which should improve student competencies. Assessment data will be used to evaluate the effectiveness of the model text strategy.

-The department is working collaboratively to modify assessment strategies to make teacher workload manageable in a quarterly environment. This will be done as a collective to ensure consistency in standards and approaches.

-The department is exploring best practices for choosing, teaching, and providing students with effective formative assessments and feedback.

-Consistent use of the department rubrics and approaches so students are given the same “language.” Consistent standards and expectations will also be used.

-The department is targeting the CARL and PRT by using in-house professional development opportunities which will provide insight into pedagogical approaches to the assignments, re-visiting the scaffolding process for the PRT and the CARL for grades

10-12 and creating a template outlining this scaffolding process, using PLC time to share best practices for building competencies required to improve student ownership and pride in text creation.

-The department is working to create authentic reading comprehension assessments for online and synchronous learning through the exploration of discussion forums, annotation assignments, or critical writing.

-The department is looking at text selection to elevate student comprehension. This includes planning for texts that are at an appropriate level to elevate students learning, using common approaches to analyze text, and ensuring scaffolding across grade levels so that skill development is consistent.

### Social Studies

-The department will collaborate to create a clear, common standard of assessment, and common final assessments, for all students in 10-1 and 20-1. Through rubrics and common language surrounding assessment, our students will understand what their learning should look like and how to be successful.

-When final examinations return to normal, the department will use collaborative team meetings to enhance teacher expertise, improve teacher pedagogy, and establish a common standard of assessment for all students. This includes collaborating to develop grade-level appropriate sources that mirror the diploma exam, and collectively deconstructing and analyzing the sources to determine standards of achievement at each level. A strong inter-reliability will be developed between teachers by collaborating to create a baseline of expectations on assessments and then constructively evaluating where individual teachers can be supported, thereby enhancing a teacher's comfort level to review their own practice and make informed professional judgements. Students will be exposed to course assessments that better reflect the part A diploma exams.

### Math

-The department is working to create new assessments and exploring different assessment strategies. This extends to online assessments and assessment tools. Department members are engaging in PD and collaboration opportunities to bring knowledge and information back to the department.

-Creating a positive collaborative environment by promoting communication within the department and encouraging the circulation of staff through the department to increase professional conversations that drive student success. With regular best practice sharing, students will gain the opportunity to experience a wider variety of classroom teaching practices.

-The collective efficacy of the department will be leveraged to create new assessments for the 10-1 and 20-1 programs that will better prepare the students for success in the 30-1 program and its diploma. There will be emphasis placed on written assessment at all levels, which should translate into greater student success on the written portion of 30-1 diploma examinations.

-The department continues to work together to create online resources (in particular the podcasted lessons) that can benefit all students in all levels.

### Science

-The department will collaborate to implement and evaluate the power and capabilities of a variety of assessment software platforms and will adapt current assessments to the online environment.

-The department will collect data on major summative assessments and meet in collaborative team meetings to interpret data and improve student learning. The foci will be mastery learning, diploma results, alignment to outcomes, exam writing, and reaching all levels of Bloom's taxonomy. Students will have more opportunities to reach mastery understanding of outcomes.

### Religion

-Religion department head will provide monthly articles showing research in most up to date religious education and spiritual education pedagogy. (time frame: monthly)

-As a community of practice, all teachers in the religion department will share and collaborate on the implementation of the religion courses (Religious Studies 15/25/35) that were developed for online delivery.



### Languages

-The second languages department will explore and implement various authentic summative assessments for synchronous and remote learners.

-The second language department will explore various strategies that will strengthen formative assessment practices to improve students' learning in the second language classrooms. The department will share, research, and brainstorm a variety of best practices to capture formative information about students' learning and performance.

### CTS

-When things return to normal, the department would like to implement peer mentoring and peer assessment in Com Tech and Design. Advanced 20/30 students can support 10-level students on techniques and skills before they start their A/V module, or in use of the Flamingo rendering software. This will increase overall engagement and facilitate the development of social and leadership skills.

-The department will attend professional learning sessions led by our division's CTS consultant. The consultant has envisioned regular, cohort, Thursday afternoon sessions that will connect teachers as well as industry professionals. The department will also attend CTEC (Edmonton-based PD for CTS teachers) and will also use distance learning to participate in web-based PD throughout the world, such as the Code Academy, Rhino developers, and Adobe.

-When regular PLT sessions resume, the CTS department will offer opportunities for students to engage in PLT opportunities that are not offered in our CTS classrooms to provide a wider variety of complementary course experiences for our students. This will include topics such as food preparation, keyboard typing, digital literacy, and proper digital communication.

-When regular PLT sessions resume, the department will initiate peer tutoring opportunities in which film club members or advanced 30-level students will teach interested students some techniques and skills that will help them excel in their CTS classes, or in their extra-curricular interests/hobbies such as photography, room design, or film.

## Fine Arts

-MUSIC: The music teachers will develop a peer mentoring program into their classroom in which advanced 20/30 level students can support other students on specific techniques and skills to help further their development, promote a culture of leadership, thereby supporting the development of our students' relationship skills.

-MUSIC: The music teachers will incorporate new self and peer feedback assessment procedures into their small ensembles semester project so that students can comfortably learn from each other in a group that matches their ability to express themselves through music.

-MUSIC: The music teachers are joining a community of practice led by the music consultant in our division to create authentic assessments for our students.

-MUSIC: The music teachers will be attending online PD opportunities to generate new instructional ideas and to increase student engagement.

-ART: The art teachers will continue to promote a flexible learning environment so that students can work at their own pace with own choice of medium. Students will be trained to communicate their experimentation and thought processes clearly in their journals.

-ART: The art teachers will be using new digital platforms and remote learning opportunities to create teaching and learning opportunities that will be permanently integrated into the art programming at Mac.

-ART: Through collaboration, the art teachers will vertically articulate the complex skills needed at each grade level for student success and to maximize student learning at the 30-level.

-ART: The art teachers will continue to explore how the new art club can promote student creativity, enrich programming for current art students, and offer new opportunities (including IB opportunities) for all students. This will continue when PLT and extra-curricular activities resume.

-ART: The art teachers will be completing online courses to further develop their understanding of human anatomy and figure drawing. They will continue to take online courses to work on Krita to improve their understanding of digital art.

-DRAMA: The drama department is altering one of the grade 10 projects to enable higher-level questioning. Students will design their own summative project focused on a major concept such as character.

-DRAMA: The teacher will take a student-centered, open-ended approach, will scaffold the creative process and allow the student to play, experiment, and design their own artistic expression.

-DRAMA: Students, through the use of a drama journal, will create personal goals for themselves (backward looking, inward looking, outward looking, and forward looking) to explore their progress through the course.

-DRAMA: The drama teacher will work collaboratively with the drama community to share in PD opportunities and community of practice work aimed at exploring virtual teaching and performance spaces. Best practices and ideas surrounding the adaptation of drama to virtual spaces will be shared.

-DRAMA: The drama department will create a webpage that allows for an extension of the learning and performance pieces from class to beyond the physical classroom.

### Physical Education

-The department will develop formative assessment strategies for 2 specific outcomes under each of the 4 general outcomes, by collaborating with other departments to discuss formative assessment, and by reviewing the program of studies and the TQS competencies to ensure alignment between assessment outcomes and teaching practices. This will also assist with the implementation of on-line PE.

-The department will develop and implement peer-evaluation into their physical education 30 classes to assess general outcome A. This will include developing and posting outcome A rubrics and collaborating with other departments on effective peer-evaluation strategies.

### IB programming

-The department will be focusing on curricular and assessment adjustments that IB has put in place due to COVID-19. Teachers in each subject area will look at the changes that have occurred and will work in collaboration with the coordinator to plan for their implementation.

-Full IB students will have quarterly check-in's that take place using an online format. The focus of these check-in's is wellness/balance/reflection, and student success.

-Creation of a full IB Google Classroom that both students and parents are invited to. This will provide a new platform for communication, news, and announcements.

### Student Services

-Administration and student services will work together using personal professional learning time to get a clearer understanding of the collaborative response model and how aspects of the model can support our current practices.

-The department will continue to develop the SRC into a positive and inclusive setting for all students. This will be even more important as we resume normal in-person learning and have larger crowds in the SRC. The department is including the newly relocated Learning Coach into the workings of the SRC and are working together to streamline/improve exam distribution and security.

-The department will share classroom practices that promote social emotional learning and strategies to develop a growth mindset.

-The department, using previous data and surveys, will look to raise awareness on the dangers of poor sleep patterns on the development of the teenage brain.

-The department will hold 2 mandatory PLTs (when these resume), or online sessions, for grade 11 students, and one mandatory session for grade 12 students about careers, post-secondary education, scholarships, and planning for the future. Students will develop an understanding of how to pick courses for post-secondary.

-Student services will continue to explore opportunities to facilitate the development of social relationships through networking group/club involvement. The department will continue to work with groups of students to develop skills such as cooperation, problem solving, and relationship building. Positive stress opportunities will be explored so that students can gain self-awareness, resiliency, and feel less anxiety.

-Student services will make connection with and offer check-in supports to remote students who are experiencing feelings of isolation, or who are struggling academically with remote learning.

Measures/Evidence we will use to check our progress and confirm our growth:

At the January midpoint review:

- Every teacher should have access to the adequate technology and training needed to deliver remote, synchronous, and quarantine/isolation teaching
- Teachers will engage in the PD on remote, synchronous, isolation-style teaching and assessment
- Teachers will have new understandings of the work their colleagues will have done with respect to quarterly teaching and learning, remote teaching and learning, and adapted assessment practices
- Link administrators will have met with department heads to discuss progress towards department-specific actions

At the May review:

- Our remote students will have had access to a full complement of high school courses (with exceptions occurring in IB, certain complementary courses, and timetabling restrictions)
- Teachers at Mac will be comfortable teaching and assessing in remote, synchronous, and isolation/quarantine contexts
- Teachers' reviews of assessment data in key subject areas will have taken place, and will assist in goal setting for next year
- Link administrators will have met with the department heads to discuss further progress towards department-specific actions

REVIEW (upcoming in January and May)

## ECSD Goal Two: First Nations, Métis, and Inuit students in ECSD are successful

ECSD Strategy: 2.4 Ensure that all teachers and leaders have the acquired skills to meet and exceed the foundational knowledge of First Nations, Métis and Inuit standard as outlined in Alberta Education Teaching, Leadership, and Superintendent Leadership Quality Standard.

2.5 Continue to walk together recognizing the calls to action from the Truth and Reconciliation Commission.

School's intended outcome from working in this area:

- Create awareness amongst our staff and students about the meaning and importance of using a Land Acknowledgement.
- Creating awareness and meaning for staff out of a key Call to Action.

Actions we will take

- Archbishop MacDonald students will come to know a Land Acknowledgement that is unique to our school. The Acknowledgement will be chosen from student submissions. These submissions will be based off the guiding principles established in existing Acknowledgements. We will also use this as an opportunity to talk about the importance of the act of acknowledging land.
- We will add to our Land Acknowledgement by holding an art contest. We will provide students with education about the symbols specific to Treaty 6 land, in partnership with ILS. We will choose a winning visual to accompany our Land Acknowledgement.
- The winning words and image for our Land Acknowledgement will be turned into posters and other print and digital resources (in partnership with ILS) to be able to widely use and display in our school community.

-Our staff have already engaged with the book *21 Things You May Not Know About the Indian Act*, and we have also created visuals in the school relating to chosen Calls to Action. This year we will be choosing one Call to Action to focus on as a staff. We will engage in a PD opportunity to reflect on the meaning of the call, and to select meaningful work that we can do to contribute to action in this area. Next year we will extend this work to include our students.

Measures/Evidence we will use to check our progress and confirm our growth:

At the January midpoint review:

-The new Land Acknowledgement and the accompanying artwork will have been selected. ILS will have received both in order to support the creation of our key visuals.

-A staff Call to Action will have been identified and a key PD opportunity will have been planned.

At the May review:

-The Archbishop MacDonald Land Acknowledgement will have been used at a series of important events and heard by our student body multiple times. The visual representations will be up in the school and will have been used in other presentations.

-Staff will be familiar with our selected Call to Action, they will have participated in PD on the Call, and will be able to speak to how we are approaching the Call as a staff.

REVIEW (upcoming in January and May)

**ECSD Goal Three: ECSD has excellent teachers, staff, and school and school authority leaders**

ECSD Strategy: 3.1 Develop, promote, and oversee the application of excellent professional practices consistent with the Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard, all which guide and support student achievement.

3.2 Provide and engage in professional learning to enhance the level of subject matter, conceptual, and procedural knowledge expertise and competency.

3.6 Continue to create an excellent Catholic educational working environment through the provision of faith formation, health, and wellness opportunities and supports for all staff.

School's intended outcome from working in this area:

-Despite COVID-19, students feel safe coming to school. Despite the challenges of facing a pandemic, we hope to continue to achieve high success on Student Satisfaction survey result items #31 and #32.

-Staff will continue to develop, through PD and staff meetings, the use of multiple approaches to help students learn, confidence in technology use for themselves and their students, and differentiated instruction and assessment practices. Staff will also gain an understanding of the assurance model. These will be reflected in improvements to Satisfaction Survey data (#11 Parent Survey, #12 Parent Survey, #23 Parent Survey, #23 Student Survey, #8 Staff Survey), and Continuous Improvement data.

Actions we will take

-Student and Staff Safety: School to implement COVID-19 safety protocols in accordance with our re-entry guide, the division's re-entry guide, and AHS guidelines.

-PD on collective efficacy (continued from last year and adapted to the current context) will take place in January.

-PD on growth mindset (continued from last year) will take place in January and May.

-PD on technology, synchronous learning environments, assessment for remote students will happen within departments regularly, and for our entire staff in January.

-PD on assessment data will take place in May.

-PD and staff meeting conversations surrounding the assurance model will take place. The PD committee and administration will be reviewing our shift towards an assurance model and identifying key terminologies, concepts, and ideas to share with staff. We will develop a common understanding of this shift.



-We will continue to promote participation in school culture and Mac life. We will provide both in-person (where possible) and remote opportunities for students and staff to come together, often with the assistance of our Mac Council, to celebrate our school community, its members, and its spirit. We are committed to embracing digital opportunities to explore our school pride. We believe that our strong sense of community is part of what makes our school feel special and that it contributes to the wellbeing of its members.

-For the faith formation and Catholic educational working environment components of strategy 3.6, please see our actions relating to C.4 under the goal “Edmonton Catholic Schools Division Goal: Live and enhance the distinctiveness of Catholic education.”

#### Student Services

-Student services will model and communicate to the whole staff during PD sessions the collaborative response model used at our school, and how each staff member is crucial in the implementation of it.

-The department will continue to offer sessions, facilitated by a mental health therapist, that help staff understand the positive culture that comes from developing a growth mindset. This culture is intended to further our conversations regarding best practice teaching and assessment (for teachers) but also to create a culture of growth mindset for students as well.

-The department will support teachers in building capacity for differentiation of instruction and assessment.

#### Measures/Evidence we will use to check our progress and confirm our growth:

At the January midpoint review:

-Our January PD will have included collective efficacy and growth mindset

-Staff will be able to teach remotely, in-person, or synchronous blended as needed

-Mac life will be visible in remote environments

-Our staff will feel confident in implementing the safety protocols inherent to our site-specific re-entry guide, the division re-entry guide, and AHS protocols

At the May review:

- Our May PD will have included growth mindset
- Our Staff will be familiar with the assurance model and will have explored in through PD and staff meetings
- Mac life will be visible in remote environments
- We will have discussed our assessment data and targeted areas of growth for next year based on the student data

REVIEW (upcoming in January and May)