

Bishop David Motiuk School Plan for Continuous Growth 2020-2023

School Mission:

Informed and inspired by our Catholic faith, the mission of Bishop David Motiuk Catholic Elementary and Junior High School is to help our students grow as good and faithful persons while fostering their development as confident, reflective and capable learners who think critically and consider both local and global perspectives.

School Vision:

Bishop David Motiuk Catholic Elementary and Junior High School is a Christ-centered community that invites students to grow together in faith and learning. We celebrate and nurture the gifts and uniqueness of each child in an environment where students develop as thoughtful and independent learners who are well-equipped to deal with the opportunities and challenges that life brings.

School Charism:

The charism of Bishop David Motiuk Catholic Elementary and Junior High School is to emulate the love and hospitality of Jesus in all that we do. Our charism is inspired by the life of Jesus. We recognize that all persons are created in the image and likeness of God and have an inherent dignity and worth. All persons are welcome and belong in our community of believers. We live the beatitudes and are bearers of the Word of 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.

School's intended outcome from working in this area: Students and staff will share their gifts through planning liturgies and social justice activities. Students will relate the term "social justice" to actions they take in day to day life.

Actions we will take

Students will be encouraged to exercise agency by taking meaningful and intentional actions regarding social justice issues.

- Students and staff will continue to work closely with clergy to learn about and celebrate our Catholic faith.
- Students will take a more direct role in planning school-based liturgies and prayer services.
- Each cohort will adopt one of the beatitudes to guide a social justice project which will allow for student agency in both choice and delivery
- Chaplain will form a social justice club which will focus its activities on meaningful student driven social justice activities that focus on the overarching school pillars - which support the We Care Challenge
- Each grade/cohort will be encouraged to make use of the chapel for an in-class liturgy at least twice during the school year.
- Clergy will be invited in to celebrate liturgies as well as have classroom visits.
- A liturgy committee will collaborate to plan and implement several school wide liturgies which adhere to the health and safety protocols in place.
- Access Little Liturgies (Father Glenn) for elementary.
- Weekly district Liturgy of the Word for junior high.

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

At the January midpoint review: Student agency in planning activities and events.

At the May review: Student agency in planning activities and events.

January 28: Midpoint review:

ECSD Goal One: ECSD students are successful

ECSD Strategy: 1.2 Implement pedagogical and assessment practices focused on improving students' conceptual and procedural knowledge of subject-area disciplines and cross-curricular connections to deepen understanding and provide a greater ability to target teaching and improve learning.

School's intended outcome from working in this area: Promote and develop academic excellence in all subject areas.

Actions we will take

- Provide review sessions prior to exams for all students.
- Teach strategies for decoding questions.
- Focus on grade level standards
- Align lessons with key learner outcomes
- Require higher order thinking in assignments and activities
- Students inquire into the key and related concepts, and global contexts during the teaching and learning of the unit
- Explicitly teaching approaches to learning skills (communication, research, thinking, social and self-management)
- Staff and students will be familiar with the IB criterion rubrics and how they are used to assess
- Integrate writing into lessons and assignments in all subject areas.
- Set clear assessment targets and have students monitor their own learning and set goals for improvement as learners.
- Provide targeted instruction for areas of concern indicated for areas of concern for all subjects.
- Require more critical thinking and extension activities in all grades and subjects.
- Develop collaborative, project-based learning.
- Provide students with opportunities to reflect upon their learning.
- Be aware of students who are close to achieving the Standard of Excellence and provide them with additional encouragement and assistance as required.

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

At the January midpoint review: Students at all levels will demonstrate higher level thinking skills and critical thinking skills.

At the May review: Students will be well-prepared for year end assessments.

ECSD Strategy: 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: Students will be aware of available supports at the school level and will know who to go to if they feel the need for assistance with mental health needs.

Actions we will take

- During health blocks, teachers instruct students on who is available for them for support. Re-emphasis on Paths and the 4th R in the Health Programs.
- Have MDT team visit classrooms and complete mini-lessons so students get to know them.
- Have teachers identify where supports are needed. Documenting in power school.
- Having classroom profiles so teachers can identify where needs are.
- Finding digital and online resources for both in school and online students. This can be shared and makes it easy to collaborate with other teachers. These resources can be shared with families.
- Building awareness and relationships with students who may not be identified as requiring additional support. The classroom teachers are a key piece to this strategy.
- Continue to have lead teachers responsible for managing resources at school (ie. Mental health school rep)
- Implement and access the Social Emotional Learning resources and consultant (Kirsten Jennings).
- Mental Health Champion to support teachers in accessing School Health Nursing Program Resources (through AHS – Melissa Baker, RN and Brenda Hantos, RN)
- Whole school displays / education focused on being balanced (IB Learner Profile) (from AHS School Mental Health Tool kit)
- Utilizing and distributing monthly, resources for mental health from the Re-Entry Plan.
- Accessing AHS Mental Health Therapy for students with highest triaged needs
- Ensuring students have daily physical activity

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

At the January midpoint review:

At the May review:

January 28:

Midpoint Review:

ECSD Strategy: 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: Build an understanding of the historical experience of First Nations, Metis and Inuit people as a means of reaching out and walking together in friendship.

Actions we will take

- Teachers will be encouraged to access FNMI district PD's.
- Whole staff blanket exercise PD (with Covid restrictions. Currently being researched and coordinated)
- Utilize parents and local community members to aid in building understanding of the FNMI community.
- Application for Jordan's Principle grants for appropriate student(s).
- Familiarize ourselves with the TRC recommendations and calls to action.
- Participate in Orange Shirt Day
- IB Service Learning Requirement: Grade 6 students will have a series of lessons on First Nations Foundational Knowledge as well as Indian Residential Schools. Students will be partnered with students from Indigenous communities, and will connect via a "pen pal" format in which we will discuss the effects of Covid on relationships and belonging.
- Social studies teachers encouraged to reach out to utilize division supported resources and curriculum kits.
- Teachers become aware of our coded FNMI students in our school.
- Métis week (Nov. 16th -20th) In class activities
- June 21st Indigenous People Day

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

At the January midpoint review: Awareness and understanding of FNMI community has grown.

At the May review: Students and staff will be able to articulate the experience of our FNMI brothers and sisters.

January 28:

Midpoint Review:

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

School's intended outcome from working in this area: Staff members will continue to gain expertise in subject matter, conceptual and procedural knowledge, expertise and competency, particularly as it relates to IB programming within our school.

Actions we will take

- Choose professional learning opportunities that link to areas we require growth in (assessment, inquiry)
- Staff to complete I.B. online learning opportunities
- Participate in district wide P.D. (technology focus to assist online teachers)
- Teachers to join communities of practice
- Teacher led P.D. within the school
- PD focus on areas of growth as outlined in Verification visit report (Nov/Dec)

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

At the January midpoint review: Staff will gain understanding in key areas of the IB programmes.

At the May review: Staff will feel comfortable teaching within the programmes and will continue to grow in knowledge and understanding.

January 28:

Midpoint Review:

4.1 Ensure that resources are being used effectively and efficiently while providing flexibility for how schools and departments meet their unique needs.

School's intended outcome from working in this area: Resources, human and material, are deployed in a principled and fair manner, to best meet the needs of students and staff.

Actions we will take

- Re-deploy existing and hire additional staff in order to reduce in-person class sizes in order to allow for physical distancing during the pandemic.
- Where possible, replace tables with desks to allow for flexible groupings and to allow for greater physical distancing during the pandemic.
- View purchases considering whether they are necessary in order to teach the program of studies.
- Each class is provided with essential cleaning products.
- Ensuring staff have all necessary material/resources needed to teach (I.e. computers, class phone, FM system, document camera, etc.)

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

At the January midpoint review: Send out a staff satisfaction survey.

At the May review:

January 28:

Midpoint Review: