

## Mary Hanley Plan for Continuous Growth 2020-2023

School Mission: The Catholic community of Mary Hanley School is called by Christ to:

- foster creativity and independence
- model a passion for learning
- provide authentic learning with real life experiences
- find new and innovative ways to motivate and teach our students
- ensure students have the ability to articulate, explore, and explain what they have learned using a variety of tools and assistive technology
- instill the importance of balance for our students and staff

School Vision: Together in Christ, we inspire the passion to learn.

School Charism: Mary Hanley: A place of Joy!

### **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: By the end of June 2021, our students and staff will have a better understanding of our school's Charism and help to permeate it throughout, and make it integral to, our school. As a community, our parents, staff and students will help each other live out our Charism by highlighting our individual gifts from God.

Actions we will take

All staff will work with students and parents to help them understand the charism and help them develop a deeper appreciation of its significance to our school.

Mary Hanley Day will be used as a day to celebrate Joy and acknowledge our namesake.

Staff will help students see that their gifts of the Holy Spirit help to bring Joy to our community.

Acts of service will be explored as ways to bring Joy to our community and to spread Joy to the greater community.

Staff and students will continue to work closely with local parish to celebrate and learn about faith

Clergy and school will continue to practice classroom/school visits.

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

At the January midpoint review: Through the guidance of staff, our school community will have participated in at least one act of service. Our Charism will be prominently displayed throughout the school and in forms of communication that are shared with the community.

At the May review: Through the guidance of staff, our school community will have participated in at least two acts of service to bring Joy to the community. Students and community will have been given opportunities to use their gifts to bring Joy to the community. Students and community will be able to recite Charism and understand how our Charism helps to shape our school.

January insert review date:

**ECSD Goal One: ECSD students are successful**

ECSD Strategy: 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

School's intended outcome from working in this area: By the end of June 2021 students will improve their level of achievement through enhanced assessment practices from the teachers. Teachers will progressively work on the continual use of effective assessment practices.

Actions we will take

Staff will engage in Professional Development, individually and as a collective, to help develop and achieve a deeper understanding of assessment practices.

Collaboration time will be worked into schedules to help teachers build common practices of assessment.

Teachers will collaborate to create a common understanding of formative assessment processes and common tools for summative assessment.

Teachers will continue to develop feedback strategies that are guided by improved student performance.

Staff will guide students on using feedback and assessment as way for self-reflection and improvement.

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

At the January midpoint review: Staff will have participated in at least one PD session as a collective and at least one PD session on their own that relates to assessment. Collaboration time will have been worked into the schedule to allow each teacher at least one block of collaboration time a month. Staff will have begun working on common assessment practices.

At the May review: Monthly collaboration time will still be scheduled for every teacher. Teachers in upper and lower elementary will have created and begun to use common assessment practices. Students will have a good understanding of how to use assessment for self-reflection and improvement.

January insert review date:

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

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: By the end of June 2021, students and staff have an increased level of belonging through positive mental health and social and emotional learning strategies that work to build skills. The sense of community and safety will also show an increase.

#### Actions we will take

Teachers will develop practices to enhance Social and Emotional Learning through guidance and collaboration with SEL coach.

Staff will engage in professional development and collaboration to assist them in developing ways to enhance the use of PATHs, SEL and mental health strategies.

Staff will work with students to create a welcoming environment and a community that promotes kindness, collaboration and efficacy in each classroom.

Physical literacy will be a focus, finding ways for students to have body breaks and Focus sequences.

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

At the January midpoint review: Time during each general staff meeting will be set aside to share SEL / PATH strategies or lessons that teachers are using in their classroom. SEL coach will continue collaborating with teachers to enhance and improve SEL strategies and practices in classrooms.

At the May review: Collaboration between SEL coach and teachers will have continued and been effective. Feedback from teachers and SEL coach will be used as best indicator of success. Teachers will have successfully integrated Focus sequences, body breaks and intentional physical literacy time into schedules by the end of May. Teachers who have attended PATHs or SEL PD sessions will have shared learning to staff throughout the year during staff meetings. An increase in the use of PATHs and SEL strategies will be evident from discussions in monthly staff meetings.

January insert review date:

**ECSD Goal Four: ECSD is well governed and managed**

ECSD Strategy: 4.3 Ensure decisions are data-informed; enable best practice indicators and transparency to ensure continuous improvement.

School's intended outcome from working in this area: By the end of June 2021, through improved data analysis, staff will have increased opportunities to deliver effective, personalized learning support for diverse learners, struggling learners and the social emotional needs of all. There will be an increase in parent-school relationships because of transparency and collaboration in building and developing strategies to support students.

Actions we will take

Staff will become fluent in the use of the Collaborative Response Model through whole school PD and implementation in the 2020-21 school year.

Staff will employ the use of the Collaborative Response Model to better understand our students and therefore provide appropriate measures of support.

Collaboration time will be developed for all staff to work with grade level peers, other teachers, Learning Coach and Administration to help set norms, common expectations and assessments.

Staff and stakeholders will work collaboratively to provide interventions for students who require them to be successful.

Teachers will improve communication with parents regarding strategies we are implementing for support and their degree of success to encourage home involvement and enhanced at-home learning and reinforcement.

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

At the January midpoint review: Each grade level will have participated in at least one CRM meeting to discuss students at their grade level. CRM "team" will have attended several PD sessions and have created the plan of action for school for CRM meetings. Time will have been worked into schedule to allow staff to meet and collaborate on how to best meet the needs of students in grade level.

At the May review: Every grade level will have participated in numerous CRM meetings to discuss students at their grade level. Through data collected at meetings, evidence will exist that demonstrates the success of CRM meetings. Staff will be working as a collaborative unit; having colleagues, parents and Administration work together to meet the needs of students.

January insert review date: