



École Monsignor William Irwin School Plan for Continuous Growth 2020-2023

School Mission:

Our mission is to empower students to realize their spiritual, intellectual, physical and emotional potential by applying highly effective levels of instruction to build a Christ-centered school community.

School Vision:

We envision a school where:

- students are welcomed and nurtured in a safe and inclusive community
- there is honesty, responsibility, cooperation and mutual respect
- classroom instruction responds to the needs of all students
- a faith-led, collaborative learning environment inspires students to learn, pray and grow together

School Charism:

Learning through Hope, Faith and Love

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: *MWI staff will give witness to faith every day and live by our Gospel values and teachings for the dignity of the members of our school community while embracing the notion of service to perform intentional acts of service in honor of our namesake, Monsignor William Irwin.*

Actions we will take:

- Focus on our school theme of Hope and our division theme, *God Calls Us Each by Name* in our celebrations and assemblies
- Use student voice to select and participate in minimally one service project for each homeroom class, that is centered around the Catholic teachings of social justice and raise awareness of the needs of our community
- Recognize and celebrate the school's 10-year anniversary and reflect on how our charism, *Learning through Hope, Faith and Love* has evolved over time and honors our namesake, Monsignor William Irwin

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

At the January midpoint review:

- One Voice celebrations and assemblies will review our charism and the Golden Wolves Ways in relation to the division theme, *God Calls Us Each by Name* and our school theme of Hope
- Staff and students are active and contributing members of MWI community by modeling and recognizing Golden Wolves Ways- be kind, be responsible, be respectful in their acts of compassion and justice
- Celebrate and recognize the impact of service projects in newsletters, at One Voice celebrations and assemblies

At the May review:

- Review January evidence
- Increased staff and student participation in acts of service
- Staff and students can articulate our charism and how it is lived at MWI
- Increased results in Division Satisfaction Surveys (parents, staff and students) related to Catholic teaching, faith and social justice

January Review and update:

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

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:

- *At MWI, a culture of collective staff efficacy translates to improved student learning.*
- *Students at MWI will have their diverse needs met through targeted educational experiences and initiatives.*

Actions we will take:

- Complete staff book study of *Clarity for Learning* and record individual learning and reflections in visual journals
- Teachers will articulate more explicitly learning intentions while making connections to *ECSD Curriculum Pacing Guides*
- Teachers will meet in grade-level groups to create assessment plans and tools while determining a common understanding of outcome-based approaches included in our division's Curriculum Pacing Guides
- Backward planning will identify key content vocabulary in both French and English across grade-level continuum
- Dedicated time will be provided for staff to review class profile, student progress and identify supports for students following the Collaborative Response Model (CRM) framework
- Professional learning (whole-school, Communities of Practice and individual) will impact and leverage collective efficacy

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

At the January midpoint review:

- Teachers explicitly identify learning intentions and students are able to articulate them
- Teacher created assessment plans are aligned with Curriculum Pacing Guides

- Key vocabulary is identified and explicitly taught in content areas
- Collaborative Response Model (CRM) grade-level team meetings ensure staff and students needs are supported and identified strategies are recorded in our continuum of supports

At the May review:

- Review January evidence
- Increased students' success and performance on standardized tests (Grade 4 ELA, PATs) and increased results in our Division's Satisfaction Surveys (parents, staff and students) related to learning expectations, differentiated learning experiences and supports for students with special needs

January review and update:

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

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:

Staff and students will continue developing cultural awareness, understanding, empathy and mutual respect by engaging in a variety of First Nations, Métis and Inuit cultural learning experiences from K-6.

Actions we will take

- Organize and promote Orange shirt day and an FNMI Cultural Awareness Week in collaboration with Indigenous Learning Services Consultants
- Begin all staff meetings and whole- school community events reciting Treaty 6 Truth and Reconciliation Call to Action
- Continue developing student understanding of Treaty 6 Truth and Reconciliation Call to Action once a week during morning announcements
- Continue building staff and student capacity for intercultural understanding, empathy and mutual respect through professional learning, resources and cultural experiences with a teacher -led community of practice
- Invite One World One Centre consultants to share resources in order to raise staff awareness on culturally responsive practices

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

At the January midpoint review:

- Recognized Orange Shirt day with staff and students
- Plan with identified goals created for FNMI Cultural Awareness Week in collaboration with Indigenous Learning Services Consultants
- Recite Treaty 6 Truth and Reconciliation Call to Action at gatherings and meetings
- Continue developing student understanding of Treaty 6 Truth and Reconciliation Call to Action once a week during morning announcements
- Increased staff and student intercultural understanding, empathy and mutual respect with participation in various learning experiences

At the May review:

- Review January evidence

January review and updates:

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.

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:

- *At MWI, a culture of collective staff efficacy translates to improved student learning*
- *MWI staff will facilitate school-wide and classroom-based approaches for optimal spiritual, mental and physical health and learning in promoting a positive school culture.*

Actions we will take

- Whole-school professional learning plan includes book study on *Kids These Days* (Dr. Jody Carrington) to continue building staff collective efficacy
- Use tools identified in *ECSD Mental Health Strategic Plan* and collaborate with our division Social Emotional Learning Teacher Coach for staff and student support
- Provide time for prayer, reflection and wellness opportunities at each staff meeting or collaborative times
- Staff wellness team will develop a school wide plan to implement physical literacy, active living, healthy eating, and positive mental health

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

At the January midpoint review:

- Completed book study of *Kids These Days* with teachers' learning and reflections captured in visual journals

- Staff and students participate in activities to develop physical literacy, active living, healthy eating, and positive mental health
- Collaboration with University of Alberta Nutrition students to increase student understanding of supporting positive mental health through nutrition

At the May review:

- Increased levels of satisfaction by students, staff, and parents reporting on safety, discipline, and positive school culture

January review and update: