St. Charles
School Growth Plan 2019-2022
Walking Together in the Light of Christ
Walking Together in the Light of Christ

**School Motto**
“Hearts and Hands for Christ”

**School Mission**
“To empower and affirm the leadership in each child in a Christ-Centered learning environment”

**School Vision**
“Our students will learn, work, and pray together in answering the call to leadership for service to God and community.”

**School Charism**
“We are Leaders of Light
Inspired by the example of Jesus and blessed with the gifts of the Holy Spirit.”
School Context

St. Charles Catholic Elementary School is located in the Baturyn community of Castle Downs in North Edmonton. St. Charles shares a city park and field area with Baturyn Public School.

Our school population is 302 students from Kindergarten to Grade 6. We presently have 25 staff members (2 administrators, 13 teachers, 10 support staff: 1 secretary, 6 EAs, 1 TABT, 2 custodial staff). Three school buses, a Kindergarten bus and one special needs mini-bus serving the needs of students who require transportation.

St. Charles is a 1-1 device school with a strong Catholic 21st century learning environment. We have a leadership program and pride ourselves on delivering the program within a Catholic context. Our school has a diverse population that is supported by a highly skilled multidisciplinary team to ensure the needs of all our students are met inclusively. These supports are augmented by our literacy, numeracy and Catholicity focus for all.

St. Charles has experienced a decrease in student population over the last 3 years, with an overall decrease of 58 students since 2017-18. This decrease impacts staffing, with both our assistant principal and learning coach sharing the teaching load in Grade 4 this year.
Review of 2018-19 Goals

Reflecting on our Growth
Goal 1: Catholic School Identity

St. Charles Catholic School will demonstrate competency in *Mark Three: Animated by a Faith-infused Curriculum of the Five Marks of Catholic School Identity*

a) By June 2019, educational staff at St. Charles will animate a faith-infused curriculum by achieving *Mark Three Benchmarks 1-5, 8 and 9* pertaining to the permeation of curriculum

b) By June 2019, staff at St. Charles will deepen their knowledge of Church teaching by achieving *Mark Three Benchmarks 6 and 7* pertaining to professional development

➔ Achieved.

Evidence/data used

- **Social Justice Projects:** each class lead a project, in answering our call to serve others (active discipleship). Teachers make connections across the curriculum to the social teachings of service to others. *Benchmark 2*
- **School Charism:** Our charism: ‘We are Leaders of Light: inspired by the example of Jesus and blessed with the gift of the Holy Spirit’ is brought to light through teachings of Jesus and how he walked in truth, faith, and harmony. *Benchmark 1*
- **Faith-infused curriculum:** St. Charles offers a Catholic faith-infused curriculum, supported by parish members including the Pastoral Assistant and Priest who come to classes on a regular basis to expand upon curricular outcomes. Teachers and staff permeate the curriculum with Catholic teachings and traditions. *Benchmark 1-5, 7. This goal also adheres to Mark 5: Benchmark 6, 7.*
- **District Permeation Professional Learning afternoons:** curricular resources are shared and staff are able to access during collaborative planning time. *Benchmark 8*
- **St. Charles Student Faith Day:** we celebrated our 5th annual Faith Day with sessions offered by members of St. Charles staff, St. Charles parish, Indigenous Learning Services, District chaplains and consultants. *Benchmark 3*
Goal 2: Literacy

By June 2019, all teachers (classroom, learning coach, and administrators) will increase their knowledge and skills in the areas of: a) fostering a collaborative culture which promotes a growth mindset for high achievement b) engaging in best practices across and within their disciplines. Success will be visible through student progress and success and reported stakeholder feedback.

a) By June 2019, student success in literacy will improve as indicated in classroom achievement, Fountas and Pinnell assessments, and the ELA Provincial Achievement Test.

Evidence/data used

- **Literacy Continuum: A Tool for Assessment, Planning, and Teaching:** This tool provided us with a system of strategic action for literacy growth and development. Each teacher received a copy of the resource. Our Learning Coach led staff through professional development as we looked at the 8 instructional contexts of a comprehensive literacy program: interactive read-aloud and literature discussion; shared and performance reading; writing and reading; writing; oral and visual communication; technological communication; phonics, spelling, and word study; guided reading. We worked in grade partners to identify our current literacy practices and to think of goals for growth. See upcoming slides for each Grade.

- **Planning and Assessment:** Language Arts consultants Karen Filewych and Erin Hart-Basualdos had 2 planning sessions with teacher/grade partners using this resource. One session focused on reading planning and assessment, the other on writing planning and assessment. Teachers appreciated the release time to work collaboratively at the elbow with literacy leadership from our Division consultants.

- **Developing a Literacy Framework:** Literacy as the foundation for learning and well-being for the whole child. In October, we found our work on the Literacy Contexts so rewarding that we thought: what can we identify as strategies for literacy learning in math (numeracy), social/emotional literacy, physical literacy, mental literacy, and spiritual literacy? At around the same time, we joined the Collaborative Response Model COP and this gave us another framework (pyramid of interventions, collaborative meetings, assessment) on which to build upon. On the next pages you will see our Literacy Framework and the Tier 1 strategies that we identified (work done through remainder of the year).
Systems of Strategic Actions
## Kindergarten Instructional Contexts

<table>
<thead>
<tr>
<th>Instructional Context</th>
<th>Illustrative Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Aloud &amp; Literature Discussion</td>
<td>2-3 times/week</td>
</tr>
<tr>
<td>Shared &amp; Performance Reading</td>
<td>Big books, nursery rhymes (1-2/month)</td>
</tr>
<tr>
<td>Writing About Reading</td>
<td>Illustrating a key concept, personal connection, artwork/craft (2-3/week)</td>
</tr>
<tr>
<td>Writing</td>
<td>Beginning, sentence starters, picture responses, whiteboard responses, multi-sensory letter formation</td>
</tr>
<tr>
<td>Oral &amp; Visual Communication</td>
<td>Class meetings, show &amp; share</td>
</tr>
<tr>
<td>Technological Communication</td>
<td>Smartboard letter tracing, iPad letter tracing</td>
</tr>
<tr>
<td>Phonics, Spelling and Word Study</td>
<td>Stations: building letters, letter formation, HWT, letter factory (30 min/day)</td>
</tr>
<tr>
<td>Guided Reading</td>
<td>Raz-kids, mini lessons, CAFE for emergent readers (2-3/week)</td>
</tr>
</tbody>
</table>

## Grade 2 Instructional Contexts

<table>
<thead>
<tr>
<th>Instructional Context</th>
<th>Illustrative Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Aloud &amp; Literature Discussion</td>
<td>Everyday—sometimes more than once, cross-curricular</td>
</tr>
<tr>
<td>Shared &amp; Performance Reading</td>
<td>Not often/need more, student librarian, star student, weekend “Bold” journal, read to someone, individual class sharing</td>
</tr>
<tr>
<td>Writing About Reading</td>
<td>Reader response, free write, poetry, social travel journal, science (2-3/week)</td>
</tr>
<tr>
<td>Writing</td>
<td>Cross-curricular, narrative, free write, reports, poetry, student made anchor charts</td>
</tr>
<tr>
<td>Oral &amp; Visual Communication</td>
<td>Group work, poster presentations, campfire, ME bag, PATHS kids, breakout boxes, Think/Pair/Share, Turn &amp; Talk</td>
</tr>
<tr>
<td>Technological Communication</td>
<td>Makerspace, Movie, green screen, google slides, PicCollage, Book Creator</td>
</tr>
<tr>
<td>Phonics, Spelling and Word Study</td>
<td>Words Their Way, need more focused phonics lessons</td>
</tr>
<tr>
<td>Guided Reading</td>
<td>5 different groups, need more time</td>
</tr>
</tbody>
</table>

## Grade 3 Instructional Contexts

<table>
<thead>
<tr>
<th>Instructional Context</th>
<th>Illustrative Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Aloud &amp; Literature Discussion</td>
<td>Daily (cross-curricular), mentor texts (writing, etc)</td>
</tr>
<tr>
<td>Shared &amp; Performance Reading</td>
<td>Guided reading, jigsaw reading, popcorn reading, reader’s theatre</td>
</tr>
<tr>
<td>Writing About Reading</td>
<td>Genre/month, reader response, retell of story, book covers</td>
</tr>
<tr>
<td>Writing</td>
<td>Specific genre/forms, writing traits, cross-curricular writing</td>
</tr>
<tr>
<td>Oral &amp; Visual Communication</td>
<td>Sharing of writing (other work/information), spirit buddies, critical friend (feedback)</td>
</tr>
<tr>
<td>Technological Communication</td>
<td>BrainPop, Research tool</td>
</tr>
<tr>
<td>Phonics, Spelling and Word Study</td>
<td>Making words, dulce, month/month phonics, Word work (F&amp;F), word games</td>
</tr>
<tr>
<td>Guided Reading</td>
<td>1-3 guided reading a week</td>
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</tbody>
</table>
We found these conversations so rich and valuable to our design of universal practices, that we then looked at literacy competencies across the curriculum for whole-body wellness. (see Goal 5)
Goal 3: Numeracy

By June 2019, all teachers (classroom, learning coach, and administrators) will increase their knowledge and skills in the areas of: a) fostering a collaborative culture which promotes a growth mindset for high achievement b) engaging in best practices across and within their disciplines. Success will be visible through student progress and success and reported stakeholder feedback.

b) By June 2019, student success in numeracy will improve as indicated in classroom achievement, end of year MIPI, and the Math Provincial Achievement Test.

→ Continue

Evidence/data used
- Created Numeracy Continuum of Support (Tier 1 to Tier 4) with consistent practices and supports.
- Administration of School Wide Math Assessment (MIPI) at end of school year to guide planning for upcoming year.
- St. Charles was the host-school for a DWPD session on STEM (hosted by LSI Math and Science consultants)
- Gr. 4 teachers/assistant principal invited to join Gr. 4 Exam Writing Committee

Goal 4: Science

By June 2019, all teachers (classroom, learning coach, and administrators) will increase their knowledge and skills in the areas of: a) fostering a collaborative culture which promotes a growth mindset for high achievement b) engaging in best practices across and within their disciplines. Success will be visible through student progress and success and reported stakeholder feedback.

c) By June 2019, student success in science skills and knowledge will improve as indicated in classroom achievement, and the Science Provincial Achievement Test.

→ Modify

Evidence/data used
- PAT data reflects growth in science learning (see Slide 33)
- St. Charles hosted “STEM in the Classroom” science and math carousel/Thursday afternoon PD
- Lead teacher participated in the STEM Community of Practice; organized and ordered STEM resources (picture books, teacher resources) to support class STEM learning
- Makerspace enhanced math/science/STEM concepts and exploration skills for all.
Goal 5: Meeting the Needs of our Diverse Learners

Goal 5: By June 2019, staff and students at St. Charles will become more aware of the diverse needs of students and focus on further developing best practices for inclusivity.

Evidence/data used
- Participate in the Collaborative Response Model (CRM) Cohort
- Develop our own Continuum of Supports for WHOLE BODY GROWTH AND WELLNESS (literacy, numeracy, social-emotional (ready to learn), spiritual and physical literacy)
- Embed CRM Meetings into schedules/release time to ensure all members of the learning team are available
- Update class profiles to reflect growth and the successful implementation of strategies
- Develop plans for Sensory Space (collaborate with K Teacher, Learning Coach, Administration, Early Learning Occupational Therapist)
- Focus Series - resource purchased for each teacher; PD still to come

Collaborative Team Meetings- Agenda
1. Welcome and introductions
2. Review norms and discuss roles (2 mins)
3. Review literacy as foundation to wellness (2 mins)
4. Discuss celebrations and successes (5 mins)
5. Review continuum of supports (2 min)
6. Discuss student key issues/enrichment (10 mins/student)
7. Discuss tasks to complete by next mtg. (2 mins)

Our Norms
1. Remain solution-focused (positive and open-minded)
2. Be prepared
3. Stay on topic (no distractions)
4. Respect the time limits
5. Make sure everyone contributes and is heard
Continuum of Supports (pyramid of intervention)

**Tier I:**
- Best practices for all students in the classroom
- Universal across the grades

**Tier II:**
- Differentiated strategies
- accommodations
- interventions provided by the classroom teacher (small group, reader/scribe, etc)

**Tier III:**
- Programs or interventions provided by someone other than the classroom teacher (ERCSD referrals, LLI, etc)

**Tier IV:**
- Intensive interventions for highest need students
- Specialized programs (Glenrose, St. Margaret, etc)
## St. Charles Continuum of Supports: Numeracy 2018-2019

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
<th>Tier 4</th>
</tr>
</thead>
</table>
| - Mini lessons with student accountability  
  - Guided myth  
  - Math word walls (with visuals)  
  - Anchor charts (with visuals)  
  - Math journals or interactive notebook  
  - Math games  
  - Student conferences  
  - Problem of the week  
  - Authentic, real world math problems/lessons  
  - Basic facts throughout the year  
  - Apps (Mathletics, XLR, Prodigy)  
  - Calculator  
  - Multiple means of representation, to show what they know  
  - Collaboration/group work  
  - MARS (in September)  | - Tally (Google extension)  
  - Leaps & Bounds  
  - Lessons, instructions, notes and/or vocabulary provided ahead of time  
  - Test accommodations  
  - Test: questions  
  - Test examples provided ahead of time  
  - Small group or additional 1:1 time with EA or teacher  
  - Learning Coach support, parallel, station, alternative teaching  
  - Partner/group models  
  - Classroom (Google)  
  - Google Classroom, Screencastify  
  - Differentiated curriculum (PURPP)  | - Reader  
  - EA support (small group or 1:1)  
  - Math Consultants  | - QST  
  - PRO  
  - Jr. High program: WIN Jr., KSE |

## St. Charles Continuum of Supports: Ready to Learn 2018-2019

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
</table>
| - Tier-based modeling and teachings  
  - Established relationships (peers and adult)  
  - Consistent routines  
  - Clear expectations  
  - Classroom management/structure  
  - FOCUS  
  - Visual schedule  
  - Positive behavior supports (encouragement, positive language, etc.; do vs. do not)  
  - Daily/5-A-Day  
  - Growth mindset  
  - Choice activities (menu, bingo board, etc.)  
  - Assignment options for multiple intelligences  
  - A balance of kinesthetic, auditory, visual learning opportunities  | - Visuals  
  - Word chart  
  - Adapted or personalized schedule  
  - Work (sessions or assignments/works)  
  - Test provided ahead of time  
  - Visual time  
  - Choices  
  - Peer worker/partner work  
  - Social stories  
  - Frequent breaks  
  - Go To Educator  
  - Small groups  
  - First/Then strategy  | - EA support  
  - Sensory room  
  - Selective  
  - Tone  
  - Leveled literacy intervention  
  - EA support (small group or 1:1)  
  - PURPP with REOPCY to learn behaviour goals  
  - S/LA+L  
  - I/O  
  - WST  
  - IEP referral  
  - PSF  
  - I.E.S.  
  - AAC, consultation  
  - Include consultant  
  - Learning Coach  |
Data Analysis

Looking at our Data to inform Goal Setting
## Accountability Pillar

### Areas to Celebrate

- St. Charles rates higher than the province in 9/9 qualifiers!
- St. Charles has maintained or improved in all 9 qualifiers from last year!
- We have improved 13.2% from previous year in PAT Acceptable Standard!
- We have improved 10.5% from previous year in PAT Excellence!

We believe our work with the new *Collaborative Response Model* (Collaborative Team Meetings, Assessment, Pyramid of Intervention) has helped us to build common language and practices to foster literacy improvement overall, impacting confidence and ability.

### Areas to Target Growth

To continue our high standards of quality Catholic education.

<table>
<thead>
<tr>
<th></th>
<th>St. Charles</th>
<th>Alberta</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe and Caring</td>
<td>91.1%</td>
<td>89%</td>
</tr>
<tr>
<td>Prog of Studies</td>
<td>86.1%</td>
<td>82.2%</td>
</tr>
<tr>
<td>Education Quality</td>
<td>96.9%</td>
<td>90.2%</td>
</tr>
<tr>
<td>PAT Acceptable</td>
<td>89.4%</td>
<td>73.8%</td>
</tr>
<tr>
<td>PAT Excellence</td>
<td>23.6%</td>
<td>20.6%</td>
</tr>
<tr>
<td>Work Preparation</td>
<td>94.7%</td>
<td>83%</td>
</tr>
<tr>
<td>Citizenship</td>
<td>87%</td>
<td>82.9%</td>
</tr>
<tr>
<td>Parental Involvement</td>
<td>90.2%</td>
<td>81.3%</td>
</tr>
<tr>
<td>School Improvement</td>
<td>85.6%</td>
<td>81%</td>
</tr>
</tbody>
</table>
## District Satisfaction Survey - Areas to Celebrate

### Students (Gr. 4-6)

Our students have expressed **95-100%** satisfaction in these areas:

- Our religious celebrations at school are important
- Prayer is important at my school
- My faith inspires me to help others
- My catholic school encourages me to deepen my understanding of my faith
- I am happy with the school activities
- I am happy with how I am learning
- I am challenged to do my best
- My classroom learning activities are meaningful
- I can make choices with my learning
- I show respect for others in my school; my school teaches me to show respect for other cultures and religions
- The school rules are fair
- Student behavior is handled fairly
- I know how well I am doing in my school work
- My teacher helps me to learn
- My school gives me the opportunity to use a variety of tech tools
- I feel safe in my school building
- My school teaches me to take care of my environment
- My parent/guardian helps me with my learning
- My teachers expects my work to be done well

### Staff

We are so proud to celebrate incredible satisfaction results by our staff as a school community! Examples of **100% satisfaction** include:

- Our school/site focuses on learning and teaching within a Catholic context
- Catholic teachings and traditions are important at our school/site
- Our school/site is involved in social justice, service, and charitable activities
- Prayer and celebrations add a meaningful dimension to the Catholic identity
- Our students collaborate through a variety of learning activities
- Our students are taught to use the skills of critical thinking and inquiry
- People of all faiths and cultures are welcome at our school
- I am satisfied with the way student discipline is handled in our school
- The approach to conflict management with adults in our school reflects our core values
- Our school/site demonstrates care for the environment
- Care and concern for others is evident in our day-to-day interactions
- Formative and summative assessment practices are improving student learning
- In our school, technology is meaningfully integrated into instruction
- Our school is a safe environment for students to learn
- Our community is the team of the school, home, and parish working together
- Parents/guardians are involved in the decisions about their child’s education
- Our staff works as a team in our school
- I am satisfied that our School Council is fulfilling its advisory role
- Overall, my schools is a good place to work!

### Parents

Our parents show **95-100% satisfaction** in these areas!

- My child’s school has a positive reputation in the community
- My child’s school creates and promotes a Catholic learning environment
- My child has the opportunity to participate in Social Justice activities at school
- Daily prayer and religious celebrations are important at my child’s school
- I am satisfied that my child’s school provides a safe and caring environment
- My child’s school helps my child learn to the best of his/her ability
- My child is learning the attitudes and behaviors that will make him/her successful in the world of work
- Critical thinking skills are taught in my child’s school
- Collaboration skills are taught at my child’s school
- At school my child is developing tech skills to enhance his or her learning
- Communication in ECSD is honest, open, and professional
- My input is considered and valued.
- I feel welcome in my child’s school.
- I am treated with dignity and respect in my child’s school.
- My role as a primary educator of my child is respected.
- I am involved in my child’s education.
- I am satisfied with the quality of education my child is receiving
- My child’s school focuses on continuous improvement
- My child is develop reading and writing skills that will prepare them for the future
## District Satisfaction - Areas to Target Growth

<table>
<thead>
<tr>
<th>Students (Gr. 4-6)</th>
<th>Staff</th>
<th>Parents</th>
</tr>
</thead>
</table>
| We are very proud of how satisfied our students are in their Catholic education at St. Charles, with students indicating **90% satisfaction or higher** in all areas. We remain within a 5% difference from our previous year except in these areas:  
  - My school teaches me to make healthy food choices and to be active (-5.5% from prev. yr.)  
  - I know what is needed to do to improve in my school work (-5.5% from prev. yr.) | We are very proud with our staff satisfaction of the quality of Catholic education at St. Charles. Areas to target growth include:  
  - Differentiating learning experiences for all students  
  - Continuous improvement through data analysis  
  - Providing the necessary supports for children with special needs | We are very proud of how satisfied our parents are in their child(ren)’s Catholic education at St. Charles, with parents indicating **90% satisfaction or higher in 91% of areas surveyed**. Areas to target growth include:  
  - I am satisfied with the way that discipline is handled in my child’s school (88.1% satisfaction)  
  - I am satisfied with my opportunity to access information about resource allocations (88.9% satisfaction)  
  - I am satisfied with my opportunity to access information about overall student achievement in the district (87.7% satisfaction)  
  - Overall, how satisfied are you with the quality of education in Alberta? (86.7% satisfaction)  
  - Inclusive Education - overall, how satisfied are you with the programming and progress of your child with special educational needs? (87.5% satisfaction) |
|       | We are confident that our ongoing and continued work in the **Collaborative Response Model** (Collaborative Team Meetings, Assessment, Pyramid of Intervention) will strengthen growth in these areas. | We will continue to ensure that our parents are satisfied with all areas of their child(ren)’s growth and education. |
# Data Analysis - Regression Analysis

<table>
<thead>
<tr>
<th>Areas to Celebrate</th>
<th>Areas to Target Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are very proud of our growth, especially in the areas of Math and Science!</td>
<td></td>
</tr>
<tr>
<td>- Improvement in Math (-)2018 to (=)2019</td>
<td></td>
</tr>
<tr>
<td>- Improvement in Science (-)2018 to (=)2019</td>
<td></td>
</tr>
<tr>
<td>Ensure universal literacy practices K-Gr.6, which will impact student confidence and success in all areas of learning.</td>
<td></td>
</tr>
</tbody>
</table>
### Provincial Achievement Tests - Areas to Celebrate

<table>
<thead>
<tr>
<th></th>
<th>St. Charles</th>
<th>Alberta</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Acceptable Excellence</td>
<td>100% 29.4%</td>
<td>91.9% 19.6%</td>
</tr>
<tr>
<td>MATH Acceptable Excellence</td>
<td>82.4% 7.8%</td>
<td>79.4% 16.4%</td>
</tr>
<tr>
<td>SCI Acceptable Excellence</td>
<td>92.2% 21.6%</td>
<td>85.5% 31.6%</td>
</tr>
<tr>
<td>SOC Acceptable Excellence</td>
<td>90.2% 37.3%</td>
<td>84.1% 27.0%</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th></th>
<th>St. Charles</th>
<th>2019</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Acceptable Excellence</td>
<td>100%</td>
<td>100% 54.9%</td>
<td>90.2% 27.9%</td>
</tr>
<tr>
<td>Writing Acceptable Excellence</td>
<td>100%</td>
<td>100% 21.6%</td>
<td>96.7% 18%</td>
</tr>
<tr>
<td>Math Acceptable Excellence</td>
<td>82.4% 7.8%</td>
<td>82.4%</td>
<td>60.7% 0%</td>
</tr>
<tr>
<td>Science Acceptable Excellence</td>
<td>92.2% 21.6%</td>
<td>92.2%</td>
<td>78.7% 13.1%</td>
</tr>
<tr>
<td>Social Acceptable Excellence</td>
<td>90.2% 37.3%</td>
<td>90.2%</td>
<td>82% 21.3%</td>
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</tbody>
</table>

We are SO PROUD of our students and teachers!! What incredible work!!

Areas to Target Growth: Continue to apply literacy practices, including vocabulary development, across all curricular areas.
St. Charles School Goals

2019-2022
Looking at our Data 2019-20

- Literacy and numeracy growth - what are we doing well, what supports can help us grow?
- Increasing student needs socially, emotionally, impacting readiness to learn
- 10th year as a leadership school (unified language and actions)
- PATHS program - teachers trained - are we universally utilizing this program?
- Relationship with St. Charles parish is strong! Social Justice initiatives are strong!

Our Goal: Whole Body Wellness

2019-2022 School Goals

1. Spiritual Literacy
2. Intellectual Literacy (Literacy and Numeracy)
3. Wellness Literacy (mental, physical, social, emotional)
Goal 1

Spiritual Literacy

Deepening Our Faith
## Goal 1: Catholic Identity

My school has a charism where our gifts are shared

<table>
<thead>
<tr>
<th>Strategy 1: Explore how our school’s charism is permeated throughout the school culture and discuss why it is important.</th>
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<tbody>
<tr>
<td><strong>Actions</strong>&lt;br&gt;➢ All students will experience a deeper exploration of their faith through prayer, reflection, Catholic teachings, social justice, school celebrations.&lt;br&gt;➢ Permeation through our theme books: “LIFE” by Cynthia Rylant and “SAY SOMETHING” by Peter H. Reynolds&lt;br&gt;➢ All students will explore a deeper understanding of Indigenous spirituality and learn about the gifts each one of us brings to the circle of life&lt;br&gt;➢ School charism as part of broadcast and assembly</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Strategy 2: Providing opportunities for members of the school community to share their gifts from God.</th>
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<tbody>
<tr>
<td><strong>Actions</strong>&lt;br&gt;➢ Bringing our school charism to life every day (language, actions, community)&lt;br&gt;➢ Students will reflect on questions such as “What does mean to shine your light?, “How can you shine your light? Who inspires you to shine your light?”&lt;br&gt;➢ Invite members of the school community to participate in events such as Faith day, assemblies, class visits, celebrations, etc.</td>
</tr>
</tbody>
</table>

District Correlation: Live and Enhance the distinctiveness of Catholic education
1.1 b) Enhance and strengthen Catholic identity by implementing our Catholic Identity Plan c) Demonstrate a way of life rooted in the Catholic Christian call to discipleship and service d) Ensure that permeation of faith remains central in all our day to day practices
**Goal 1a : Demonstrate the Distinctiveness and Strengths of Catholic Education**

By June 2020 staff and students will live and enhance their spiritual literacy through personal and communal reflection, growth, and celebration.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Measures/Evidence of Effectiveness</th>
</tr>
</thead>
</table>
| Continue to enhance the home-school-parish relationships  
➢ Welcome our new St. Charles parish priest Rev Marc Cramer to our St. Charles school community  
➢ Fr. Marc will continue on in Fr. Ed’s footsteps and visit each class every 2nd week to enrich our faith lives and inspire us to walk together in the Light of Christ  
➢ St. Charles students and staff will join the parishioners at St. Charles parish for mass this year  
➢ St. Charles Choir will provide music ministry a number of times throughout the year  
➢ Our Christmas Concert will be held at St. Charles parish, as is yearly tradition  
➢ At least one Parent Night (ie: Numeracy, Technology Cafe) will be held to bring school and parents together with a focus on supporting student success  
➢ At least one Community Event will be held to bring families and school together in celebration (ie: Winter Carnival, School Dance) | ➢ Parent Satisfaction Survey - “I feel welcome in my child’s school.” (98.4%)  
➢ A deeper relationship between parish, families and school continues to be nurtured and cherished  
➢ Attendance of school events and parent information evenings |
Goal 1a: Demonstrate the Distinctiveness and Strengths of Catholic Education

<table>
<thead>
<tr>
<th>Actions</th>
<th>Measures/Evidence of Effectiveness</th>
</tr>
</thead>
</table>
| Ensure that permeation of faith remains central in all our day to day practices | ➢ It is evident to all that enter our school at St. Charles that we are children of God and we are learning to walk together in the light of Christ.  
➢ Spiritual Literacy is part of our language and we are learning how to communicate with God and each other by deepening our faith, and by our day to day practice to cultivate spiritual growth (see next slide) |
| ➢ Grounding our journey “Walking Together in the Light of Christ” through a visual proclamation of our beliefs and values. Staff created affirmation statements of how they will shine their light. Statements are displayed at the front entrance of our school and are a reminder that we are all “walking together in the light of Christ” | |
| ➢ Jesus Christ is at the center of who we are and how we walk together at St. Charles School (prayer, learning, friendships, gratitude, conflict resolution/restitution, asking for forgiveness, etc.) | |
| ➢ 5th annual St. Charles Student Faith Day will include a concert and in house retreat by “Pure Worship” | |
| ➢ Weekly Broadcast includes prayer with grade level leaders each month, as well as Parish News | |
| Demonstrate a way of life rooted in the Catholic Christian call to discipleship and service | ➢ The Catholic Tradition of service to others through Social Justice is alive and continues to be cultivated and celebrated at St. Charles School.  
➢ Bring to life our school motto “hearts and hands for Christ” |
| ➢ Each Grade will lead our school through a Social Justice project rooted in Catholic teachings | |
| ➢ Review the 5 stages of Catholic Social Justice | |
| Celebrate our District Foundation Statement by: | ➢ Our beliefs are proclaimed in the halls and classrooms of St. Charles school each week and affirmed through the work of our hearts and hands for Christ. |
| ➢ Reading aloud during Weekly Broadcast | |
| ➢ Include in each newsletter | |
Dear Ms. Willier,

Nov. 18, 2019

We are from the children’s choir and we would like to go on a field trip to Shepherd’s Care to sing to some of the residents. It would only be about 25 of us from Grades 4-6. We know the cost is a little high but if we all put in our share we will have enough money for the bus. If you give us permission to go, we will make seniors happier, especially the ones who don’t get visitors.

(Student Story): “My mother used to work at Shepherd’s Care, so I grew up in that place. Every time I go there elders look like they need a little cheering up. The choir wants to fulfill God’s mission to bring peace and kindness to the world. My Baba lives at Shepherd’s Care too. My Baba is Polish so she was in a work camp during the 2nd World War. In many books I’ve read and stories she’s told me, one of the things she did to pass the time was to sing. Our choir will probably remind her that you can find light anywhere. In the war she probably didn’t like the work camp that she was in (I don’t think anyone would). Getting reminded of the war for my Baba is hard, I imagine, as she doesn’t want to remember losing her youngest sister. But my Baba still has a few happy memories, like the one she shared with me about a soldier who came to save them. My Baba reminded him of his little girl back home. We want to remember things like that, especially for the ones who don’t remember.

We would also like to be leaders, where we can remind the seniors of happier times and it will help those who just need some sunshine. We can visit them and sing songs that they know to bring them back to their childhood. They are happy when we sing. Don’t you think the seniors should be happy?

Sincerely,

Members of St. Charles School Choir

Here is a sample of student voice and a desire to shine our light, like Christ.
## Tier 1: Spiritual Literacy

<table>
<thead>
<tr>
<th>Spiritual Literacy</th>
<th>K-3</th>
<th>4-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies</td>
<td>Campfire/classroom meetings</td>
<td>Acts of service to others</td>
</tr>
<tr>
<td></td>
<td>Gospel on Broadcast Assemblies</td>
<td>Buddies</td>
</tr>
<tr>
<td></td>
<td>Prayer</td>
<td>Prayer</td>
</tr>
<tr>
<td></td>
<td>Prayer Table</td>
<td>Prayer Table</td>
</tr>
<tr>
<td></td>
<td>Spiritual moments</td>
<td>Spiritual moments</td>
</tr>
<tr>
<td></td>
<td>(teachable moments connected to faith)</td>
<td>(teachable moments connected to faith)</td>
</tr>
<tr>
<td></td>
<td>Cross-curricular permeation of faith</td>
<td>Fr. Marc visiting classrooms on a regular basis</td>
</tr>
<tr>
<td></td>
<td>Calming music breaks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Religious instruction (curriculum)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fr. Marc visiting classrooms on a regular basis</td>
<td></td>
</tr>
</tbody>
</table>

### Spiritual Literacy - Parent Voice

When asked “What do you and your child like about school this year?” a parent’s response made his teacher smile: *The chance to learn religion is nourishing my son’s heart and mind with more love and peace.*

* A family that is new to Catholic Education, moving from the Public School Board.
Goal 2

Intellectual Literacy

Literacy and Numeracy

Creating Rich Experiences for All
Goal 2a: Reading and Writing

By June 2020, student success in literacy will improve through universal literacy practices (Tier 1-4), with a focus this year on vocabulary development across the curriculum. Growth as indicated in classroom achievement, Fountas and Pinnell assessments, ELA Provincial Achievement Test, Grade 1 reading project.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Actions</th>
<th>Measures/Evidence of Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Literacy Practices</td>
<td>We revisited our Tier 1 literacy practices as we realized that some of the identified practices were not universal daily practices but rather Tier 2 ‘some of the time’ practices. We met as Divisional Teams and agreed upon 10 ‘must have’ universal practices for literacy growth and development. See Tier 1: Universal Daily Literacy Practices.</td>
<td>Evidence of Tier 1 practices in classrooms</td>
</tr>
<tr>
<td>Home Reading Program</td>
<td>A home reading program has been implemented this year Gr. 1-6. Student success is celebrated in monthly assemblies. A nightly expectation of reading at home will strengthen reading ability and confidence.</td>
<td>High participation rates Celebration of success</td>
</tr>
<tr>
<td>Planning and Assessment</td>
<td>Ongoing reading records and other formative assessments will continue to guide instruction and assessment. Central to planning and assessment is the tool Literacy Continuum.</td>
<td>Literacy Assessment Plans; Literacy Continuum; grade level achievement</td>
</tr>
</tbody>
</table>

Grade 1 reading project, Grade 6: comprehension improving, but vocabulary needs growth
## Goal 2a: Reading and Writing

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Actions</th>
<th>Measures/Evidence of Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary Development Across Curriculum</td>
<td>Use of anchor charts, graphic organizers, word walls, content vocabulary, word work -- all cross curricular</td>
<td>Evidence in classrooms Planning and assessment Staff dialogue</td>
</tr>
</tbody>
</table>
| Professional Development                        | ●  *Grade One Reading Project*: Our Grade One teachers are leading their students through this District initiative.  
●  *Assessment Community of Practice*: Our Kindergarten teacher is an integral part of the Assessment COP for Early Learning. She has also been collaborating with the K teachers of St. Lucy school for Powerteacher Pro assessments.  
●  *Pineapple Chart*: a pineapple chart is a system that allows teachers to invite one another into their classrooms for informal observation. On the chart teachers ‘advertise’ the interesting things they are doing in their classroom, activities they think others might want to observe. When a teacher sees something he/she is interested in, she/he goes to that classroom at the designated time, and sits down and observes. The key word is informal. | Impact on teacher efficacy and literacy practices Collaborative practices |
| Review/analysis of data                         | We are celebrating our growth in literacy!!                           | 2019 PATs  
Acceptable 100%  
Excellence 54.9%  
2018 PATs  
Acceptable 90.2%  
Excellence 27.9% |
Tier 1: Universal Literacy Practices

November 2019: As we reflected on our work from last year, we recognized that we had too many strategies in Tier 1 to be effective. So we asked the question

*What are your top 10 ‘must haves’ (universal practices that we all agree on) in each area of literacy learning?*

- Intellectual (literacy and numeracy)
- Social/Emotional (ready to learn)
- Physical
- Spiritual

Under each goal you will see universal literacy practices which reflect our ‘must haves’ this year.

<table>
<thead>
<tr>
<th>Category</th>
<th>K-3</th>
<th>4-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Home reading Daily read alouds Word work Independent/partner reading</td>
<td>Home reading Independent/partner reading CAFE Daily Read Aloud Word Wall</td>
</tr>
<tr>
<td>Writing</td>
<td>Modeled writing</td>
<td>Respond to Text Respond to Content Author’s Craft</td>
</tr>
<tr>
<td>Cross Curricular</td>
<td>Group discussion Writing responses (note taking, mapping, graphic organizers, etc) Content vocabulary Critical thinking questions Check-ins</td>
<td>Critical Thinking questions Group Discussion</td>
</tr>
</tbody>
</table>
By June 2020, student knowledge and skills in numeracy will improve through universal numeracy practices (Tier 1 and 2), with a focus on vocabulary development (unpacking problem solving skills, identifying appropriate computation strategies, etc.) Growth as indicated in classroom achievement, end of year MIPI, and the Math Provincial Achievement Test. We learned through Dr. Marion Small that literacy scores will increase with a focus on numeracy.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Actions</th>
<th>Measures/Evidence of Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Numeracy and Assessment Practices</td>
<td>We revisited our Tier 1 numeracy practices as we realized that some of the identified practices were not universal daily practices but rather Tier 2 ‘some of the time’ practices. We met as Divisional Teams and agreed upon 10 ‘must have’ universal practices for numeracy growth and development. See Tier 1: Universal Weekly Numeracy Practices. We administered the MIPI in June 2018 to guide the teachers in numeracy planning this year.</td>
<td>Evidence of Tier 1 practices in classrooms</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Actions</th>
<th>Measures/Evidence of Effectiveness</th>
</tr>
</thead>
</table>
| Professional Development                | ➢ Dr. Marian Small Math Professional Development for Administrators  
➢ Exploring Making Math Meaningful Resource  
➢ Hosted Tammy Myskiw, Division Math Consultant, for a Math Assessment PD with our community of schools  
➢ Provide math resource and more professional learning for staff  
➢ Utilize the Pineapple Strategy so teachers can receive peer feedback on lessons and also watch their peers teach math lessons of interest | Impact on teacher efficacy and numeracy practices  
Collaborative practices                                                                 |

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Actions</th>
<th>Measures/Evidence of Effectiveness</th>
</tr>
</thead>
</table>
| Review/analysis of data                 | We are celebrating our growth in numeracy!!                                                                       | 2019 PATs Acceptable 82.4% Excellence 7.8%  
2018 PATs Acceptable 60.7% Excellence 0%  
Math Intervention Programming Instrument Data  
Grade 1 2018-Grade 2 2019=9.5%  
Grade 2 2018-Grade 3 2019=0.1%  
Grade 3 2018-Grade 4 2019=8.7%  
Grade 4 2018-Grade 5 2019=0.9%                                                                 |
## Tier 1: Universal Weekly Numeracy Practices

<table>
<thead>
<tr>
<th>Category</th>
<th>K-3 Weekly</th>
<th>4-6 Weekly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies</td>
<td>Mini lessons with student accountability</td>
<td>Mini lessons with student accountability</td>
</tr>
<tr>
<td></td>
<td>Math vocabulary</td>
<td>Gradual release of responsibility (I do, we do, you do together, you do independently)</td>
</tr>
<tr>
<td></td>
<td>Anchor charts</td>
<td>Anchor charts (visuals)</td>
</tr>
<tr>
<td></td>
<td>Math journals/notebooks</td>
<td>Math games</td>
</tr>
<tr>
<td></td>
<td>Math Games (Apps, Hands-on, etc)</td>
<td>Basic facts throughout the year</td>
</tr>
<tr>
<td></td>
<td>Authentic real world math problems</td>
<td>Math Apps (prodigy, IXL, Mathletics)</td>
</tr>
<tr>
<td></td>
<td>Basic facts throughout the year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multiple means of representation to show what you know</td>
<td></td>
</tr>
<tr>
<td></td>
<td>collaborative/group work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gradual release of responsibility (I do, we do, you do together, you do independently)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use manipulatives</td>
<td></td>
</tr>
</tbody>
</table>
Goal 3 - Wellness Literacy

Meeting the Needs of Our Diverse Learners

Literacy as the Foundation of Learning and Well-being
### Goal 3: Meeting the Needs of our Diverse Learners

(mental, physical, social, emotional and spiritual literacy)

By June 2020, staff and students will increase their awareness of the needs of our diverse learners and work collaboratively to identify appropriate levels of supports (Collaborative Response Model)

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Actions</th>
<th>Measures/Evidence of Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Social and Emotional Literacy Practices (Ready to Learn)</td>
<td>We revisited our Tier 1 Social and Emotional Literacy practices as we realized that some of the identified practices were not universal daily practices but rather Tier 2 ‘some of the time’ practices. We met as Divisional Teams and agreed upon 10 ‘must have’ universal practices for social and emotional growth. See Tier 1: Universal Social and Emotional Practices. Use of Safe and Caring Schools tools (ie: The Walk Around: Teacher Companion Tool; The Walk Around: A School Leader’s Observation Guide)</td>
<td>Evidence of Tier 1 practices in classrooms Mental Health and Wellness will be evident as social and emotional regulation is practiced Students feel safe, secure, and that they belong</td>
</tr>
<tr>
<td>Universal Physical Literacy Practices</td>
<td>We revisited our Tier 1 Physical Literacy practices as we realized that some of the identified practices were not universal daily practices but rather Tier 2 ‘some of the time’ practices. We have now agreed upon 10 ‘must have’ universal practices for physical literacy growth. See Tier 1: Universal Physical Literacy Practices Wellness Room Drum Fit Indoor Recess Wellness Club - Healthy initiatives throughout the year Wellness Lead Teacher took students to Mental Health Symposium Glow Program (Gr. 6 teacher/trainer)</td>
<td>High participation rates Celebration of success</td>
</tr>
<tr>
<td>Planning and Assessment</td>
<td>Collaborative Team Meetings will be held every 4-6 weeks, beginning in January. Teams include Grade Teacher partners, Education Assistants, Learning Coach, Administration, and other MDT members (SLP, TABT, OT). Meetings are 45 minutes and include: celebrating our successes (what is going well); choose 2-3 student needs to highlight and invite feedback/insight on helpful practices; identify actions to be carried out from now until next meeting. Educational Assistants - Professional Development/Professional Learning Communities</td>
<td>Staff Satisfaction Survey indicates that staff wish to learn more about: - differentiating learning experiences for all students - continuous improvement through data analysis - providing the necessary supports for children with special needs. We are confident that our ongoing work with the Collaborative Response Model will help us to learn together, collaborate together, and support each other in the best ways to meet the diverse needs of our learners (as well as ourselves!)</td>
</tr>
</tbody>
</table>
## Tier 1: Universal Social and Emotional Practices

<table>
<thead>
<tr>
<th>Ready to Learn</th>
<th>K-3</th>
<th>4-6</th>
</tr>
</thead>
</table>
| **Strategies** | Faith based modeling/teaching Established relationships Consistent routines Clear expectations Classroom mission statement Visual schedule Positive Behaviour Supports (do vs. do not, encouragement, positive language) Balance of kinesthetic, audio, visual learning activities FM System Growth Mindset | Faith based modeling/teaching Established relationships Consistent routines Clear expectations Classroom mission statement Visual schedule Positive Behaviour Supports (do vs. do not, encouragement, positive language) Balance of kinesthetic, audio, visual learning activities | }

## Tier 1: Universal Physical Literacy Practices

<table>
<thead>
<tr>
<th>Physical Literacy</th>
<th>K-3</th>
<th>4-6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategies</strong></td>
<td>Wellness breaks/brain breaks Flexible seating Personal space Wellness tips (healthy food/handwashing, etc) Kinesthetic learning activities (actions, movement, hands on)</td>
<td>Movement breaks Wellness break Personal space (body, spacial awareness)</td>
</tr>
</tbody>
</table>
Making Connections
Whole Body Wellness
Making Connections

Our ‘whole body’ wellness framework is circular in nature and mirrors our Catholic teachings of ‘wholeness’ and ‘oneness’. We see similar paradigms (circle teachings) in the Holistic world view and Indigenous worldviews. Our District Theme and Logo: “Walking Together in the Light of Christ” resonates in our Literacy Wellness Framework.
Catholic

**Katholos:** ‘including everybody, all people are welcome, forming a community of believers that reflects diversity and unity in faith.’

**Kata** - every, including all

**Holos** - root of the word whole; different elements uniting and working together.

Holistic

identity, community, nature, meaning, values, purpose
Indigenous Worldview - Cree - Nehiyaw

we are all connected
life is sacred

emotional
physical
mental
spiritual
realms are part of the whole

each part of the circle reflects
gifts of wellness
Affirmations

I am focused and capable of greatness!

I am healthy and will take care of myself!

God is my ground and center!
“Let your light shine bright before others, so that they may see your good works…” (Matthew 5:16)
Thank you all for your incredible hearts and hands for Christ