School Plan for Continuous Growth
Katherine Therrien Catholic Elementary School
2015-2018

The Catholic school “must be a place of mercy freely given, where everyone can feel welcomed, loved, forgiven and encouraged to live the good life of the Gospel.”
(Pope Francis, Evangelii Gaudium: The Joy of the Gospel, 114)
Edmonton Catholic School District Foundation Statements

**District Mission Statement**

Inspired by
- Love of the Father
- Faith in Jesus Christ
- Hope from the Holy Spirit

We believe in God and we believe
- that each person is created in the image and likeness of God
- that each child is a precious gift and sacred responsibility
- in the goodness, dignity and worth of each person
  - that Christ is our model and our teacher
  - in celebrating and witnessing our faith
  - in transforming the world through Catholic education
  - that Catholic education includes spiritual growth and fulfillment
  - that learning is a lifelong journey
  - that all can learn and develop their gifts
  - in building inclusive Christ-centred communities for service to one another
  - that all have rights, roles and responsibilities for which they are accountable
  - that Catholic education is a shared responsibility in which parents have a primary role

The mission of Edmonton Catholic Schools is to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another.

**District Vision**

Our students will learn together, work together and pray together in answering the call to a faith-filled life of service.

**A Statement of 21st Century Learning in Edmonton Catholic Schools**

*Preparing our students for a world not yet realized*

In keeping with our Foundation Statement, the students and staff of Edmonton Catholic Schools commit to 21st century learning. In support of hopeful Christ-centred living, in a society transformed by globalization, technological innovation and human ingenuity, 21st century learning complements our commitment as a Catholic community of learners, leaders and educators.

Edmonton Catholic Schools fosters faith-based learning that deeply engages all staff and students in 21st century learning opportunities. All facets of the learning system—curriculum, instruction, assessment, professional learning, accountability and resource allocation—are in support of 21st century learning. Students will be creative, digitally aware, critical-thinking global citizens, analysts, communicators and producers engaged in learning that is conceptual and authentic within a faith-based environment.
Guided by our moral compass and focused on the common good, students and staff will be self-directed, adaptable, discerning and curious, as they engage individually and collaboratively in 21st century learning.

**Defining Statement of Inclusive Education for ECSD: Katholos-Education for Life for All**

In accordance with our District Foundation Statement, all resident* students and their parents/caregivers are welcomed into our schools. The Learning Team is committed to collaborating, identifying, applying and monitoring practices enabling all students to reach their potential, spiritually, socially, emotionally, physically and academically within the Programs of Study alongside their peers. (*as defined by the School Act).

KATHERINE THERRIEN CATHOLIC ELEMENTARY SCHOOL

**MISSION AND VISION**

**Mission:** We are committed to providing a Christ centered learning environment that engages and inspires all of God’s children to become life-long learners who reach their full potential.

**Vision:** To ignite all learners in becoming risk takers and critical thinkers, prepared to serve with compassion, guided by the teachings of Christ.

**Katherine Therrien School’s Theme:** *Do What God Does...Live in Love*

**Katherine Therrien School’s Journey:** *To live as we are called – to love ourselves, to love one another, to love God.*

**SCHOOL CONTEXT**

**School Population**

207 Students:

100 Voices – 41 (A.M./P.M. classes), Kindergarten - 20 (A.M.), Grade 1 – 20, Grade 1/2 – 17, Grade 2 – 20, Grade 3 – 27, Grade 4 - 24, Grade 5 – 14, Grade 6 – 24

**ELL and FNMI**

ELL Students: 43 - Grades 1-6, 9 - Kindergarten

FNMI Students: 15 - Grades 1-6, 0 - Kindergarten

**Special Needs Students**

Severe Code - 2 students
**TRANSFORM**

Foci – Guided Literacy Instruction, Guided Numeracy Instruction, Formative Assessment

- TRANSFORM foci on extending/improving upon best practices in literacy instruction, and implementing a direction on building teacher aptitude in numeracy instruction and formative assessment.
- Access TRANSFORM model: “Teaching Partnerships to Enhance Literacy and Numeracy” whereby teachers are professionally supported through release time to allow for mentoring/coaching, receiving site-based PD and attending off-site PD.
- Formative assessment data will target instruction and implement change to the structure and content of multiage groupings.
- Learning Coaches, TRANSFORM lead teacher, and Tech Coaches will team to target and plan for the academic needs of ALL students and to support classroom teachers in doing the same.
- A Professional Development focus on numeracy, namely on The 7 Mathematical Processes, Guided Math, formative assessment utilizing MIPI (Math Intervention Programming Instrument), and the digital assessment/instructional tools of Mathletics, and Leaps and Bounds Mathematical Intervention.
- The Daily Five, Literacy CAFE, Guided Reading, reading conferences/running records, Fountas and Pinnell Benchmark Assessments, and Leveled Literacy Intervention will be continued foci for a balanced literacy program in Kindergarten to Grade 6.
- TRANSFORM Lead Teacher and Learning Coach to attend Buck Institute to further the implementation of PBL.
- Pedagogical Shifts embedded in TRANSFORM journey: formative assessment, differentiated instruction, and multi-grade instruction

**Technology Plan**

This year we are seeking to build inventory of devices, namely laptops and desktops, for student use and to build the proficiency and capacity of teachers to instruct with varied mobile and desktop devices using Web 2.0 tools.

Supported through School Council/CIP Grant, KT acquired two class sets of iPads (50 in total) and two iPad carts in 2014-2015.

KT will subscribe to the ECSD Mobile Device Management as a means of enabling IITS to support all iPads at KT.

Essential at KT this year will be the implementation of an Evergreening Technology Plan for teacher computers, as well as for student desktops in the multimedia center; all machines are aging and experience malfunction, additionally not all desktops will continue to be supported through ECSD due to type/age. Computers For Schools was accessed twice in
2014-2015 and once again in 2015-2016 as a means of building inventory/replacing malfunctioning desktops and laptops. This year KT will begin to evergreen desktops for both teacher and student use through devices purchased through ECSD.

Technology Coaches - Model for 2015-2016
As a means of continuing to build proficiency and capacity in technological leadership, two teachers will attend all EmTech PD sessions together. This model allows both tech mentors to support one another as they implement tools and strategies, and subsequently instruct staff and students in their garnered knowledge.

REVIEW OF SCHOOL’S THREE YEAR PLAN

The 2014-2015 Growth Plan was reviewed and revised by staff on September 24, 2015, October 8, 2015, and October 15, 2015. Through collaboration and critical analysis, all goals, strategies and actions were analyzed and assessed by staff to have either been met (M), partially met (PM) or not met (NM). Both new and revised goals, strategies and actions were then determined based on data and school needs, and were charted and initiated for a three year cycle commencing 2015-2016 to improve and enhance the quality and integrity of instruction at Katherine Therrien Catholic School.

KATHERINE THERRIEN CATHOLIC ELEMENTARY SCHOOL
GOALS, STRATEGIES, AND ACTIONS: 2014-2017

Edmonton Catholic Schools
Goal One: An excellent start to learning
1.3 Identify and implement best practices that align with excellent early learning pedagogy and learning environments to realize transformed education as described in the May 6, 2013, Ministerial Order on Student Learning. An excellent start to learning necessitates a focus upon developing competencies and in particular the foundational competencies of literacy and numeracy.

Katherine Therrien Catholic Elementary School
Strategy
Utilize multi-graded groupings, combining grades and divisions, to engage in project based learning opportunities that incorporate permeation of faith and core curricular subjects, infused with Web 2.0 tools.

Actions
M-Establish multi-graded blocks of instruction to occur as a means of enhancing student learning and developing emotional, spiritual, and social awareness
M-Collaborate and plan with our EmTech Consultant and TRANSFORM Manager as KT continues to journey through TRANSFORM
M- Employ varied teaching and learning strategies that apply Pedagogical Shifts and Web 2.0 Tools
M-Allow student involvement, through varied activity/project choice and assessment, while targeting outcomes from the Programs of Study
M-Encourage teachers to lead one another in technology, Reggio philosophy, Project Based Learning and Curriculum Redesign in order to build capacity within our community of educators Implement UDL tools to foster student engagement and differentiated learning
PM-Build upon inventory and use of mobile devices that will allow for students to learn in varied areas of the school, ultimately allowing for increased collaboration, engagement, and authentic learning experiences
M-Provide opportunities for peer to peer collaboration
M-Allow for student input and reflection through assessment
M-Provide opportunities for student self-reflection, stemming from Multimedia Time and Project Based Learning opportunities
M-Provide opportunities for classes and teachers to collaborate and design whole school liturgical and classroom celebrations in connection with St. Edmund Parish (Father Baska)
M-Continue commitment to HOPE KIDS (students in Grade 6 connecting with Dickinsfield Long Term and Extended Care Centre)

**Strategy**
Implement specific teaching and learning strategies, namely Project Based Learning, as a means of developing the foundational competencies of literacy and numeracy.

**Actions**
PM-Establish and honor a daily Literacy Block, combined with LC support/team teaching, for the instruction of basic skills in reading and writing during Multimedia Time Blocks and within individual classrooms
M-Devote PD time throughout the year to Balanced Literacy instruction, English Language Learner instruction, Project Based Learning, and Web 2.0 instructional strategies/tools
M-Enable two lead teachers, one from each Division (grade 1 and 6), to attend Buck Institute PD in September 2014
M-Schedule Write-On dates once per term to showcase and assess narrative and expository writing, serving as writing snapshots/benchmarks throughout the year
PM-Structure time for monthly PD at staff meetings, facilitated by lead teachers in technology, PBL and Curriculum
Redesign to build teacher capacity in exploring new strategies in instruction and assessment tools
PM-Structure time for monthly Multimedia Planning within staff meetings, focusing on collaborative planning to create engaging literacy and numeracy learning opportunities for students of ALL abilities
M-Structure time for the monthly sharing of Best Practices and classroom visits which will provide teachers from all grade levels time to share, co-create, and reflect on innovative and promising lessons/assessments they have implemented in their classrooms
M-Learning Coach time will be accessible, and scheduled, to support and mentor teachers in the implementation of current, and leading, instructional practices within classroom
M-Learning Coach to establish classroom profiles for the purpose of identifying students, and supporting teachers in targeting instruction to meet diverse student needs
M-Target FNMI and ELL students with the use of Fountas and Pinnell Benchmarks, monitoring growth and implementing literacy strategies for improvement
M-Collaboration with RCSD in meeting the needs of our students
M-Use LLI (Leveled Literacy Intervention) to target struggling readers
PM-Use best writing practices (Barbara Mariconda, Lucy Culkins, etc.) within writing workshops/guided writing to build writing skills across all grade levels

_**Edmonton Catholic Schools**_

**Goal Two: Success for every student**

2.2 Ensure that every school and department is committed to improving student learning and achievement within the context of a 21st century Catholic learning community.
   a) Continue with “Transform! Engage in Christ-Centred Learning for Today and Tomorrow” plan focusing on the goals as described in the Ministerial Order on Student Learning (May 6, 2013).
   b) Ensure that technologies are embedded into the instructional design.

_**Katherine Therrien Catholic Elementary School**_

**A. Strategy**
Gather and analyze varied data to develop an understanding of the key areas for improvement.

**Actions**
M-Meet as a professional learning community on a bi-weekly basis to engage in focused reflective dialogue, review data related to learning results, provide PD for colleagues
M-Use PBL terminology and structure as part of common language among students, teachers and educational assistants
M-Create common and consistent assessment tasks during Multimedia Instruction
PM-Analyze SLA and PAT data to target instruction
M-Consistently use Balanced Literacy Strategies within Daily Literacy Block– Daily Five, Literacy CAFE, Guided Reading, running records, Fountas and Pinnell Benchmark Assessment, Leveled Literacy Intervention, etc.
M-Establish a peer tutoring program whereby grade six students are trained to serve as tutors to grade one struggling readers
M-Learning Coach, TRANSFORM lead teachers, Curriculum Redesign lead teachers and Tech Coaches will team to target and plan for the academic needs of ALL students and to support classroom teachers in doing the same
M-Collaboration with our EmTech Consultant and TRANSFORM Manager to plan for instruction, strategies, and tools to enhance student learning rooted in PBL and infused with Web 2.0 tools

B. Strategy
Build teacher capacity and leadership to ensure technologies are embedded in authentic and engaging learning opportunities.

Actions
M-Allow for two lead teachers to share the role of Tech Mentor, one from each division (grade one and grade four) to work in a cross-graded/dynamic format with EmTech support, enabling mentors to diffuse understanding/skill set within all grades and with all teachers
M-Both Tech Coaches to attend District PD on Communities of Practice throughout the 2014-15 school year
PM-Structure time for monthly PD at staff meeting as a means of allowing teachers to work with Tech Coaches/EmTech consultant and Web 2.0 tools as a means of hands-on learning
PM-Provide professional learning opportunities, led by our EmTech Consultant to assist teachers in how to use varied mobile devices (laptops, iPads) to enhance learning and address specific learning needs for all students
PM-Increase technology inventory to include a class set of mobile devices, namely laptops, for the 2014-2015 school year

Edmonton Catholic Schools
Goal Five: Live the distinctiveness of Catholic education
This goal is central to our mission and is fundamental to our being.
5.1 Demonstrate the distinctiveness and advantages of Catholic education.
   a) Cultivate and support a Catholic ethos/environment within each site.
   b) Demonstrate a way of life rooted in the Catholic Christian call to discipleship and service.
   c) Ensure that permeation of faith remains central in all our day to day practices.

Katherine Therrien Catholic Elementary School
A. Strategy
Nurture our Catholic Faith, both within and beyond the school environment, as a means of allowing students to grow in their relationship with God.

Actions
M-HOPE KIDS- students from grade 6 connecting with Dickinsfield Long Term and Extended Care Centre throughout the year
M-The artifacts and images of the FNMI culture will be visible throughout the school and celebrated on a ‘feature wall’ in the school
PM-KT Student Leadership will organize and oversee the KTTV Morning Broadcast that showcases student-led prayers and reflections led by 100 Voices to grade 6 students
M-KT will celebrate, as a Catholic School community, liturgical seasons and celebrations throughout the school year (Advent, Ash Wednesday, Lent, and Easter)
M-KT will recognize Catholic students who receive their Holy Sacraments throughout the school year
M-Each month, a designated class from 100 Voices to grade 6, will select, introduce and explore the varied meanings of Shalom through a piece of teacher/student selected literature
M-Each class from 100 Voices to grade 6 will decorate the ‘Growing in the Spirit Hallway’ with student created artwork that celebrates our Catholicity
PM-Parents of KT will celebrate and participate as a school community in organizing special theme days, such as Katherine Therrien Day
PM-Ensuring a meaningful connection is made to the FNMI culture by bringing in Elders and guest speakers; incorporating FNMI culture into Katherine Therrien Day in January
M-Students will assume varied roles in leading celebrations and liturgies, both at school and at St. Edmund’s Parish
M-Teachers will ensure that each classroom has a prominent liturgical table that evolves with the liturgical seasons
M-Artifacts of our Catholic faith will be accessible and visible in every classroom and learning space throughout the school

B. Strategy
Facilitate students to serve with compassion, guided by the teachings of Christ, by establishing a school focus on social justice projects that will build awareness and support for our brothers and sisters within Edmonton Catholic Schools, as well as for those beyond.

Actions
M-Participate in a Cereal Drive for St. Francis of Assisi School as part of our Thanksgiving Liturgical Celebration, carried through the month of October
M-Collect school-wide donations for food hampers, to be delivered to members of the Katherine Therrien School community
M-Initiate school-wide campaign to collect items for homeless
M-Support Sign of Hope as well as Change for Children, under the direction of Brenda McDonald, through student awareness activities such as the Water Challenge/Water to Survive and Hunger Games/Food Justice Relay Race
NM-Collect school-wide donations of gently used clothing for Kids Kottage

C. Strategy
In beginning Year 1 of our Mission and Vision, and by utilizing varied and rich literature, we will strive to create and live within an “Environment of Shalom” at Katherine Therrien School.

Actions
M-On September 18, 2014 the first theme book, The Man with The Violin was presented to all parents during Meet the Staff Evening. This book supports creating and living within an environment of Shalom; it is a book that speaks to peace, gratitude, appreciation, completeness and well-being.
M-On September 19, 2014, the school community was invited to gather in the gym for the School Opening Celebration, presided by the parish priest of St. Edmund, to introduce the District theme of ‘Life of Grace…Journey of Shalom’, and to introduce KT’s initiative of creating and sustaining within the community of Katherine Therrien an ‘Environment of Shalom’.
M-With each monthly celebration throughout the year, a new book will be introduced and connected to creating an “Environment of Shalom” at Katherine Therrien. Teachers and students from each class will have choice in deciding on the literature to be shared, taught and displayed (through text as well as through written and artistic depiction) to the entire school community. This piece of literature will communicate how we are called to serve with compassion and be guided by the teachings of Christ. Student work will be displayed in the ‘Growing in the Spirit’ hallway.
M-Each grade is assigned a month during which to prepare an assembly with a focus on creating an “Environment of Shalom”, having students within that grade write and share prayers on the KTTV morning broadcast.
PM-Throughout the course of the school year, the parish priest of St. Edmund as well as the Sacramental Preparation Liaison, will visit KT to build relationship between parish and school
M- The parish priest of St. Edmund will celebrate liturgies throughout the year, communicating his messages through his homilies, in order to deepen our connection with the teachings of Jesus Christ.
NM-The parish priest of St. Edmund will attend the grade 4 Bible Celebration in the fall
M-As a school community, we will travel to St. Edmund’s Parish for several Masses throughout the year, including Advent Mass and Grade 6 Farewell.
Provide the opportunity for six grade students and the grade six teacher to attend The Edmonton Catholic Schools Annual Elementary Student Leadership Symposium on October 15th and then deliver information and provide insight to the entire school community.

Have both tech mentors attend the Community of Practice, ‘Digital Storytelling – Religion’ (December 8, 2014) in order to infuse technology into religious studies with a Project Based Learning approach during multi-aged instruction.

**Areas for Implementing Growth**

- Facilitate teaching partnerships/mentoring to enhance literacy and numeracy (co-teach, co-plan, dialogue, problem-solve)
- Teachers of grades 1&2, 3&4, 5&6 to collaborate and co-plan to target reading instruction through combined student groupings between grades
- Learning Coaches to support at-risk students in literacy and numeracy
- Structure time for colleagues to collaborate, allowing for the sharing of information within own site to build capacity, share skill sets and develop/refine best practices.
- Incorporate reflective practices into staff meetings and provide monthly PD sessions, offered by ‘resident’ experts on staff in PBL, Web 2.0 tools, Robotics, Balanced Literacy and Balanced Numeracy best practices
- Create/schedule opportunities for staff and students to be involved in implementing greater use of technology through mini-workshops, supported by tech coaches and Emtech consultants
- Instructional support from EmTech and Tech coaches with Web 2.0 tools, OneNote and Office 365.
- Focused mentorship of beginning teachers by Learning Coaches - support/modeling of best practices in literacy and numeracy instruction
- A school wide focus on literacy, and numeracy, with dedicated instruction to multi-grade literacy and numeracy instruction
- Refine instructional strategies to support narrative and expository writing, and reading accuracy/fluency/comprehension. School wide writing days to be used as formative assessment, in addition to classroom writing workshops, guided reading instruction, reading conferences and peer tutoring
- Multi-aged grouping instructional minutes to be rooted in literacy and numeracy, supported by both Principal, Assistant Principal/Learning Coach.
- Increased attendance/participation in Eucharistic masses, as well as social justice/service; students and staff striving to serve and support those within our community and beyond.

**Data Analysis**

PAT, Regression Analysis, Accountability Pillar, Tell Them From Me and Thoughtexchange data were reviewed and analyzed by staff on October 8 and November 12, and with School Council on November 18.

Goals, strategies and actions for the 2015-2016 School Growth Plan were collectively
determined and subsequently reviewed by staff on September 24, October 8, October 15 and November 12, and presented to School Council for discussion and input on November 18.

**PAT, Regression Analysis**

Teachers and administrators worked in small groups to examine PAT results, utilizing analysis tools provided by LSI, and to reflect upon the need for improvement in Language Arts, Mathematics, Social Studies and Science as results indicated school performance to be below that of the District and Province. Results from Regression Analysis indicate scores to be below expectation in all core subjects. Goals, strategies and actions were analytically developed by staff based on PAT results.

**Accountability Pillar**

*Safe and Caring Schools/Student Learning Opportunities – Overall Measure: Excellent, Improvement: Maintained*

*Student Learning Achievement (PAT Grade 6) – Overall Measure: Concern, Improvement: Declined (Declined in Language Arts, Science, Math) (Maintained in Social Studies)*

*Preparation for Lifelong Learning, World of Work, Citizenship – Overall Measure: Excellent, Improvement: Maintained*

*Parental Involvement – Overall Measure: Excellent, Improvement: Maintained*

*Continuous Improvement – Overall Measure: Issue, Improvement: Declined (Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. Question: In your opinion, has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years.*

**Tell Them From Me**

Students in grades 4-6 participated. School results, as compared to Canada norms, were extremely positive, being only very slightly above Canada norms (1%) in “Students with moderate or high levels of anxiety” and very slightly above Canada norms (1%) in “Bullying and Exclusion”.

**Thoughtexchange**


**Discipline/Referrals**

Each classroom teacher develops and implements a classroom/child behavior plan that is rooted in open communication with students, parents and administration and fundamentally addresses the creation of a Catholic environment within each classroom to ensure our Catholic faith remains central in all our day to day practices. Staff met in September 2015 to review and
revise the 2014-15 Student Code of Conduct, based on the Edmonton Catholic School District Administrative Polices and Regulations, Education Act, and Alberta Hyman Rights Act, and to subsequently draft the current 2015-2016 Student Code of Conduct.

Teacher and Classroom Assessments

A School Profile is compiled and distributed to teachers, by the Learning Coaches, at year’s end and updated at the onset of the year. It is updated, analyzed and reviewed with teachers and Principal throughout the year.
CCAT, CTBS, PAT and Struggling Reader results are reviewed by LCs, teachers and administration.
ELL Benchmark assessments are completed 3 times per year by classroom teachers and as needed by ELL designate.
Collaborative work with MDT and ERCSD occurs in conjunction with LC/administrative team and teachers throughout the year.
F&P assessments are completed by teachers and LCs, a minimum of three times per year for each student.
MIPI is administered in Sept./Oct. for students in grades 2-6.
Mathletics and Leaps and Bounds used to differentiate instruction for students in math, and serve as tools for formative assessment.
LLI occurs within the inclusive classroom setting for all at-risk students and struggling readers.
School-Wide Writing Days occur three times per year, with opportunities for teacher reflection and collaboration on direction for student instruction.
New and continued coding forms to be completed by LC to ensure funding for newly identified students.

Informal Staff and Parent Feedback

One-on-one PGP review completed in November, and subsequently reviewed in February and June.
Open door administrator policy for staff and parent input, questions, concerns
Opportunities for parent feedback during monthly School Council meetings
Edmonton Catholic Schools

District Goal One:  **Live the distinctiveness of Catholic education**

This goal is central to our mission and is fundamental to our being.

1.1 Demonstrate the distinctiveness and advantages of Catholic education. Cultivate and support a Catholic ethos/environment within each site.

   a) Demonstrate a way of life rooted in the Catholic Christian call to discipleship and service.
   b) Ensure that permeation of faith remains central in all our day to day practices.

1.3 Demonstrate commitment to and excellence in Catholic education.

   a) Deliver our Religious Education programs to all students as a spirit-filled lived experience.

Katherine Therrien Catholic Elementary School

A. **Strategy**

Nurture our Catholic Faith by fostering student and staff leadership and service, both within and beyond the school community.

**Actions**

- Students of the grade six Service Team will visit Dickinsfield Long Term Extended Care Centre six times throughout the year. Residents will be invited to attend Christmas Concerts in December as well as the KT Christmas Luncheon.
- Students of the grade six Service Team will broadcast KTTV morning announcements during which individual classes/host classes from 100 Voices-Grade 6 will take turns on a monthly rotation, with students from each class presenting announcements, morning prayers, sharing accomplishments and singing O’Canada. Host classes will gather in the multi-media center to allow for peers to join classmates in prayer.
- KT will recognize Catholic students who receive their Holy Sacraments throughout the school year by gifting each with a blessed cross pendant, and the grade six students who are leaving KT with a blessed crucifix. Presentations to occur during the Farewell Celebration following the Year-end Mass.
- Each month a designated class from 100 Voices to grade 6 will select, explore and then introduce a piece of student selected literature, to connect to KT’s theme - “Do What God Does...Live in Love”.
- Staff will contribute to the Life of Grace...Journey of Love staff bulletin board, displaying pictures of loved ones, messages of dedication to the profession (expressing love of the children, love of their work).
- Students will assume varied roles in leading celebrations and liturgies, both at school and at St. Edmund’s Parish.
Teachers will collaborate with the school chaplain to prepare liturgies and celebrations, developing a deeper understanding of planning for masses and celebrations.

Teachers will display a prominent liturgical table within their classrooms that evolves with the liturgical seasons. There will also be a liturgical table in the common area of the multi-media center as a focal point for morning announcements.

The meaning and significance of the blessed holy water from the School Opening Celebration will be revisited throughout the year, a vessel to remain on classroom liturgical tables and to be used by the children and staff.

B. Strategy
Guided by the teachings of Christ, students and staff will undertake social justice and service projects that build awareness and support for our brothers and sisters within the community of Katherine Therrien School, Edmonton Catholic Schools, and beyond.

Actions

- Participate in a collecting food for the Food Bank and KT families at Thanksgiving (Celebration) and Advent (Christmas Concerts)
- During Advent, staff will participate in a toy exchange, with all toy proceeds going to children of families in need within the KT community
- The Kindergarten class/children will collect gently used clothing and toys for children in Nicaragua, to be brought to Nicaragua by a member of the KT community
- School-wide commitment to the financial support of the refugee family of four from St. Edmund Parish, helping to financially sustain the family for the upcoming year once they arrive in January 2016.
- Each class, from 100 Voices to Grade 6, as well as office staff, will undertake a fundraising effort, throughout the course of the year, to raise funds to support the refugee family from St. Edmund Parish, as well as through a silver coin collection during Christmas concerts.
- Student Music Ministry to be formed, open to students from grades 1-6, preparing students to take the lead in singing during liturgies and celebrations both at school and at church.

C. Strategy
Live out our school theme: “Do What God does...Live in Love”, as it connects to Mark One – Grounded in a Christian Anthropology, and Mark Two – Imbued with a Catholic Worldview, providing opportunities for staff and students to actively live out their faith.

Actions

- On September 16th, 2015 Katherine Therrien School was honored to have both Edmonton Catholic School District Chaplains celebrate the new school year in an opening celebration – A Celebration of Blessing. Students, staff and guests received a blessing to begin the new school year, vessels of water were also blessed for each classroom’s liturgical table, and the importance and significance of Holy Water and Baptism were expounded by our District Chaplains during the celebration and as well as
during individual classroom visits. This Celebration of Blessing was a first for Katherine Therrien School.

- On September 17, 2015 our school’s theme book, *I Believe in Me - A Book of Affirmations*, by Connie Bowen, was presented to all parents during our Meet the Staff Evening. This book supports living out the belief/message that we are blessed and that God within us is our power. The affirmations are intended to inspire us, and the children we reach every day, to understand that we are loved by God, empowered by God, and called by God to act justly, with compassion and with love.

- On September 18, 2015, the school community attended mass at St. Edmund Parish. The Katherine Therrien School has committed to attending mass five times this year, five opportunities for celebrating the Eucharist: School Opening Mass, Advent Mass, Easter Mass, Katherine Therrien Feast Day, and Year End Mass. In 2014-2015, mass at the parish was attended three times.

- On September 24, 2015 both the KT Mission and Vision statements were reviewed with staff. Revisions were based on the criteria of Mark One of the Five Marks of Catholic School Identity and were also intended to support our 2015-2016 KT school theme, ‘Do What God Does...Live in Love’, and KT Journey, “To live as we are called – to love ourselves, to love one another, to love God”.

- Monthly celebrations/assemblies throughout the year will center on making literature connections to the theme book *I Believe in me – A Book of Affirmations*, Teachers and students from each class will have choice in deciding on the literature to be shared, taught and displayed, connecting to the school’s/district’s themes.

- All students and staff begin and end the day in prayer, as well as pray before lunch

- Children’s liturgy choir to be established and meet monthly under the guidance of the grades four and five teachers

- Correspondence, such as monthly newsletters, reflect our Catholic Faith through prayer and scripture, and include the school’s mission and vision statements

- Each classroom, and the main foyer, to display the school’s mission statement

- Maintain a liturgical table in the foyer of the school as a reflection of our faith and the changing liturgical seasons, as well as maintaining a prayer table in the multimedia center as a focal point for morning announcements and for reflection during large group gatherings/times of instruction

- As a Catholic school community, KT will celebrate our feast day - *KT Faith Day* -, liturgical seasons and school-wide celebrations by inviting District Chaplains, religious education consultant, St. Edmund parish priest and staff of ALS to attend/celebrate.

- District Chaplains to concelebrate mass on KT Day, January 29, 2016 at St. Edmund Parish. A day of faith based activities for the children at KT will follow mass.

- Principal to meet with the Sacramental Education Coordinator for the Catholic Archdiocese of Edmonton, as well as that of St. Edmund Parish, throughout the year to work through the Archdiocese’s resource, ‘Standards for Preparing Children and Youth for the Sacraments’.

- Priest from St. Edmund Parish invited to attend/celebrate the grade 4 Bible Celebration in the fall.
- Grade six students and the grade five teacher to attend The Edmonton Catholic Schools Annual Elementary Student Leadership Symposium on October 19, 2015 and then deliver information and provide insight to the entire school community.
- Commit to the Terry fox Walk and Jump Rope for Heart to support research for cancer, and for the Heart and Stroke Foundation.

Edmonton Catholic Schools
District Goal Two: **Every student is successful**

2.6 Ensure that every school and department is committed to improving student learning and achievement within the context of a 21st century Catholic learning community.  
   a) Continue with “Transform! Engage in Christ-Centred Learning for Today and Tomorrow” plan focusing on the goals as described in the Ministerial Order on Student Learning (May 6, 2013), which includes a focus on literacy, numeracy and the competencies described therein (reference District Goal One: 2.3).  
   b) Ensure that assessment practices are aligned with 21st century competencies and that schools utilize a range of assessment data, including informal, formal, standardized and provincial assessment and test results, to inform instruction for improvement in identified areas.

Katherine Therrien Catholic Elementary School
A. Strategy
Analyze student assessment data to best understand areas for student and staff growth, and act upon these key areas for improvement.

Actions
- Analyze SLA, PAT, F&P (Fountas and Pinnell), MIPI (Math Intervention Programming Instrument) and Struggling Reader data at the onset of the year, and throughout the year, to target instruction and implement change to the structure and content of multiage groupings
- Implement guided literacy and guided numeracy blocks of instruction twice-weekly, in multiage groupings, namely grades 1&2, 3&4, 5&6
- Daily use of Balanced Literacy Strategies within multiage groupings and individual classroom, instruction. Literacy Block to include Daily Five, Literacy CAFE, Guided Reading, reading conferences/running records, Fountas and Pinnell Benchmark Assessments, Leveled Literacy Intervention
- Implement teacher literacy binder, as a tool/focus for teacher instruction and student documentation that reflects student assessment, growth and literacy block planning
- Utilize a peer tutoring program throughout the year whereby grade five and six students serve as reading tutors twice per week to grade one and two struggling readers, based on F&P assessments
- School purchase of Raz-Kids – leveled eBooks that students can listen to, read, record themselves reading, and assess their own comprehension.
- TRANSFORM foci on extending/improving upon best practices in literacy instruction, and implementing a direction on building teacher aptitude in numeracy instruction and formative assessment
- Access TRANSFORM model: “Teaching Partnerships to Enhance Literacy and Numeracy” whereby teachers are professionally supported through release time to allow for mentoring/coaching, receiving site-based PD and attending off-site PD.
- Collaboration with, and school visits by, Elementary Math Consultant to receive PD in the implementation of MIPI, Mathletics and Leaps and Bounds, as well as with targeting instruction geared towards math processes (through guided math/numeracy instruction) and rooted in formative assessment
- Learning Coaches, TRANSFORM lead teacher, and tech. mentors will team to target and plan for the academic needs of ALL students and to support classroom teachers in doing the same

B. Strategy
Build teacher capacity to ensure that best instructional practices, and authentic and purposeful learning opportunities, exist for all students.

Actions
- Teachers in Divisions I and II to attend Professional Development focused on numeracy, namely on The 7 Mathematical Processes, formative assessment, and the digital assessment/instructional tools of Mathletics and Leaps and Bounds.
- Two lead teachers, one in each division, to attend PD on Mathletics
- Four teachers, across grades, as well as learning coaches and administration to attend math PD presented by Dr. Marian Small in Leaps and Bounds/Critical Thinking
- Two teachers, one in each division, to attend Numeracy and Technology PD
- Four teachers, across grades, to attend PD on supporting Numeracy for all Learners/Assessment Strategies
- TRANSFORM Lead and Learning Coach to attend Buck Institute to further the implementation of PBL.
- Three teachers to attend PD on teachers new to teaching Social Studies and Science
- Two lead teachers to share the role of Tech Mentor, one from each division (100 Voices and Grade Four) as a means of building tech. capacity
- Structure time for teachers to meet, at least monthly, to focus on analyzing formative assessments in guided literacy and guided numeracy blocks and to plan for best grouping of students and appropriate instruction
- “Grow A Coach” model with a shared LC role during the 2015-2016 year to build LC capacity
- O.1 FTE Emotional Behavior Specialist to support students and staff at KT for 2015-2016
- Both tech. mentors to attend District PD on Communities of Practice throughout the year
- EmTech consultants to provide PD for staff on OneNote and Office 360 throughout the year, commencing on October 8, 2015 as a means of hands-on learning for teachers
- Implement use of iPads for guided literacy and guided numeracy, as well as for PBL
Tech. mentors to introduce school purchased robotics kits (Dash and Dot, Ozobots, KIBO) through staff PD focused on student instruction on programming/coding
- Provide each teacher with the use of an iPad for student documentation/assessment
- Increase technology inventory to include a class set of laptops, for the 2015-16 school year

Edmonton Catholic Schools
District Goal Three: **Quality teaching and school leadership**

3.1  Provide professional learning opportunities that build the capacity of all staff.

3.3  Increase academic achievements by promoting successful practices in teaching to support all students in the 21st century.

Katherine Therrien Catholic Elementary School
A. **Strategy**
   Implement ‘Guided Literacy’ and ‘Guided Numeracy’ within a cross-graded learning environment.

**Actions**
- Multi-grade blocks of literacy and numeracy instruction to occur twice weekly as a means of enhancing student learning and assessment
- Daily Five/Guided Reading & Writing approach to multi-grade literacy blocks of instruction, supported by LCs to target struggling students
- Teaching support from LCs in guided writing during multi-grade literacy blocks of instruction
- Collaborate and plan with Elementary Math Consultant, TRANSFORM lead teacher and learning coaches to continue TRANSFORM journey
- TRANSFORM journey to focus on Pedagogical Shifts of formative assessment, differentiated instruction, and multi-grade instruction
- Teachers to attend PD in literacy and numeracy and subsequently present site-based PD for colleagues
- EA to attend PD on supporting guided reading within the classroom
- Implement UDL tools to foster student engagement and differentiated learning
- Allow for student input and reflection through the development of assessment criteria such as rubrics, and through advanced awareness of learning targets/outcomes
- School purchase of Mathletics, and Leaps and Bounds as tools for numeracy instruction and formative assessment
- School purchase of Razz Kids to support guided reading through interactive/leveled eBooks.
B. Strategy
Implement specific teaching and learning strategies in literacy, numeracy and formative assessment.

Actions
- Establish and honor a daily Literacy Block, combined with LC support/team teaching, for the instruction of basic skills in reading and writing during Multimedia Time Blocks and within individual classrooms
- Devote PD time throughout the year to Balanced Literacy instruction, English Language Learner instruction, Project Based Learning, and Web 2.0 instructional strategies/tools
- Schedule Write-On dates once per term to serve as formative assessment of narrative and expository writing, serving as writing snapshots/benchmarks
- Structure time for monthly PD at staff meetings, facilitated by lead teachers in technology, PBL and Curriculum Redesign to build teacher capacity in exploring new strategies in instruction and assessment tools
- Structure time for monthly multimedia planning/collaborative planning to create engaging literacy and numeracy learning opportunities for all students
- Structure time during monthly meetings for sharing of Best Practices and classroom visits which will provide teachers from all grade levels time to communicate, co-create, and reflect on innovative/best practices
- Learning Coaches to establish classroom profiles for the purpose of identifying students, and supporting teachers in targeting instruction to meet diverse student needs, incorporating information on both literacy and numeracy assessments
- Target FNMI and ELL students with the use of Fountas and Pinnell Benchmarks, monitoring growth and implementing literacy strategies for improvement
- Collaboration with ERCSD in meeting the needs of our students
- Use LLI (Leveled Literacy Intervention) as needed to target struggling readers
- Use best writing practices (Barbara Mariconda, Lucy Culkins, etc.) within writing workshops/guided writing to build writing skills across all grade levels
- Learning Coaches to support and mentor teachers in meeting all student needs through whole-class and differentiated instruction, ensuring best programming for ELL learners and students on IPPs and PLPs.