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|  | Envision  Mission and  Theory of Action | Sow  System Priorities | Nurture  Success Criteria | Discern  Monitoring | |
| Discipleship | **Mission:**  As a community of learners, created in the image of God, we inspire and nurture strong communities of Catholic faith – home, school, parish, and community.  **Theory of Action:**  If we model and teach a Catholic view of life, then students will demonstrate a positive sense of self, spirt, and belonging as they discern and live out their call from God. | Our distinctiveness and purpose as a Catholic School is pervasive and visible in all areas of school culture and social life, approaches to teaching and learning curriculum, and the social life of the school through immersion in the CGEs and Gospel values. | 1. Intentional and explicit reference to and teaching of the Catholic Graduate Expectations in our classrooms, gatherings hallways, meetings, etc. 2. Intentional and explicit promotion, teaching and learning related to values of anti-discrimination with an emphasis on inclusion 3. Intentional and explicit teaching of self-regulation and coregulation (Self-regulation is how efficiently and effectively our body handles stress) 4. Building and promoting relationship between school, home and parish. | 1. I. Mural of the CGE’s (designed collaboratively between students, parents, staff… and displayed in the gymnasium)  ii. Immersion in Elementary friendly CGE’s  iii. Monthly exploration of Virtue connected to CGE for our Terrific Kid nomination and selection process. Create an asset-based approach using ‘look fors’ and build student capacity to achieve monthly goals related to virtue & CGE  iv. Plan for and introduce a version of ‘gotcha’ reflective of Good Thoughts, Good Words and Good Deeds and design awards for living the CGE  2. i. Actively gather and curate resources that affirm and promote diverse representation  ii. Foster / Engage Community partnerships that promote spiritual development, promote Gospel Values and celebrate diversity and inclusion  3. i. Continue PLC on Self Reg for the Junior and Intermediate Divisions while promoting continued emphasis and focus in our Primary classes on self regulation and coregulation strategies  ii. PACE implementation to continue.  iii. Increased awareness and training for Trauma Informed practices | Grade 5/6 CGE visible in classroom  In student friendly language with images  Monthly focus on a CGE  Grade 7/8 Minds UP program with Ms. Alcorn |
|  |  | Grade 5/6 creating a classroom promise to establish rules and expectations.  Explore / Inquire: What does respect look like, sound like, feel like?  A great classmate is, does, says is not (created anchor charts co-created with students) |
|  |  | 2. Grade 2/3 activities with Ms. Alcorn related to inclusion.  “Every Child Matters Day” and Literary exploration of: When I was Eight” & “Not my Girl” |

THEME: ST. GREGORY IS A PLACE TO STOP, WONDER, QUESTION AND GROW… Developing Faith, Learning, Love and Integrity through inquiry!

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|  | Envision  Mission and  Theory of Action | Sow  System Priorities | Nurture  Success Criteria | Discern  Monitoring | |
| Scholarship | **Mission:**  As a welcoming community of learners, created in the image of God, we believe that all children can learn.  We will design equitable, engaging and innovative learning opportunities that result in the highest level of achievement  for all.    **Theory of Action:**  If the faith-based and culturally responsive environment is designed for student-centred learning and inquiry, then student well-being and achievement will increase. | 1. Science of Reading: primary focus on scaffolding effective strategies for teaching and learning reading fluency | Teacher collaboration for consistency in teaching reading (Kindergarten, Primary)  Curating current school resources / text used to build reading fluency  Student will progress through the developmental stages of learning to read, starting with Phonological Awareness/Proficiency moving through Phases of Sight Word Development (Kilpatrick, 2016)  Develop promotion of the integral relationship between home / family literacy student capacity (parent engagement night related to literacy) | 1. i. Establish divisionally appropriate Learning Goals, Success Criteria and / or Rubrics.   ii. Use variety of assessment tools to collect data on at oral language/early literacy/reading skills (Sounds skills screener, PASS, PAST, PM)  iii. Sounds walls  iv. Develop robust, accessible reading assessment tools across divisions (P/J/I)   1. Establish divisionally appropriate Learning Goals, Success Criteria and / or Rubrics outlining the required elements for the writing tasks. 2. Alex Lawson and Number Talks; low stakes or no stakes opportunities for retrieval practice and Introduction to learning through ‘failure’ or ‘mistakes’ 3. Exposure to various strategies to develop math facts and fluency: number talks, connecting SEL to all strands. | Grade 2/3 Word Study – word families and word segmentation.  Grade 5/6 team PM Benchmarks to determine reading comp and fluency in Junior readers and CASI to determine reading strategies.  Use of weekly writing conventions/word work and paragraph structure using graphic organizers |
| 1. Educators and students will build a school continuum of literacy skills associated with teaching and learning non-fiction writing. (K- 8) | Explore and design a continuum of skills across all divisions (K – 8) to aid students in learning to write using the appropriate elements for an intended purpose and / or audience. |  |
| 1. Educators and students will build on fundamental math skills, seeking to improve fluency with number and operations. (K-8) | Build fluency with basic math facts (i.e. Primary addition and subtraction facts up to 20, Junior multiplication and division facts up to 12 x 12, Intermediate use of sophisticated mental math skills)  Math UP – 6 licences to support teaching and learning  Focus on new math curriculum | Grade 2/3 Regular use of Math Up activities.  Grade 7/8 exploring MathUP – specifically new coding resources |
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| Scholarship | **Mission:**  As a welcoming community of learners, created in the image of God, we believe that all children can learn.  We will design equitable, engaging and innovative learning opportunities that result in the highest level of achievement  for all.    **Theory of Action:**  If the faith-based and culturally responsive environment is designed for student-centred learning and inquiry, then student well-being and achievement will increase. | 1. All educators will focus on the design of teaching and learning opportunities that are student-centered, accessible and responsive to the needs of all learners through the framework of UDL and will focus on Assessment, Evaluation and Reporting practices that further teaching and learning, reflective of Growing Success. | Educators and students co develop student learner profiles to support and improve student engagement.  The use of the UDL framework, in particular the goal of student engagement, is a shared and specific school goal.  Regular and explicit establishment and use of LGs and SC in daily teaching and learning  Develop explicit approaches to gathering data / evidence of learning / anecdotal, etc. {assessment for, as and of learning} that informs further teaching and learning | -Student Learner Profiles developed and implemented to inform program development and establishment of learning goals and success criteria.  -Co-creating success criteria (what does success look like for this assignment?)  -Co-planning and teaching to provide rich, relevant and engaging tasks for our students (Grade 5/6 and 7/8 Teams)  Overlap in prep and planning time to increase capacity to partner divisionally. | Grade 2/3 focus on explicit approaches to gather data (assessment for learning): PM Benchmarks, Prime Operations, Words Their Way and evidence of learning through assignments on Prodigy and daily math tasks.  SERT and classroom teacher collaboration on IEP, Support plan development.  Completion of Student Survey (Grade 7/8) |
| 1. Inquiry based teaching and learning... | Integrating student interests and questions.  Honouring and promoting a student voice and choice (content, process and product). | Grade 7 /8 History – controlled inquiry  Novel Stud – Guided inquiry |
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|  | Envision  Mission and Theory of Action | Sow  System Priorities | Nurture  Success Criteria | Discern  Monitoring | |
| Stewardship | **Mission:**  As a community of learners, created in the image of God, we inspire and nurture compassionate communities of service that give witness to Catholic social teaching. We recognize that we are all called to be stewards of God's creation: to take care of ourselves, one another and the environment.  *“I care, I have responsibility, I am a team player, and I have a voice.”*  **Theory of Action:**  If we model and practice Catholic social teachings, then we will create communities that promote the common good where our students will actively grow and engage as responsible citizens who contribute to the well-being and dignity of all and all of God’s creation. | 1. In all aspects of school life and learning, students, staff, parents and all stakeholders will demonstrate Stewardship of Self, Others, and all of God’s resources. | Students, staff and parents participate in learning and development of priorities related to self-regulation and co-regulation.  Students, staff and parents participate in mental health and wellness activities and events that bolster a positive school climate / culture.  Staff, students and parents will learn about, support and encourage environmental awareness and our Christian mandate / responsibility to be stewards of the Earth, our Picton community, our school and our classrooms. | Communicate to parents and students in the elementary friendly language of the CGE’s  -Whole school recognition of students living the CGE  -Reduction in single use plastics  -Improved focus on the positive impact food and nutrition has on learning  -Eco school certification  -Spring sit in for the Earth, Indigenous Education Model  Metis Educator song and culture  School events: I.e. BBQ, Spag social (what will these look like and feel like in light of COVID) | Grade 2/3 class work with YW Ms. Alcorn on activities to support self regulation  Grade 2/3 class focus on conservation of resources.  Garbage less lunches / reusable water bottles  PH PR – re handwashing and health |
| 1. Improved representation of diversity, culture, etc. in all aspects of learning at school. | Academic resources will include diverse representation, especially literacy and language-based resources.  Students of all ages have resources in their classrooms with diverse representation and are reviewed for bias  Literacy resources will have diversity in narratives. Resources that tell the stories of marginalized peoples will be told through their own voice.  •Anti-racist educational resources  •Literacy resources will include narratives of marginalized people. (still sourcing) |  |
| 1. Emphasis and focus on or school board theme ‘All are Welcome in this Place’ as we build classroom community (cohort). | Discussions about new logo and meaning: what do you see, think and wonder?  Links to school-based themes and focus: St. Gregory is a place to stop, wonder, question and grow…  We are better together… |  |