School Plan

Expected Outcomes What specifically are you trying to improve for student learning? (observable, measurable)	Strategies What actions will you take?	Indicators How will you know that learning is improving?	Data Collection By what means will you collect evidence of progress toward learning?
1. By June 2017, all students will see themselves as readers and writers and will reach their personal literacy goals using "I can" statements from the shared success criteria to describe their writing and reading skill development.	Literacy leadership Team: will support staff conversations about literacy - including strategic writing and reading instruction- related to school wide literacy beliefs. Professional Development will include: *Regie Routman In Residence resources, a focus on developing writers' craft, Fountas and Pinnell reading continuum resource, Divisional Reading Ranges document K-5, student running record analysis and student writing sample analysis.* Common language describing student writing and reading (In student friendly language using "I Can" statements) will support students to understand areas of strengths and next steps. Success criteria are co-constructed with students and feedback relates to the student friendly writing language**.** Modelled writing, shared writing and independent writing are daily practices in every classroom. Pedagogical practices in literacy are common across all classrooms and subject areas. Students are regularly using digital technologies to develop reading and writing understandings and connections. Time, choice and structure are provided for students to explore reading and writing independently on a daily basis. Teachers will: • Further develop writing expectations (including criteria/rubrics and exemplars) for each term of the	Students understand themselves as readers, writers, and published authors, able to communicate thoughts and ideas with confidence and ease. Literacy instruction across the curriculum reflects current pedagogy and includes high-yield writing instruction strategies. Purposeful, authentic reading and writing experiences are embedded in all content areas (reading/writing as a mathematician, scientist, historian, etc.). Students' progress is plotted on developmental reading and writing continuums and monitored throughout the year. Students can set goals and monitor personal growth in reading and writing, using "I Can" statements. Reading behaviours and skills are described in student friendly language, holistically describing the "portrait" of a reader at each grade level. Writing expectations are co-created with students and are essential elements of	Student interest inventories are completed and gathered in September as pre-assessments to gauge interests, reading and writing habits, and behaviours. Formative assessment information is collected on a regular basis (observations, conversations, checklists/notes, etc.). Students will use common criteria to self-assess, make goals and monitor progress (rubrics, checklists, reflections). Variety of student writing samples collected for formative assessment (shared writing samples, independent writing samples at various stages of the writing process). Writing conference conversations and student observations. Co-created rubrics, checklists and established criteria used as references for feedback, student self-assessment and progress monitoring. Writing portfolios with student writing samples document student goals, self-reflections and accomplishments as a writer (September –June).

	school year (at each grade level) and share openly with students and the community. • Begin to develop common language and expectations for reading success (grade level discussions), with a focus on end-of-year expectations using "I Can" language to support student reflections. • Utilize a wide variety of literature to model and support classroom instruction of reading and writing. Reading and writing connections are supported through the use of rich literature across the curriculum. • Model positive personal writing habits • Engage in effective, frequent writing conferences and "check-ins" with students to support and provide timely feedback to the writer, focusing on accomplishments and suggestions for next steps (related to the co-created criteria). • Collaboratively analyze student's writing samples to plan and adjust writing instruction. Teacher Professional development related to literacy instruction includes: • Professional reading, discussion and practice of strategies, observations of teaching related to writing instruction. • Collaborative analysis of student work, deep interpretation of universal assessment results to plan and adjust writing instruction.	writing discussions and lessons. Students are able to self-assess using the established criteria. Student writing includes: • Students selecting appropriate writing topics that include meaningful details central to the theme. • Student writing is authentic and unique to them. • Students chose to write frequently for a variety of authentic reasons and to personalize their craft. • Student's use of language and organization of the text engages the reader and further enhances the message. • Conventions and form are used appropriately to ensure clarity of message when writing original texts. Writing portfolios are organized to collect student's writing samples, self-reflections, and accomplishments as a writer at various times throughout the school year. Students frequently interact with each other before, during and after reading and writing to share and explore ideas.	Report card data, as well as other sources of Provincial data will be analyzed collaboratively periodically throughout the year.

		Celebration of student writing is frequent, authentic and clearly observable in the classroom environment (walls, classroom library, bulletin board displays, etc.).	
2. By June 2017, all students will demonstrate an increased ability to interact with numbers flexibly by developing a stronger repertoire of strategies, and understanding a common language to describe mathematical thinking.	Daily mathematics learning is woven throughout the day to maximize: • Engagement with common language and tools to optimize learning of number concepts. • Understanding and practice of classroom math norms, (co-developed with students to support positive mathematical mind-sets and engagement). • Mathematical thinking opportunities through exploration and real-life problem solving. • Rehearsal and automaticity of basic facts and mental math in game-based play and in applied contexts. • Teacher and student interaction with small groups/individuals to engage in conversations about student's thinking and support learning of problem solving through effective teacher questioning. • Development of common language for teachers, parents and students to describe what *"good mathematicians do"*. Teachers will: • Engage students in meaningful, authentic mathematics learning (using the resource Principals to Action, NCTM 2014). • Establish Numeracy leadership team to articulate vision for programming, support teacher development and	Students will: • Think and reason effectively. • Solve various types of problems accurately, flexibly and efficiently. • Communicate clearly using mathematical language and representations. • Demonstrate a deep understanding of number sense. • Demonstrate automaticity of basic facts and mental math strategies support problem solving. • Persevere through engaging tasks to develop their stamina in problem solving contexts. Rich problem solving tasks designed by teachers, engage students successfully in a wide variety of contexts to problem solve, apply mathematical knowledge and language. Students and teachers reference common language to describe processes and skills. Students personalize the described	Common tools (e.g.: Number of the day) will be monitored as assessments of learning. Whole school problem solving tasks-created by grade level, in collaboration with Divisional Coordinator staff, and implemented periodically throughout the year to measure student progress and develop instructional responses. Periodic review of data sources such as report cards, provincial assessments, divisional and classroom assessments to monitor progress and identify areas of strength and focus.

	• manage resources. • PD for teachers to deeply understand current mathematical pedagogy and develop common language and tools to support number sense development. • Monitor classroom assessments, report card data, and provincial data sources to plan responsively and celebrate student learning. • Analysis of student problem solving exemplars to determine levels of quality and establish responsive teaching pathways.	strategies and are able to describe their thinking in a variety of ways.	
3. By June 2017, all students will further develop their skills of character and citizenship, as described in the deep learning competencies, to participate and contribute with success in the classroom, school, local and global society.	Students will have opportunities for active involvement in a variety of classroom and whole-school actions that support local and global betterment. Student leadership opportunities will support school actions to help address human and environmental challenges. Cross-aged groupings will support and deepen learning during school experiences. Diversity education will target belonging, learning about self and others, varied cultures and viewpoints. Equity and diversity education issues will be integrated into classroom curricular learning. Exploration and discovery experiences will deepen personalized, meaningful learning. Mindfulness strategies will support students to build skills for increased attentiveness, self-regulation and empathy. Teachers will focus on the strategic actions that support the	Students will: • Show an interest in actively engaging with the world and the problems it faces and to help improve social justice and sustainability. • Develop a sense of their individual and cultural identities. • Learn to understand other ways of thinking. • Have a good appreciation of how each person's actions impact the environment, self and others. Students will demonstrate self-regulation and responsibility for learning. Learners will develop increased independence for approaching learning, making choices about their work and monitoring progress. Students will work through challenges (academic, social, emotional) and deal with	Deep learning progressions will track student's development. Related rubrics, checklists and criteria, co-constructed by teachers and students, will communicate and monitor skill developments through projects and learning experiences. Completed student projects and related actions are celebrated and shared with a variety of audiences. Student's personal growth goals and self-reflections will also inform teachers and parents of student's progress. Report Card Data will be analyzed and monitored in appropriate curricular categories (Social Studies, Science, Learning behaviours). School behavior incident reports will provide information on peer interactions and will be used periodically as information

	collective school vision for social justice-oriented teaching and learning that include: • Purposeful peer relationships • Meaningful real-world connections • Authentic student voice and choice • Wonder and exploration • Accepting and belonging in the community • Committing to your personal best Teachers will plan deep learning tasks that target student's progressions in character and citizenship competencies. Co-planning of thematic learning will be supported through collaborative structures in the school cycle and throughout the school year. PIA teachers will support learning in the classroom through co-planning and co-teaching. New pedagogies are explored to engage learners and develop skills for communication, collaboration, citizenship, character, critical thinking and creativity.	setbacks or negative feedback without loosing momentum. Students will employ mindfulness strategies to pause, reflect and refocus. Local and global partnerships are developed related to classroom learning themes, school-wide initiatives and student-led actions. Students are actively engaged in critical thinking, problem solving, research, design and inquiry to access knowledge and deepen understandings of ESD learning outcomes. New playground development will include natural materials and nature inspired design to support explorative intellectual play, cooperation between peers and positive interaction with the environment.	for planning responsively
4.			4.
5.			5.