

École Bannatyne – 2018-2019 Goal 1: Literacy

Growth Agents				Focus of Improvement – Growth Goal			
Step 8	Step 7	Step 6	Step 5	Step 4	Step 3	Step 2	Step 1
Required team knowledge and disposition	Desired team products and performances	Required teacher knowledge, skills and dispositions	Desired teaching products and performances	Required student knowledge, skills and dispositions	Desired student products and performances	Broad come	Action Arena
<p>Growth mindset and collaborative approach; willingness to share strengths, challenges and to celebrate effective practice.</p> <p>Ability to self-reflect and improve guided and structured practice (ie Regie Routman) in the area of helping students improve in their writing skills in both languages.</p>	<p>Systematic use of PLC's and PD Tuesdays (book study) to plan, report on progress, analyze evidence and on-demand writing samples.</p> <p>Relevant team goals for each session based on data collection and analysis and focused areas of improvement.</p>	<p>Create opportunities for authentic and purposeful writing, in both languages. Collaboration, co-teaching and improved practice in instructing writing essentials. Systematic planning for monitoring student progress and achievement using vertically aligned writing profile/continuums. Collaborative and effective analysis of on-demand writing samples once per term.</p>	<p>Established classroom community and culture of risk, Grit and Growth mindset. Literacy Beliefs used to serve as common understanding and umbrella to analyze effective practice? OLM – modeled, guided and shared writing. Explicit instruction of writing tools and techniques while examining mentor texts. Mini lessons on strategies and inferencing skills. Use of rich texts and literature.</p>	<p>Students will make meaningful connections between reading and writing and will identify traits of quality writing.</p> <p>They will write from a set criteria and self-assess for areas of improvement in order to continue to make progress in their writing abilities.</p>	<p>All students will demonstrate improvement in their writing abilities, in both languages.</p> <p>They will set achievable writing goals, write for a purpose and make measurable progress on the continuum of writing skills.</p>	<p>To continue to improve student achievement and performance in writing, in English and French; strengthen the reading – writing connection.</p>	<p>Literacy: Writing</p>

École Bannatyne – 2018-2019 Goal 2: Numeracy

Growth Agents				Focus of Improvement – Growth Goal			
Step 8	Step 7	Step 6	Step 5	Step 4	Step 3	Step 2	Step 1
Required team knowledge and disposition	Desired team products and performances	Required teacher knowledge, skills and dispositions	Desired teaching products and performances	Required student knowledge, skills and dispositions	Desired student products and performances	Broad outcome	Action Arena
<p>Growth mindset and collaborative approach; willingness to share strengths, challenges and to celebrate effective practice. Ability to self-reflect and improve guided and structured practice.</p>	<p>Systematic use of PLC's and PD Tuesdays (book study) to report on progress, analyze data and on-demand problem solving samples using vertically aligned rubrics/continuums.</p> <p>Relevant team goals for each session based on data collection and analysis and focused areas of improvement.</p> <p>Effective use of research-based best practice ie Number Talks, Guided Math, Non-Perm Vertical Learning Spaces, etc..</p>	<p>Create purposeful and meaningful problem solving opportunities that engage students in their learning progress.</p> <p>Effectively analyze student growth and areas of need and plan for lessons accordingly.</p> <p>Ensure classrooms include materials and visuals that support students in their problem solving abilities. Use on-demand problem solving tasks as a means to identify growth and areas of improvement.</p>	<p>Direct and explicit instruction of problem solving strategies.</p> <p>Guided problem solving based on evidence of achievement.</p> <p>Variety of instruction and practice aimed at enhancing engagement and understanding such as vertical learning and number talks.</p>	<p>Students will read problems accurately, identify important information and use grade appropriate strategies. They will have the tools and understanding of the concepts included in the problem such as mental math, estimation, representation, etc. They will use appropriate vocabulary and clearly communicate their thinking. They will self-assess using student created rubrics and self-reflect to improve achievement.</p>	<p>All students will demonstrate improvement in their problem solving skills and abilities.</p>	<p>To continue to improve student achievement and performance in problem solving.</p>	<p>Numeracy: Problem Solving</p>

École Bannatyne – 2018-2019 Goal 3: 6 C's

Growth Agents				Focus of Improvement – Growth Goal			
Step 8	Step 7	Step 6	Step 5	Step 4	Step 3	Step 2	Step 1
Required team knowledge and disposition	Desired team products and performances	Required teacher knowledge, skills and dispositions	Desired teaching products and performances	Required student knowledge, skills and dispositions	Desired student products and performances	Broad come	Action Arena
<p>Growth mindset and collaborative approach; willingness to share strengths, challenges and to celebrate effective practice. Ability to self-reflect and improve guided and structured practice.</p>	<p>Systematic use of PLC's and PD Tuesdays (book study) to share, celebrate and report on progress. Relevant team goals for each session based on data collection and analysis and focused areas of improvement. Effective use of research-based best practice.</p>	<p>Classroom environments founded in inclusion. Students to be exposed to rich, authentic learning opportunities that incorporate deeper learning and allow for thinking beyond the classrooms. ie Inquiry-based, cross-curricular projects. Use co-created rubrics and student self-assessment as means of collecting evidence. Analyze evidence and plan for improved practice.</p>	<p>UDL, Multiple Intelligences, Growth and Grit, Cultures of Thinking (students talking about their thinking) evident in all classrooms.</p> <p>Purposeful, open-ended questions embedded in practice.</p> <p>Bloom's taxonomy. Deeper learning/inquiry-project based learning evident in all classrooms.</p> <p>Authentic and hands-on experiences across all grades. Student-voice generated, cross-curricular projects. Outdoor learning challenges.</p>	<p>Students will demonstrate their learning in a variety of ways and communicate their thinking that is reflective of the 6 C's.</p> <p>They will make personal connections to their learning and self-reflect.</p> <p>They will self-assess, set goals and incorporate feedback to broaden their understanding of the world around them.</p>	<p>All students will demonstrate improvement in their Communication, Collaboration, Critical Thinking, Creativity, Citizenship and Character skills and abilities.</p> <p>They will demonstrate a deeper understanding for themselves as language learners as well as connect their learning to the world around them.</p>	<p>To continue to strengthen Deeper Learning and student 21st Century skills and abilities in the area of the 6 C's.</p>	<p>6 C's/Deeper Learning</p>