BMS: School Plans 2019-2020

Step 1 Identified Action Area	Step 2 Broad Outcome	Step 3 Desired Student Products and Performance	Step 4 Required Student Knowledge, Skills and Dispositions	Step 5 Desired Teaching Products and Performances	Step 6 Required teacher knowledge, skills and dispositions	Step 7 Desired team products and performances	Step 8 Required team knowledge, skills and dispositions
Increase student learning engagement for personal life-long learning success	Students are engaged to learn in body mind and spirit through personalization and ownership.	All students' learning behaviours develop are described at high levels (Consistently and Usually); as described in the MB report Card in June 2020. Students' 21 Century Skills competencies develop towards proficiency (E.g.: Skills related to the 6 C's as described in the deeper learning progressions)	Students will: -Use the language of the circle of courage to acquire knowledge, skills and dispositions for: Citizenship: (generosity; local and global community) Belonging: (Positive self-esteem, well becoming mindsets, healthy relationships, collaboration, strong sense of belonging in communities) Independence: (character skills such as: responsibility, perseverance, resilience.) Mastery: (personal strengths and talents and interests)	Teachers will: - Collaborate to develop common language for desired behaviours; (as Learning Behaviours are described in the MB report card, or as described from a Deep Learning Competencies Continuum, or the using the Circle of Courage framework). - Describe levels of performance for learning using the OLM framework- "I Do, We Do, You Do" to scaffold students' understanding and performance of skills. -Ensure assessment methods will provide students with feedback and metacognition strategies for personal growth. -Implement high-yield instructional strategies to engage students in learning experiences (e.g.: deep learning pedagogies, UDL).	Teachers will: -Co-develop common beliefs and expectations for Learning Behaviours and the 6 C's, to explicitly incorporate these skills into learning experiences. -Understand and practice the norms and habits of inquiry as high impact, collaborative teams (Lipton & Wellman). -Using student learning evidence, Teachers will collaborate, reflect on student learning and adjust learning experiences accordingly to ensure that all students are engaged and learning the targeted outcomes.	Out School Team will: -Engage in capacity building experiences (such as co-planning, co-teaching, coaching, professional development experiences, and professional reflection). -Work collaboratively in small groups and as a whole school towards common goals; developing belief statements about our school beliefs and our common vision for student learning.	Our Team Believes: Collaboration will support us towards developing a deeper understanding of meaningful student engagement. We will establish a culture of inquiry and a willingness to gain new knowledge and ask questions about teaching and learning to better serve our students. With persistence and teamwork, we will continue to develop our focus on student engagement; revising and responding to student and staff needs as we implement the plan of action.

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Literacy: Students' writing skills	Students will increase their writing skills through aligned, quality instructional practices.	By June 2020, all Grade 6-8 students will have 'good to excellent' understanding and application of concepts and skills in the writing competencies (as described in the MB report card; MB assessment results).	Students will: -set purposes for writing and representing -reflect on their own strengths and needs to set attainable goals for improving written communication -use strategies and cues to generate, organize, and communicate thinking, ideas, and information for different audiences and purposes -discuss and share criteria, reflect on written works to obtain or provide feedback -enhance, improve, and edits their works to enhance clarity.	Teachers will: -Use the Optimal Learning Model to facilitate writing learning -Use rich texts such as fiction and non-fiction materials as mentor texts and exemplars for writers. - Co-analyze writing samples to determine success criteria and plan responsive instruction. (with students as appropriate, with teacher teams- vertical and grade group teams) -Use the RTI model to develop and implement Tier 1 and 2 strategies to respond to learners literacy needs. -Enhance classroom libraries with a focus on selecting texts that support the developing writer's craft.	Teachers will: -Continue to learn about and implement the Optimal Learning Model -Establish common language to describe the qualities of good writing and writer's craft school wide. -Continue to develop transformational teaching practices using the new MB ELA Curriculum, deeper learning tenets as planning frameworks.	Our team will: -Work collaboratively as a school team to ensure students are writing meaningfully every day in all classes and subject areas. -Develop a Literacy Leadership team of teachers to support co-teaching, professional development and implementation of common resources (e.g.: metro school collaborative resources). -Work collaboratively with teachers in our family of schools, K-8 to co-analyze writing to best determine early intervention literacy strategies and quality responsive instruction.	Our Team Believes: We require school beliefs about literacy learning to ensure rich, common literacy practices in all subject areas. A strong literacy leadership team will support and collaborate with teachers to enhance literacy learning in all subject areas. Literacy learning is embedded in real-life learning contexts.

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Problem Solving	Students will improve their willingness to engage and ability to persevere solving authentic math problems. Students will develop their ability to effectively communicate their understanding/thinking/reasoning.	By June 2020, all students will be meeting grade level expectations in Problem Solving (as described in the MB Mathematics Problem Solving Achievement Profile -MB Education).	Students will: -Understand the common problem-solving assessment criteria -Use a variety of strategies, models and materials to make sense of the mathematics in a task. -Explain their ideas and reasoning in small groups and with the class; listen and evaluate the reasoning of others. -Persevere through tasks; recognize that struggle is part of the problem solving process. -Effectively represent and communicate problem solving processes, strategies and solutions (C,O,V)	Teachers will: Make regular use of small groups/partner work and flexible groupings as learning structures -Use grade-level specific rich problem solving tasks to co-analyze and plan instruction -Facilitate and scaffold discussions amongst students (5 Practices Approach). -Provide many opportunities for productive struggle and ask questions that allow students to grapple with ideas and relationships. Assess student progress using common rubric/point scale that is in line with the Problem Solving Achievement Profile (MB Education).	Teachers will: -Understand the principles of "5 Practices for Orchestrating Productive Math Conversations" and embed the 5 Practices into their regular mathematics program. -Understand the importance and value of selecting rich tasks and anticipating possible student solutions before problems are used with students. (Step 1 of 5 Practices). Understand the Manitoba Problem Solving Achievement Profile and work to align their assessment practices with it, developing a common rubric/point grading scale for use in all math classes.	Our Team will: -Work collaboratively to select and co-analyze grade level specific rich problem solving tasks -Continually approach problem solving in conjunction with the book "5 practices for Orchestrating Productive Math Conversations", allowing for the implementation of the strategies stated in the book. Use common assessments to share, compare and relate student work to the problem solving achievement profile (MB Education).	Our Team Believes: That a growth mindset is necessary for optimal learning. Numeracy is everyone's responsibility. A strong number sense is critical to student success in mathematics Everyone is capable of learning math to high levels (No such thing as a "Math Brain"). We are educators that are more effective when we work collaboratively and support each other. We have a willingness to reflect on our own levels of understanding, seek out clarification, and support as needed.