

Golden Gate Literacy Goal Planning For 2018-19

Step 1 Identify 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 and dispositions	Step 7 Desired team product and performances	Step 8 Required team Knowledge, skills and dispositions
Critical Thinking Grades 6-8	Students will improve their ability to think and respond critically to visual and written text.	<p>By June 2019, all students will meet grade level expectations in the area of responding critically to a variety of texts.</p> <p>Term 2 Data: On term 2 report card data, for grade 6's 3/84 are not meeting, 4/79 in grade 7, and 3/84 in grade 8 are not meeting.</p> <p>June 2018 Data: TBA</p> <p>January 2018 Provincial Assessment results show that 27.9% or 19 out of 68 grade were meeting mid-grade level performance. This means that 72.1%, or 49 grade 8's, were not meeting mid grade 8 level expectations in the area of writing.</p> <p>**Comprehends a variety of grade level texts. **Writes expository texts for a variety of audiences and purposes (inform, describe, explain, persuade, opinion etc.)</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Make meaningful connections between the text and self, other texts and the world. • Probe for deeper meaning by "Reading Between the Lines" in response to text. • Uses reasons and examples to support conclusions. • Recognize and analyze inequities, viewpoints, and bias in texts and ideas. • All students will have the opportunity to read, write and speak in demonstrating their learning. 	<p>Teachers will:</p> <ul style="list-style-type: none"> • Provide opportunities for students to think critically in response to self-selected text. • Use the Optimal Learning Model (OLM) to facilitate guided practice of making connections, inferencing and supporting conclusions. • Use a variety of rich texts such as picture books, photography, graphic novels, blogs, artwork etc. • Provide opportunities for students to think critically and explore a variety of texts through themed literature circles (ELA). • Provide opportunities for students to write in all subject areas 	<p>Teachers will:</p> <ul style="list-style-type: none"> • Understand the research behind and how to properly implement the OLM. • Have a common understanding of critical thinking as a progression and how to support it (NPDL). • Understand how to select a variety of rich texts to support critical thinking in all subject areas. • Use observations and conversations as assessment of student understanding, in addition to products. • Understand how to teach specific skills for critical thinking including: Making connections, inferencing, supporting conclusions. • Showcase student writing in all subject areas in the school. 	<p>Our Team Will:</p> <ul style="list-style-type: none"> • Work collaboratively to select texts to support themes across grade levels (ELA). • Share OLM-based instructional strategies on inferencing and critical thinking across subject areas (ALL). • Explore the critical thinking progression (NPDL) to develop a common understanding and language for critical thinking (ALL). • Develop a common understanding across subject areas of what makes a text rich (ALL). • On-going discussion of how rich texts are being used to support critical thinking across all subject areas. (book talks at staff meetings) (ALL). • Develop a common understanding of assessment of critical thinking (ELA 6-8). 	<p>Our Team Believes:</p> <ul style="list-style-type: none"> • That a growth mindset is necessary. • Teaching critical thinking is everyone's responsibility. • Persistence and continued focus on implementing the plan of action. • We're more effective when we work collaboratively and support each other. • Willingness to reflect on our own level of understanding and seek out clarification and support as needed. • Create opportunities to demonstrate their writing in all subject areas and display the writing in all subject areas.

Golden Gate Numeracy Goal Planning For 2018-19

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<p>Problem Solving Grade 6-8.</p>	<p>Students will improve their ability to engage and persevere solving authentic math problems and communicate their understanding / thinking / reasoning.</p>	<p>By June 2019 All Students will be meeting grade level expectations in Problem Solving (3 or 4 on report card) as per the MB mathematics problem solving profile (MB Education).</p>	<p>Students will:</p> <ul style="list-style-type: none"> · Understand the problem solving achievement profile (MB Education), converted to a common student friendly rubric. · Use a variety of models and materials to make sense of the mathematics in the task. · Explain their ideas and reasoning in small groups and with the entire class. · Listen and respond to the reasoning of others. · Stick to a task (persevere) and recognize that struggle is part of the problem solving process. · Represent and communicate problem solving processes, strategies and solutions (Concretely, Orally, Written) 	<p>Teachers will:</p> <ul style="list-style-type: none"> · Use the strategy of Vertical Non-Permanent Spaces (VNPS) and visible random groupings. · Use grade level specific rich problem solving tasks as selected by the math team and anticipate possible student solutions to problems. · Facilitate and scaffold discussions amongst students (5 Practices Approach). · Provide opportunities for productive struggle and ask questions that allow students to grapple with ideas and relationships. · Assess student progress using a common rubric based on the problem solving achievement profile (MB Education). 	<p>Teachers will:</p> <ul style="list-style-type: none"> · Understand the research behind and how to properly implement Vertical Non-Permanent Spaces (VNPS) and visible random groupings. · Understand the principles of “5 Practices for Orchestrating Productive Math Conversations”. · Understand the importance of selecting rich tasks and anticipating possible student solutions to problems (Step 1: 5 Practices). · Understand the importance of using open-ended tasks and how to effectively respond to the 3 Types of Student Questions (Peter Liljedahl). 	<p>Our Team Will:</p> <ul style="list-style-type: none"> · Participate in professional development for VNPS that explores the use of the strategy in all classrooms (ALL). · Work collaboratively to select grade level specific rich problem solving tasks and anticipate possible student solutions (MT). · Participate in the development of the Rich Task Resource Base by collaboratively creating a file for one new rich task per term (MT). · Share, compare and relate student work to the problem solving achievement profile (MB Education) (MT). · Have collaborative discussions to increase staff awareness of mathematical mindsets. (to promote connections between math curriculum and all other subject areas, possibly during staff meetings?) (ALL). 	<p>Our Team Believes:</p> <ul style="list-style-type: none"> · That a growth mindset is necessary and needs to be supported by all staff in the building. · Numeracy is everyone’s responsibility. · Everyone is capable of learning math to high levels (No such thing as a “Math Brain”). · We’re more effective when we work collaboratively and support each other. · Willingness to reflect on our own levels of understanding and seek out clarification and support as needed.