

HEDGES				
FOCUS OF IMPROVEMENT				
Identify action area	Broad Outcome	Desired Student Products and Performance	Required Student Knowledge, Skills, and Dispositions	
Writing communication across all subjects 6-8	Students will improve their proficiency in writing through key instructional practices	Students will be meeting grade level expectations in writing, reflected as a 3 or 4 on the Provincial Report Card by June 2023 (will show growth if on a CMP/ALP)	<p>Students need to:</p> <p>improve their writing through key instructional practices</p> <p>be able to write a variety of genres with a clear understanding of purpose</p> <p>be able to revise and edit their work in order to clarify their message</p>	
FOCUS OF IMPROVEMENT				
Identify action area	Broad Outcome	Desired Student Products and Performance	Required Student Knowledge, Skills, and Dispositions	

	Communication of numeracy problem solving grades 6-8	Students will improve their ability to engage, persevere, and communicate their reasoning in problem solving.	Students will be meeting grade level expectations in problem solving, reflected as a 3 or 4 on the Provincial Report Card by June 2023 (will show growth if on a CMP/ALP)	Students need to: understand and apply common problem solving assessment criteria decode written and visual text to identify key information for solving a problem choose an efficient strategy that will lead to a reasonable answer communicate effectively to justify an answer using mathematical reasoning	
	FOCUS OF IMPROVEMENT				
	Identify action area	Broad Outcome	Desired Student Products and Performance	Required Student Knowledge, Skills, and Dispositions	

	Building Community	Students will explore the principles of collaboration, citizenship and character to build a sense of community and ensure a culture of inclusion, equity and belonging	Students will learn and apply the principles of citizenship to support a culture of community by June 2023 All students will take part in a community event to support others	Students need to: understand their role within their school, the community at large, and within the world celebrate the diversity that exists within our community contribute to a culture of inclusion, equity and belonging through their daily thoughts, feeling, and actions complete an interest inventory as feedback for possible school activities	

HEDGES				
ROLES AND RESPONSIBILITIES				
Desired Teaching Products and Performance	Required Teacher Knowledge and Disposition	Desired Team Product and Performances	Required Team Knowledge, Skills, and Dispositions	
<p>Teachers will:</p> <p>use on demand writing 3 times a year</p> <p>use the Optimal Learning Model to teach writing strategies across all subject areas by June 2023</p> <p>teach students to self-assess and set learning goals by November 2022</p>	<p>Teachers need to:</p> <p>use writing strategies and implement them in daily practice</p> <p>design assessment and instruction using the OLM</p> <p>understand how to effectively use balanced assessment to monitor student progress and inform instruction</p> <p>understand how to integrate student choice and voice into writing activities</p> <p>use a variety of rich</p>	<p>The team Will:</p> <p>work collaboratively to identify and teach highly effective writing strategies to students</p> <p>share examples of writing strategy instruction through conversations and model with peers during PLCs</p> <p>provide visual aids to support writing strategies in all classrooms</p>	<p>Our Team Needs:</p> <p>to work collaboratively and support each other to develop the skills to identify and share grade level and content area writing strategies to support and enhance student learning</p> <p>to create safe spaces for colleagues to reveal knowledge gaps and support ongoing learning through co-teaching, school, and divisional professional learning and</p>	
ROLES AND RESPONSIBILITIES				
Desired Teaching Products and Performance	Required Teacher Knowledge and Disposition	Desired Team Product and Performances	Required Team Knowledge, Skills, and Dispositions	

<p>Teachers will: use collaborative inquiry to learn, teach, and assess the effectiveness of our practice on all students' ability to persevere and to communicate their problem solving knowledge and skills by June 2023</p> <p>use a rubric that is based on the problem-solving achievement profile (MB Education) and share common assessment criteria with students</p> <p>teach problem solving strategies explicitly using the Optimal Learning Model (OLM) and</p>	<p>Teachers need to: build Thinking Classrooms and properly implement the strategies (VNPS, flexible random groupings, etc.)</p> <p>select rich tasks anticipating possible student solutions to problems (Step 1: 5 Practices)</p> <p>understand the principles of “5 Practices for Orchestrating Productive Math Conversations”</p> <p>understand and apply a balanced approach to assessment of problem-solving</p> <p>plan and administer</p>	<p>The team will: work collaboratively to design and teach highly effective problem solving strategies and assess growth mindset and perseverance</p> <p>participate in collaborative inquiry to learn more about Building Thinking Classrooms</p> <p>work collaboratively to select grade level specific rich problem solving tasks and anticipate possible student solutions</p>	<p>The team needs: to believe that a growth mindset is necessary for growth in all aspects of life</p> <p>to believe that we are all teachers of numeracy</p> <p>to believe that each of us is capable of learning math to high levels (No such thing as a “Math Brain”)</p> <p>to believe that we are more effective when we work collaboratively and support each other</p> <p>a willingness to reflect on their own levels of understanding and seek out clarification</p>	
ROLES AND RESPONSIBILITIES				
Desired Teaching Products and Performance	Required Teacher Knowledge and Disposition	Desired Team Product and Performances	Required Team Knowledge, Skills, and Dispositions	

<p>Teachers will: create inclusive and equitable structures to ensure each student experiences connection and belonging by October 2022</p> <p>learn and apply the principles of the Circle of Courage to support a culture of belonging by October 2022.</p> <p>ensure each student is connected to at least one adult and one peer by October 2022</p>	<p>Teachers need: to create inclusive and equitable spaces to encourage belonging and connection for each student</p> <p>to engage in professional learning and development for inclusive and equitable educational practices</p> <p>to utilize Hawk Time to build community: facilitate daily talking circle/class meeting (topics: growth mindset, social skill development, self-regulation, health and well-being)</p> <p>to encourage students to try one activity per year (min.) and track</p>	<p>The team will: create opportunities for collaboration, citizenship and character building within all learning environments</p> <p>develop a variety of community based projects</p> <p>develop community involved restitution initiatives</p> <p>celebrate students and team members for demonstrating belonging through thoughts, feelings and actions</p>	<p>The team needs: to ensure that students leave middle school as active democratic citizens within their community</p> <p>to believe that student success at school is dependent on developing strong connections and positive relationships with adult team members, peers, families, and members of our greater learning community</p> <p>to engage students in daily learning and school-based activities that result in stronger connections to our</p>	