







# Literacy Across Curriculum Goals 2020-2021

Focus on Improvement				Growth Agents			
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
Identify Action Area	Broad Outcome	<i>Desired student products &amp; Performance</i>	<i>Required student knowledge, skills &amp; dispositions</i>	<i>Desired teaching products and performances</i>	<i>Required teacher knowledge and dispositions</i>	<i>Desired team product and performances</i>	<i>Required team Knowledge, skills and dispositions</i>
		Students will:	Students will:	Teachers will:	Teachers will:	Our Team will:	Our team believes:
	To improve students' literacy skills with real-world applications	By June 2020, 100% of students will demonstrate an understanding of critical thinking, including as it relates to:	Communicate their understanding through:	Provide clear expectations and criteria set with all students about critical thinking, creativity and communication skills.	Model critical thinking, creativity and communication to assist students in focusing on critical literacy in every course/subject area.	Collaborate with other team members regarding social, emotional, behavioural and academic progress of each individual student.	We view literacy as Understanding & Communicating meaning. We model and invite multiple ways students can demonstrate understanding of learning outcomes.
		Consumption of media.	Demonstrating a willingness to engage in honest conversation when roadblocks appear in learning.	Individualize programming to support specific learning needs.	Review current modular content to enhance opportunities for increased collaboration and critical thinking.	Collaborate with Literacy Coach.	Data collection and regular review to monitor student progress and adapt supports as needed .
		Ethical conduct in our digital world.	Seeking help when it is required (develop self-advocacy skills).	Provide opportunities for students to use literacy skills to connect ideas to real- world situations	Ensure relevance: Are real-world applications stated explicitly for students? Consider which literacy skills could be taught through direct instruction/mini-lessons, to enhance progress.	Engage in professional learning based in creativity and use of the 6 C's through examination of research from Andy Hargreaves and Michael Fullan.	Professional development opportunities for staff throughout the year so staff can engage in conversations about literacy, shared beliefs about teaching and learning, Deep Learning and Creativity.
		Safety and other supplemental programming such as "No means No" and Well-being, Well-Becoming".	Self-Assessment and collaboration with teachers and peers toward improved achievement.Asking questions and engaging		Explicit teaching of targeted skills where lack thereof will impede learning of content: critical thinking, media consumption, research skills, paraphrasing, citing references, ethical conduct online. Build relevant teaching into module work	Experiment with a variety of instructional and assessment strategies for increasing student progress with respect to Critical Thinking, Creativity and Communication	

