Goal Area: Literacy and Numeracy

Focus of Improvement				Growth Agents			
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
Identified action arena	Broad outcome	Desired student products & performances (SMART goal)	Required student knowledge, skills, and dispositions	Desired teaching products & performances (SMART goal) (practice)	Required teacher knowledge, skills & dispositions	Desired team products & performances (SMART goal)	Required team knowledge, skills, & dispositions
Communication Preamble: The focus of this goal is for students to develop and communicate accurate and interesting information for audiences in different ways in numeracy and literacy.	Students will improve their ability to: • evaluate information and arguments and make connections and inferences about visual and written text • address tasks/processes through a numeracy lens , selecting appropriate strategies to find a solution • communicate their understanding in a variety of different modes, styles and tools including digital • use methods of communication designed for different audiences	By June 2019, students will: • demonstrate progress of skills and practices outlined in the continuum of deep learning progressions focusing on communication	Every child needs to: • feel confident taking risks and learning from mistakes. • feel that they are engaged in their learning • demonstrate their understanding in different ways. • feel valued and that they can be successful in every classroom	By June 2019, teachers will: • use the deep learning progressions for communication to analyze literacy and numeracy tasks to gauge student progress • use an Optimal Learning Model (OLM) and Visible • use Visible Learning Routines across all subject areas • facilitate guided practice with inferencing, making connections, supporting and	All teachers will: • effectively implement an optimal learning model • focus on individual learning needs • be responsible for engaging students' hearts and minds. • be able to identify and utilize rich texts or learning experiences • use deeper learning daily (includes UDL, Learning Pit, Visible Thinking Strategies,	By June 2019, teachers will: • collaborate to analyze data from valid assessments to inform instruction • Develop PLC/staff meeting norms that guide collaborative discussion and action planning • Analyze data at every PLC and /or staff meeting to set collaborative goals and benchmarks.	Every team will: • understand the effective implementation of an optimal learning model • focus on individual learning needs • be responsible for engaging students' hearts and minds. • be responsible for identifying and utilizing rich texts and learning experiences • model a growth mindset. • Strive to ensure at least a year's worth of growth for every child • use school wide literacy beliefs to guide student instruction • use school wide literacy and numeracy beliefs to guide student instruction ***Numeracy Beliefs:*** • Mathematical thinking is a creative process that involves visualization and making connections. • Mistakes are valuable and help us learn. • Opportunities for collaboration, discussion, and real world connections will strengthen our learning.

| | | | | | evaluating arguments
• use rich texts and learning experiences to model read/think aloud
• on demand writing samples to inform instruction | Rich tasks, number talks, five practices) in every classroom
• Use triangulated assessment and evaluation practices (based on provincial and division guidelines
Relevant Links:
[Rethinking Classroom Assessment with Purpose in Mind](#)

[Guiding Assessment and Evaluation](#)

• Participate in self-reflection and team collaboration that supports student learning and collective teacher efficacy.
• Visible Learning Routines | | ***Literacy Beliefs:***

Reading
• Students need access to books they can and want to read and a daily routine that allows for reading time.
• We believe that choice in what students read and how much they read influences motivation and achievement.
• Students need instruction and guided teacher modelling of effective reading strategies so they can become effective and independent readers.
Writing
Students need:
• Daily chances to write in a variety of genres and across the subject areas.
• Choice in how they approach topics, genres, forms and authentic audiences.
• Meaningful interaction and engagement with mentor text
• Research based instruction methods implemented through guided/teacher modeling of effective writing strategies, shared writing with teachers and peers, and independent writing opportunities to experiment |

					• understand and implement effective assessment and progressions practices		with and develop writer's craft and personal voice.