

<p style="text-align: center;">Area of Improvement</p> <p style="text-align: center;">Step 1</p> <p style="text-align: center;">Identified Action Area</p>	<p style="text-align: center;">-----</p> <p style="text-align: center;">Step 2</p> <p style="text-align: center;">Broad Outcome</p>	<p style="text-align: center;">-----</p> <p style="text-align: center;">Step 3</p> <p style="text-align: center;">Desired student products and performances (SMART goal)</p>	<p style="text-align: center;">-----→</p> <p style="text-align: center;">Step 4</p> <p style="text-align: center;">Required student knowledge, skills and dispositions</p>
<p style="text-align: center;">Literacy: Demonstrating Critical Thinking and Deeper Learning</p>	<p>Students will participate in a variety of predictable literacy routines and engaging lessons that will encourage both surface level thinking and deeper learning. Ultimately, students will be able to demonstrate their understanding of real-world situations using strong literacy skills.</p>	<p style="text-align: center;">By June 2021, 100% of our students will be able to apply critical thinking strategies through oral, written and/or visual responses.</p> <p><i>Current Data that Supports Need:</i></p> <p><i>Based on our 2019-20 provincial data, only 68% of our evaluated students met expectations when assessed in the area of demonstrating comprehension. 62% of students across all grade levels received an indicator of 3 or lower (9% have an indicator of 2 or lower) in Critical Thinking.</i></p> <p><i>Our most recent term 2 data shows that 50% of our grade 4 and 5 students received an indicator of 3 or lower (18% received an indicator of 2 or lower) in the area of Critical Thinking.</i></p> <p><i>Based on our ongoing On-Demand Writing Samples, students areas of growth have been identified as:</i></p> <ul style="list-style-type: none"> - Sustained Stamina. - Communicating Critical Thinking using supporting details and evidence. 	<p>Students will need to identify key details of learning experiences and recognize differing points of view.</p> <p>Students need to be able to discuss and record connections they have made within and beyond the text they read.</p> <p>Students will compose a variety of responses that demonstrate their awareness of an intended audience and includes their opinions and understanding of a given topic with supporting evidence.</p> <p>Students will require stamina and persistence when creating and revising their writing.</p>

<p>Growth Agents Step 5 Desired teacher products and performances (SMART goal)</p>	<p>----- Step 6 Required teacher knowledge, skills and dispositions</p>	<p>----- Step 7 Desired team products and performances</p>	<p>-----→ Step 8 Required team knowledge, skills and dispositions</p>
<p>100% of our classroom learning spaces will use common thinking routines including ‘see, think and wonder’ to maintain consistent practices across grade levels.</p>	<p>Teachers must be familiar with and utilize the new ELA curriculum.</p> <p>Teachers will establish a school-wide continuum based on the outcomes found within the ELA curriculum.</p> <p>Teachers will have an understanding of the principles of the Optimal Learning Model and the importance of guided instruction in reading, writing and critical thinking routines.</p> <p>Teachers will value and implement daily literacy routines that are reflective of efforts within and across all grade team levels (horizontally and vertically).</p> <p>Teachers will have knowledge of the New Pedagogies for Deep Learning.</p> <p>Teachers will value and incorporate current events and student interests to ensure learning is impactful for students and overall engagement continues to increase.</p> <p>Teachers will utilize on-demand critical thinking tasks to vertically assess student performance.</p> <p>Teachers will utilize coaching and PIA support to implement consistent critical thinking lessons and engage sprint-model support when appropriate.</p>	<p>A Literacy Leadership Team will continue to meet regularly to support consistency in planning and expectations within and across all grade levels.</p> <p>Staff will participate in professional development focused on the principles of UDL and Deep Learning that incorporate the meaningful inclusion of current events and increased connections beyond the classroom.</p> <p>Staff will explore opportunities to set achievable targets (based on data) for authentic writing and reading through the use of “Literacy Essentials” by Regie Routman.</p> <p>Daily Literacy Routines will continue to evolve and occur within each classroom. These routines will incorporate word work and guided literacy practices to support student’s overall ability to improve in communicating their ideas within their writing.</p> <p>Specific practices from ‘Grand Conversations’ by Faye Brownlie implemented at all grade levels to support learning.</p> <p>School-wide continuum for assessing critical literacy established.</p>	<p>Collaboration time will continue to be valued. We will be engaged in discussion and planning that supports essential and effective literacy practices.</p> <p>Collaboration amongst teachers and with divisional coaches will regularly occur with the intention of:</p> <ul style="list-style-type: none"> - refining our instruction - taking risks - reflecting on our own current understanding of instructional impact - to grow professionally <p>We will strive to use current events and student inquiry to ensure increased engagement for the purpose of improving the world beyond our classrooms.</p>

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<p style="text-align: center;">Numeracy: Number Sense and Mathematical Thinking</p>	<p>Students will improve their ability to demonstrate their mathematical thinking and will be able to apply number sense in mental math practices.</p> <p>Determine in grade-level teams what targets for each term will be:</p> <ul style="list-style-type: none"> • Term 1 • Term 2 • Term 3 	<p>By June 2021, 100% of our students will be able to show growth in demonstrating their mathematical thinking in the area of mental math.</p> <p><i>Current Data that Supports Need:</i></p> <p><i>Based on our 2019/20 provincial data, only ~60% of our evaluated students met expectations when assessed in the area of using and communicating their mental math strategies. 14% of students across all grade levels received an indicator of 2 or lower in Mental Math and Estimation.</i></p> <p><i>Our most recent term 2 data shows that 46% of our students received an indicator of 3 or lower in the area of Mental Math and Estimation.</i></p>	<p>Students need quick recall of basic facts in each grade level based on curriculum outcomes for the purpose of efficiency and automaticity.</p> <p>Students need to understand the usefulness of mental math to understand concepts and to develop fluency and confidence.</p> <p>Students need to learn about and apply strategies including commutative, associative and distributive properties.</p> <p>Students need the opportunity for practice within context (games, real-life connections).</p> <p>Students need to have a positive-growth mindset in learning effective mental math strategies.</p>

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<p>By June 2021, all teachers will:</p> <ul style="list-style-type: none"> Engage students in explaining their mathematical thinking and reasoning. Provide opportunities for practice within context (games, real-life). Support students in applying strategies including commutative, associative and distributive properties. Assess student progress using provincial achievement profile documents (Manitoba Ed documents and supports). 	<p>Teachers will continue to become increasingly skilled in asking questions that scaffold and advance student thinking.</p> <p>Explore effective resources to ensure students are engaged in rich conversations that promote mathematical thinking.</p> <p>Teachers will engage in regular relevant number talks with students.</p> <p>Teachers will be knowledgeable of essential common language. (Grade-level learning maps and the vocabulary provided in each support document).</p> <p>Teachers will plan for and implement strategies that help build resiliency and support student struggle.</p> <p>Teachers will continue to review the Manitoba Achievement Profile documents and collaborate on common expectations.</p>	<p>Common planning time will be provided and protected to share strategies and explore effective resources as identified by our divisional supports.</p> <p>All teachers will have individual copies of necessary resources as agreed upon by the school team.</p> <p>Teachers will collaborate monthly to share and support one another in using relevant number talks to help students apply strategies.</p> <p>Common assessment practices will be established based on increased application of the provincial profiles along with the use of rubrics.</p> <p>Teachers must develop and use common assessments – both vertically and horizontally.</p> <p>Compile resources/games bank.</p>	<p>All students are capable of learning math at high levels.</p> <p>Our team believes that a growth mind-set is necessary for students to develop resilience to persevere when they are struggling.</p> <p>We will have common time to collaborate and are engaged in discussion and planning that support the standards for mathematical practices.</p> <p>PIA support for grade level teachers will occur in order to provide teachers with an opportunity to refine instruction.</p> <p>A willingness to take risks and/or reflect on our own current understanding of instructional practices and seek support from others to grow professionally.</p>

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<p>Supporting Positive Mental Health</p>	<p>Students will participate in a variety of regulation exercises throughout the year to promote self-awareness in recognizing emotions in self and others.</p>	<p>By June 2021, 100% of our students will demonstrate an increased ability to regulate in the physical and emotional domains.</p> <p style="text-align: center;"><i>Data that Supports Need:</i></p> <p><i>Based on our 2018-2019 Tell Them From Me Data:</i></p> <ul style="list-style-type: none"> - 30% of students reporting moderate to severe bullying - 54% of students reporting feeling safe at school - 61% students reporting having support and advocacy at school - 80% students reporting positive relationships with teachers - 66% students reporting a positive learning climate - 84% students reporting high expectations for learning from teachers - 65% students reporting positive advocacy outside of school <p>EDI Cohort Data Set:</p> <ul style="list-style-type: none"> - 28% vulnerable students in the Physical Health and Well Being Domain - 28% vulnerable students in the Emotional Maturity Domain 	<p>Students will recognize and apply 'Zones of Regulation' language and strategies to recognize emotions in self and others.</p> <p>Students will use coping tools and strategies to calm or energize in response to their emotions.</p> <p>Students will use "I" statements to express emotion appropriately to others.</p> <p>Students will use movement breaks as needed to promote self-regulation.</p> <p>Students will recognize connection between thinking, emotion and actions (Red, blue, green, yellow).</p> <p>Students will gain conflict resolution skills to empower themselves in solving conflicts with others (with support from adults as needed).</p> <p>Students will access healthy snacks as needed.</p>

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<p>100% of our classroom learning spaces will support regulation in the physical and emotional domains.</p>	<p>Teachers will increase their professional understanding of physical and emotional regulation by reading, viewing, and discussing professional videos, literature, and articles.</p> <p>‘Zones of Regulation’ will be the common language used in our school to promote awareness of emotions in self and others.</p> <p>Teachers will be intentional in identifying zones and exploring and categorizing ‘size of the problem’ with students.</p> <p>Teachers will provide movement breaks for students as needed.</p> <p>Teachers will facilitate classroom meetings to discuss emotions and to model positive coping strategies.</p> <p>Teachers will increase awareness of how trauma affects student regulation.</p>	<p>Staff meeting times will be designated to support consistency in planning and supporting expectations for self-regulation of behaviours and emotions.</p> <p>Staff will participate in professional development focused on recognizing and supporting specific behavioural and emotional needs of students.</p> <p>Staff will support ‘Zones of Regulation’ language and the application of conflict resolution for students to be able to express their emotions and assist with their physical and emotional regulation.</p> <p>Collaboration with clinical student supports (social work, psychology, OT, PT, speech) to support student regulation.</p>	<p>Regular discussion and planning times will continue to be valued in supporting the needs of students.</p> <p>We will strive to consistently promote positive language and strategies for student regulation for the purpose of improving the perception of advocacy, self-awareness and behavioural regulation and conduct.</p>