

Linwood Literacy Goal 2018-2019

Expected Outcome

By June 2019, 100% of our students will have demonstrated improvement in their ability to use strategies for making meaning of a variety of oral, literary and media texts.

Strategies

- Use the OLM to facilitate teaching/guided practice with specific thinking routines such as:
 - See/think/wonder/feel
 - Image/symbol/colour/word
 - Circle of viewpoints
 - Application of learning
- Provide students many opportunities to learn and apply comprehension strategies across curricular areas
- Use rich texts (such as picture books, photography, audio/visual and artwork) to model read-alouds and think-alouds
- Utilize shared reading, listening and viewing experiences to improve student skills with making connections (self, text, others, and the world)
- Encourage purposeful reader response to texts
- Use formative assessment to regularly check for student understanding, identify students who may be struggling and implement interventions
- Implement and analyze common assessment three times during the school year (October, January, May)
- Collect and analyze a common 'body of evidence' representing student learning to include products, observations and a record of conversations/conferences – to be used for vertical class profile meetings
- Monitor and be accountable for progress of Struggling Literacy Learners
- Create tangible records, frameworks or templates to track impact, feelings and action responses of students to text, videos and images (power and agency)
- Utilize 3rd Tuesday meetings in grade-level teams to plan, share and coordinate programming and assessment
- Regular consultation with Divisional coordinators for consultation, support and resources

Indicators

- Students will have awareness for purpose and audience in all reading and writing activities
- Students will begin to understand that ideas like justice, equity and fairness are complex
- Students will have opportunities to investigate complex moral and ethical issues and conflict through text, videos and images
- Students will infer the 'big ideas' or themes of a visual or written text and express how they are applicable to real world
- Students will recognize that different experiences, opinions and ideas impact understanding and actions

- Students will respectfully express opinions and judgements through discussions, conferences and written reflections
- Students will see patterns and connections within texts that have been viewed/heard/read
- Students will regularly reflect and consider their responses and actions (tracked and recorded in records, frameworks or templates)

Data Collection

- Products – common assessment (see/think/wonder/feel) using common books, videos and images to establish baseline and monitor growth and actions
- Observations – teachers will record anecdotal observations and track actions and responses of students responses to text during class discussions and small group instruction
- Conversations/Conferences – During teacher conferences, students can identify overt and implied messages in their text and identify a point of view and potential action
- Collaboration – Teachers will collaborate in grade level groups to create common assessments and frameworks to track students inferences, connections and actions during small group discussions

Linwood Numeracy Goal 2018-2019

Expected Outcome

By June 2019, 100% of our students will show continued improvement with number sense in the mathematical area of place value.

Strategies

- Teachers will be intentional in providing connections to number sense in all mental math activities
- Teachers will expose students in all grades to the terminology and framework of place value in math activities and stations
- Teachers will meet in grade-level teams to create common grade-level performance expectations and develop relevant programming
- Teachers will create common grade-level assessments and rubrics to establish baseline student understanding and progress
- Teachers will consult with Divisional coordinators for consultation, resources and support
- Teachers will attend and apply relevant PD

Indicators

- Students will describe and apply mental math strategies and number sense in solving equations

- Students will apply their knowledge of place value to improve the consistent quality of their daily work
- Students will be able to justify their reasoning using mathematical language and visuals to support their understanding
- Students will provide clear and complete explanations of number sense and place value in their solutions of equations and problems
- Students will illustrate concretely, pictorially and symbolically the meaning of place value

Data Collection

- Common grade-level assessments
- Vertical collection of work samples
- Collection of daily work samples showing growth over the year

Linwood Mental Health Goal 2018-2019

Expected Outcome

By June 2019, 100% of our students will demonstrate an increased ability to self-regulate in the physical and emotional domains.

Strategies

- All teachers will increase their professional understanding of physical and emotional self-regulation by reading, viewing and discussing professional videos, literature and articles
- 'Zones of Regulation' will be the common language used in our school to promote self-awareness in recognizing emotions in self and others
- Exploration and practice of specific tools to help students calm or energize in response to their emotions
- Exploring and categorizing 'size-of the problem' with students
- Benefit of regular expressions of gratitude and manners
- Use of 'I' statements to express emotion appropriately to others
- Use of movement breaks to promote regulation
- Connection between thinking, emotion and actions (red, blue, green, yellow)
- Class meetings and/or sharing circles to discuss emotions of students and model positive coping strategies
- Continued use of WITS program to empower students with conflict resolution skills, with an increased emphasis on 'S – seek help' when needed
- Targeted support in all classrooms to develop 'Zones of Regulation' as our common language
- Healthy snacks (fruit, vegetables) regularly available for students

- Music Moment every afternoon after lunch to provide calm listening time for self-regulation

Indicators

- Students will be able to use 'Zones of Regulation' language and apply their WITS to express their emotions and assist with their physical and emotional self-regulation
- Students will be able to identify their own emotions and those of others
- Students will consistently treat themselves and others with kindness

Data Collection

- Tracked observations and reflections of 'Zones or Regulation' language being used and applied
- TTFM data