

SCHOOL PLAN 2022-2023

LINWOOD

FOCUS OF IMPROVEMENT - Well-Being

| Identify action area | Broad Outcome | Desired Student Products and Performance | Required Student Knowledge, Skills, and Dispositions |
|--|--|---|--|
| What is the area of focus? | What do you hope to improve? | What specifically will be evidence of improvement in student learning? When will this be assessed? | What will the learning look like/ sound like/ feel like? |
| Well-Being - Executive function skills that improve social and academic outcomes. | Teachers will teach students specific Executive Function (EF) skills to building a repertoire of strategies that increase students' success both in the academic, and social realms. By explicitly focusing on teaching student' (EF) skills in the areas of... 1. Perspective-taking, 2. Situational Awareness 3. Appropriate Emotional Response 4. Initiation 5. Prioritizing 6. Cognitive Flexibility 7. Impulse & Self-Control ...students will demonstrate a greater level of success when negotiating academic and social situations and interactions. | Students will be more successful in academic & social situations and interactions because they use the following EF strategies: • Perspective-taking: Understanding others' thoughts & feelings, & how you are coming across in social settings • Situational awareness: reading the room focus on understanding what you should be doing, based on context • Appropriate Emotional Response; may seen as rude or disinterested if response is unexpected after someone shared their feelings or emotions, emotions may be too big for size of the problem • Initiation; difficulty with starting conversations, with asking for help, and with self-advocacy skills • Prioritizing; this includes steps, choices, jobs, responsibilities • Cognitive flexibility for the sake of being part of a peer group, accepting others' ideas, and being able to take direction from others • Impulse Control & Self Control; using humor appropriately, decision-making, will this decision have good or expected outcomes | Students will receive explicit instruction in these EF skills during the year from their classroom teacher. Students will have daily opportunities to practise these EF skills inside the classroom and school. Students will recognize the benefits of using these EF skills and by the end of each month, students will become more independent in using the EF skill that was the focus for the month. Students will be exposed to previously learned EF skills as they are spiralled throughout the year. Students will demonstrate more success in unstructured situations. Students will be able to develop and maintain friendships with same-age peers. Students will be able to have two-way conversations. |

FOCUS OF IMPROVEMENT - Literacy

| Identify action area | Broad Outcome | Desired Student Products and Performance | Required Student Knowledge, Skills, and Dispositions |
|---|---|--|--|
| What is the area of focus? | What do you hope to improve? | What specifically will be evidence of improvement in student learning? When will this be assessed? | What will the learning look like/ sound like/ feel like? |
| Literacy - Communicating Information Through Writing | Teachers will connect oral language to reading and writing strategies to help students create written text that is clear, detailed, and engaging. Students will demonstrate growth in their ability to effectively communicate ideas and information in writing in both fiction and nonfiction genres. | Students will clearly communicate a wider variety of ideas, details, and information in their written text. Students' written texts will demonstrate a growing understanding of audience, purpose, and message in different genres of writing. Students use borrowed language from oral stories or conversations in the classroom, personal reading, digital information, or read aloud mentor texts to enhance their own writing. Students participate in public writing conferences to share their work and explain their thinking and writing process. Students demonstrate increased knowledge and use of a wider variety of vocabulary in their written text. | Students feel confident taking risks using new vocabulary orally and in writing. Students understand the value of oral conversation or storytelling before writing. All students feel that their oral and written story contributions are valued, and that they are successful writers. All students see themselves as writers and understand that growth mindset and grit are part of a writers' craft. Students use On demand Scoring Guide for writing or checklists based on the guide to improve their writing. Students use oral and written feedback from a variety of audiences (teacher, peers, guests etc.) to improve the information they communicate in their writing. |
| | | Students will demonstrate their baseline understanding for sharing information in writing in October through the use of the On Demand Scoring Guide for Writing and/or Essential Literacy Learnings guidelines. By the end of Term 2 each student will begin to demonstrate criteria in the next level of the On Demand Scoring Guide for Writing. By the end of Term 3, each student will advance at least one level on the On Demand Writing Rubric. | Students use oral language to create, communicate, and revise their plan for writing. Students communicate clearly through ideas, word choice, and voice for different audiences in fiction and nonfiction genres. |

FOCUS OF IMPROVEMENT - Numeracy

| Identify action area | Broad Outcome | Desired Student Products and Performance | Required Student Knowledge, Skills, and Dispositions |
|---|--|--|--|
| What is the area of focus? | What do you hope to improve? | What specifically will be evidence of improvement in student learning? When will this be assessed? | What will the learning look like/ sound like/ feel like? |
| Numeracy - Communicate Thinking in Problem Solving | Teachers use CGI practices to gather ongoing data about students' thinking in problem solving and use this evidence to adjust their practices and instruction to support and extend student learning. Cognitively Guided Instruction (CGI) is a student-centered approach to teaching math. It starts with what students already know and builds on their natural number sense and intuitive approaches to problem solving. It focuses on the thought process behind problem solving and not just the answer. Students will improve their ability to represent appropriate processes and strategies to more clearly show their mathematical thinking in problem solving. | Students will... • reveal their mathematical understanding, reasoning, and methods through their conversations, representations, and discussions with peers and adults. • review and consider their mistakes and misunderstandings to improve their mathematical understanding. • orally discuss, ask questions, critique, respond to, & give suggestions to support the learning of their classmates. • use mathematical vocabulary and terminology to articulate (orally/in writing) the steps of their problem solving process and justification of their solution. • assess and monitor their own progress towards their mathematical thinking goals and will identify areas of growth and areas in which they still need to improve. | Students need... •to understand the problem context • to know how to record & represent their thinking •to understand and use mathematical vocabulary and terminology • to understand and use appropriate strategies. • to understand how to represent (concretely and pictorially), and explain their thinking (orally/in writing), and to justify their process and solutions. • to have perseverance when solving challenging tasks, if multiple strategies need to be tried and original plans need to be modified to lead to a successful solution. |
| | | Students will demonstrate their baseline knowledge through assessments in Sept/Oct that use the Division Problem Solving Rubric (in Portal). By the end of Term 2 each student will begin to demonstrate criteria in the next level of the rubric. By the end of Term 3, each student will advance at least one level on the Problem Solving Rubric. | |