
Sansome School Plan

2018-19



Sansome Goal Planning Process:

Sansome School has dedicated an adequate amount of time to the overall examination of school data, reflection on current practice and identifying a general sense of next steps in instructional growth that best impacts student learning. Currently, teachers from each grade level belong to either the numeracy or literacy committee. The intent of these committees are to support vertical conversations across all grade levels in the areas of both instruction and assessment with the expectation that horizontal conversations will continue within the grade team.

Continuing with our goals attached to Numeracy, Literacy, and Well Being we made use of the planning time provided by enabling our literacy and numeracy teams to be provided with protected and dedicated time to consolidate a targeted goal, corresponding strategies, and meaningful outcomes that identify growth within and throughout all levels. Planning was supported by data, divisional strategic plan, and guided discussion that included administration, staff P.I.A., divisional coordinators and coaches, all teachers and members of our support staff.

Expected Literacy Outcome: 2017-18

Students will improve their ability to demonstrate critical thinking and make sense of text and text features through discussion and the use of writing. 100% of classroom learning spaces will support critical thinking and students ability to understand and respond to texts.

Literacy Outcome Results (status, data or anecdotal evidence).

- Each term staff collected and analyzed school wide writing samples focused around critical thinking and compared these samples to our school wide continuum of beliefs of writing achievement.
- Published writing was displayed in dedicated spaces throughout our school with the purpose of providing an authentic audience.
- A trusting and respectful environment exists that allowed for greater choice and provides opportunities to share different perspectives.
- Criteria is established to identify and use of rich texts for read-alouds for the purpose of student engagement and development of vocabulary.
- Common planning times and experiences will ensure consistency both vertically and horizontally.
- Elements of comprehension and critical thinking are evident in guided reading and writing practices in a greater amount of classrooms.

Expected Numeracy Outcome: 2017-18

Students will improve their ability to communicate their mathematical thinking. In other words, we want students to be able to “show what they know”. 100% of classroom teachers will use common language and assessment in the area of estimation and mental math.

Numeracy Outcome Results (status, data or anecdotal evidence).

- Teachers worked to develop and use common assessments – both vertically and horizontally.
- Students and teachers worked to use common language as outlined in the Manitoba math curriculum.
- Students developed a growth mind-set and increased resiliency to persevere when struggling in math. Teachers evolved their own language to help build resiliency within our students.
- Game-based resources were used to engage students in mathematical strategies, discussions and fact recall.

Expected Whole Child Outcome: 2017-18

To provide opportunities for students to engage beyond the curriculum and increase their understanding of personal safety, health, individual self-awareness, and sense of belonging within their school and community. All classrooms will support the needs and individual strengths of each student.

Whole Child Outcome Results (status, data or anecdotal evidence).

- Students and teachers developed a greater understanding of various learning styles through their use of UDL strategies and lesson planning ensuring engagement and emotional growth for all.
- Staff and students participated in a variety of ongoing academic, athletic, artistic cultural, and sustainable living learning experiences that enhanced classroom instruction and curricular outcomes.
- Students and staff have a greater understanding of a variety of self-regulation strategies such as Restitution and Growth Mindset to support the emotional growth of all students.

Literacy Goal Pathway - 2018/19 (part 1)

<p style="text-align: center;">Area of Improvement Step 1 Identified Action Area</p>	<p style="text-align: center;">----- Step 2 Broad Outcome</p>	<p style="text-align: center;">----- Step 3 Desired student products and performances (SMART goal)</p>	<p style="text-align: center;">-----> Step 4 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-word situations using strong literacy skills.</p>	<p>100% of our students will be able to discuss and communicate strategies that improve their ability to comprehend and critically respond to the world around them.</p>	<ul style="list-style-type: none"> - Students will need to have an understanding of Phonics and an awareness of common word patterns. - Students will need to retell key details and recognize differing points of views of characters within their reading. - Students need to be able to discuss and record connections they have made within and beyond the text they read. - Students will need to create a variety of written pieces that demonstrate their opinions and understanding of a given topic. - Students will require stamina and persistence when creating and revising their writing.

Literacy Goal Pathway - 2018/19 (part 2)

<p style="text-align: center;">Growth Agents Step 5</p> <p>Desired teacher products and performances (SMART goal)</p>	<p style="text-align: center;">----- Step 6</p> <p>Required teacher knowledge, skills and dispositions</p>	<p style="text-align: center;">----- Step 7</p> <p>Desired team products and performances</p>	<p style="text-align: center;">-----> Step 8</p> <p>Required team knowledge, skills and dispositions</p>
<p>100% of our classroom learning spaces will support both surface level and Deeper Learning routines and experiences.</p>	<p>Teachers must be familiar with and utilize the new ELA curriculum</p> <p>Teachers must understand the principles and fundamentals of UDL as it relates to literacy and inclusion.</p> <p>Teachers will need to have an understanding of the principles of the Optimal Learning Model and the importance of guided instruction in reading and writing.</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 Visible Learning and be open to incorporating these practices within their classrooms.</p>	<p>A Literacy Leadership Team will be established to support consistency in planning and expectations within and across our grade levels.</p> <p>Staff will participate in professional development focused on phonemic awareness (school based) and the principles of UDL (divisional) early in the school year.</p> <p>Staff will explore increased opportunities and set achievable targets based on data for authentic writing and reading through the use of <u>"Literacy Essentials"</u> by Regie Routman</p> <p>"Daily Literacy Routines" (DLR) will happen in every classroom each day at a routine time. These routines will incorporate word work, reading, <u>writing</u> and guided literacy practice.</p> <p>Specific practices from <u>"Making Thinking Visible"</u> by Ron Ritchhart will be shared at staff meetings and implemented at all grade levels in literacy instruction and beyond.</p>	<p>We will value common time to collaborate and be engaged in discussion and planning that supports essential and effective literacy practices.</p> <p>Co-teaching opportunities between 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 <u>seek</u> support from others to grow professionally.</p>

Numeracy Goal Pathway - 2018/19 (part 1)

<p style="text-align: center;">Area of Improvement Step 1 Identified Action Area</p>	<p style="text-align: center;">----- Step 2 Broad Outcome</p>	<p style="text-align: center;">----- Step 3 Desired student products and performances (SMART goal)</p>	<p style="text-align: center;">-----→ Step 4 Required student knowledge, skills and dispositions</p>
<p style="text-align: center;">Numeracy</p>	<p>Students will improve their ability to communicate their mathematical thinking. In other words, we want students to be able to "show what they know".</p>	<p>100% of our students will be able to demonstrate growth in effectively communicating their mathematical thinking in the area of problem solving and calculation.</p> <p><i>Current Data that Supports Need:</i></p> <p><i>Based on our provincial data, only 64.1% of our students met expectations when assessed in the area of using and communicating their mental math strategies.</i></p> <p><i>Our AAA population is considerably lower at 45% meeting expectations in this same area</i></p> <p><i>On the 2017 grade 3 provincial assessment, our grade 3's achieved a percentage of 60.2% meeting expectations.</i></p> <p><i>Our most recent term 2 data shows that 37/51 grade 5 students received an indicator below 4 in the area of mental math and estimation.</i></p>	<p>Students must have a growth mind-set and develop resiliency to persevere when they are struggling.</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 value and show respect for others perspectives and learning styles.</p> <p>Students will explain their strategies and thinking orally or in writing using concrete models, drawings, actions or numbers.</p> <p>Balance of independent and collaborative numeracy experiences.</p>

Numeracy Goal Pathway - 2018/19 (part 2)

Growth Agents Step 5 Desired teacher products and performances (SMART goal)	<div>-----</div> Step 6 Required teacher knowledge, skills and dispositions	<div>-----</div> Step 7 Desired team products and performances	<div>-----></div> Step 8 Required team knowledge, skills and dispositions
<p>By the end of June 2019 all teachers will:</p> <p>Engage students in explaining their mathematical reasoning in small group and classroom situations.</p> <ul style="list-style-type: none"> - Expect students to explain why their strategies work. - Provide opportunities for productive struggle to allow students to recognize the importance of effort and build perseverance - Provide tasks that encourage students to construct mathematical arguments. - Assess student progress using provincial achievement profile documents (Manitoba Ed) 	<p>Teachers become increasingly skilled in asking questions that scaffold and advance student thinking.</p> <p>Explore resources to support high level questioning and rich mathematical tasks for students.</p> <p>Teachers will be knowledgeable of essential vocabulary.</p> <p>Teachers will plan for and implement strategies that help build resiliency and support student struggle.</p> <p>Review Manitoba Achievement Profile documents and collaborate on common expectations.</p>	<p>Common planning time will be provided to share strategies and explore resources such as Number Talks, Visible Learning for Mathematics, and other problem solving resources.</p> <p>Teachers will have individual copies of necessary resources as agreed upon by the school team.</p> <p>Teachers will collaborate to support one another to use high level questioning and rich mathematical tasks with students.</p> <p>Common assessment practices are established based on increased application of the profiles.</p> <p>Teachers must develop and use common assessments - both vertically and horizontally.</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 value common time to collaborate and are engaged in discussion and planning that support support the standards for mathematical practices.</p> <p>Co-teaching opportunities between 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>

Whole Child Goal Pathway - 2018/19 (part 1)

<p style="color: red; 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;">Educating the Whole Child</p>	<p>To provide opportunities for students to engage and develop as empathetic citizens who consider their impact on others and develop a sense of pride and belonging within their school and community.</p>	<p>100% of our students will have participated in a variety of activities and experiences that support their ability to identify their strengths, recognize their emotional state and demonstrate empathy towards others. Students will be recognized for making positive choices as individuals and as members of our community.</p> <p><i>Current Data that Supports Need:</i></p> <p>Based on our most recent EDI Data:</p> <ul style="list-style-type: none"> • 37% of our current Grade 1's and 5's lack pro-social and helping behaviour • 24% of our current grade 1's are indicated as "Not Ready" in 1 or more domains. • Though indicated as "ready", our overall average has decreased in most categories compared to previous data sets. 	<ul style="list-style-type: none"> - Students will have an understanding of various learning styles. - Students will need to be critical thinkers and comfortable collaborating with others. - Students will be open to participate in a variety of curriculum based academic, athletic, artistic cultural, and sustainable living learning experiences. - Through engagement and collaboration, students will need to develop an understanding of themselves and the diversity of others in the world around them. - Students will have an understanding of personal problem solving strategies that are common throughout the school.

Whole Child Goal Pathway - 2018/19 (part 2)

<p style="text-align: center;">Growth Agents Step 5 Desired teacher products and performances (SMART goal)</p>	<p style="text-align: center;">----- Step 6 Required teacher knowledge, skills and dispositions</p>	<p style="text-align: center;">----- Step 7 Desired team products and performances</p>	<p style="text-align: center;">-----→ Step 8 Required team knowledge, skills and dispositions</p>
<p>All classrooms will support the needs and strengths of each student. Planning will ensure students have participated in a variety of experiences that promote personal safety, responsible citizenship, positive conflict resolution, empathy, and inclusion, using common school-wide language and perspectives.</p>	<ul style="list-style-type: none"> - Teachers will need to become familiar with the philosophy and language of the Zones of Regulation self-regulation strategy and the WITS conflict resolution strategy. - Teachers will require greater knowledge of the 3 blocks of Universal Design, ensuring both inclusion and differentiation exist to increase engagement and emotional growth for all. - Staff will work collaboratively to create an assembly format that builds community, promotes positive citizenship and growth. - Teachers will value regular and on-going learning experiences that promote the 6 C's of Education (Collaboration, Critical Thinking, Creativity, Citizenship, Communication, Character). 	<ul style="list-style-type: none"> - Common professional development experiences and exploration of resources staff will occur to ensure staff are confident in using elements of the Zones of Regulation and WITS program. Common language will be utilized throughout the school. - Each classroom will display "Classroom Beliefs" early in the year to guide positive behaviours, positive decision-making and regular engagement in learning. Through guided discussion, these beliefs would align with a common perspective that all students have the right to learn, to be safe and to feel good about themselves. - Regular Grade Group Meetings and assemblies will occur with the goal of creating community, celebrating growth in learning, recognize student accomplishments and educating about empathy. - Time will be dedicated to initiate and cooperatively plan, prepare and implement a greater amount of cross-grade grouping and team building activities. 	<ul style="list-style-type: none"> - All staff will be aware, competent and consistent in utilizing the language and features of Zones of Regulation and the WITS program. Resources and materials will be made accessible for all. - All staff will be sure to refer to "Classroom Beliefs", when supporting students within the classroom. - All staff will be open to contributing and participating within ongoing assemblies and grade group meetings that promote the positive recognition of growth and empathy. - Staff will continue to value and be actively engaged in planning and preparing a variety of cross-grade activities and school wide roles.