
Sansome School Plan

2019-20



Sansome Goal Planning Process:

Sansome School dedicates a considerable amount of time to the overall examination of school data, reflection on current practice and identification of next steps in instructional growth that best impacts student learning. Currently, we have established a school based Literacy Leadership Team, participate in a Metro-Division Regie Routman Literacy Residency, have had access to divisional numeracy and literacy coaches and provide teachers with common prep time to meet both vertically horizontally in their teaching levels.

Continuing with our goals attached to Numeracy, Literacy, and Education of the Whole Child, we made use of staff meetings, professional development sessions, metro partnerships, current readings and collaboration with instructional coaches to consolidate purposeful goals, identify corresponding strategies, and target 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: 2018-19

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.

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

- A Literacy Leadership Team was established to support consistency in planning and expectations within and across our grade levels.
- Staff participated in professional development that focused on the continuum of K-12 Word Study to support the inclusion of surface skills within critical thinking tasks.
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- A school team focused on the principles of Universal Design for Learning through an indepth study of "Ensouling Our School."
- Staff explored increased opportunities and set achievable targets based on data and writing samples collected from the On-Demand Writing Process for authentic writing and reading through the use of "Literacy Essentials" by Regie Routman.
- "Daily Literacy Routines" (DLR) happened in every classroom each day at a routine time. These routines incorporated word work, reading, writing and guided literacy practice.
- Specific practices from "Making Thinking Visible" by Ron Ritchhart were shared at staff meetings and implemented at all grade levels with the support of our Literacy Coach.

Expected Numeracy Outcome: 2018-19

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 our students will be able to demonstrate growth in effectively communicating their mathematical thinking in the area of problem solving and calculation.

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

- Teachers worked to develop and use common assessments – both vertically and horizontally.
- Students faced challenge and developed resiliency to persevere through mathematical struggling.
- Common planning time was provided to share strategies and explore resources such as Number Talks, Jo Boaler, Visible Learning for Mathematics, and a variety of provincial curriculum resources.
- Common assessment practices were explored and implemented that supported the increased application of the provincial mathematical learning profiles.
- Students gained skill at explaining their strategies and thinking orally, in writing, when using concrete models, drawings, actions and/or with numbers.
- A school space dedicated to critical thinking using non-permanent vertical learning was established to ensure all students were provided with a balance of independent and collaborative numeracy experiences.

Expected Whole Child Outcome: 2018-19

To provide opportunities for students to engage and develop as **empathetic** global citizens who consider their impact on others and develop a sense of pride and belonging within their school and community.

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 gained an understanding of personal problem solving strategies, specifically Zones of Regulation and WITS, that became common throughout the entire school.

Literacy Goal Pathway - 2019/20 (part 1)

| <b style="color: red;">Area of Improvement Step 1 Identified Action Area | ----- Step 2 Broad Outcome | ----- Step 3 Desired student products and performances (SMART goal) | -----> Step 4 Required student knowledge, skills and dispositions |
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| Literacy: Demonstrating Critical Thinking and Deeper Learning | 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. | 100% of our students will be able to demonstrate improvement in their ability to comprehend and critically respond in writing to the world around them. <i>Current Data that Supports Need:</i> <i>Based on our 2018-19 provincial data, only 65% of our evaluated students met expectations when assessed in the area of demonstrating comprehension. 46% of students across all grade levels received an indicator of 3 or lower (12% have an indicator of 2 or lower) in Critical Thinking.</i> <i>Our most recent term 2 data shows that 75% 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 writing.</i> <i>Based on our ongoing On-Demand Writing Samples, students areas of growth have been identified as:</i> <ul style="list-style-type: none"> - Sustained Stamina. - Communicating Critical Thinking using supporting details and evidence. | Students will need to have an understanding of Phonics and an awareness of common word patterns. Students will need to identify key details of learning experiences and recognize differing points of view. Students need to be able to discuss and record connections they have made within and beyond the text they read. Students will compose a variety of written pieces that demonstrate their awareness of an intended audience and includes their opinions and understanding of a given topic with supporting evidence. Students will require stamina and persistence when creating and revising their writing. |

Literacy Goal Pathway - 2019/20 (part 2)

| Growth Agents Step 5 Desired teacher products and performances (SMART goal) | -----> Step 6 Required teacher knowledge, skills and dispositions | -----> Step 7 Desired team products and performances | -----> Step 8 Required team knowledge, skills and dispositions |
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| <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 will establish a school-wide continuum of essential instructional language and skills based on the outcomes found within the ELA curriculum.</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, 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>We will value and incorporate current events and student interests to ensure learning is impactful for students and overall engagement continues to increase.</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 "Making Thinking Visible" by Ron Ritchhart will be implemented at all grade levels.</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> |

Numeracy Goal Pathway - 2019/20 (part 1)

| <b style="color: red;">Area of Improvement Step 1 Identified Action Area | ----- Step 2 Broad Outcome | ----- Step 3 Desired student products and performances (SMART goal) | -----> Step 4 Required student knowledge, skills and dispositions |
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| Numeracy | Students will improve their ability to demonstrate their mathematical thinking. In other words, we want students to be able to "show what they know". | 100% of our students will be able to show growth in demonstrating their mathematical thinking in the area of problem solving and calculation. <i>Current Data that Supports Need:</i> <i>Based on our 2018-19 provincial data, only 60% of our evaluated students met expectations when assessed in the area of using and communicating their mental math strategies. 18.5% of students across all grade levels received an indicator of 2 or lower in Mental Math and Estimation.</i> <i>Our most recent term 2 data shows that 65% grade 4 and 5 students received an indicator of 3 or lower (21% received an indicator of 2 or lower) in the area of problem solving.</i> <i>In April of 2019, all students from grades 2-5 participated in a Math Mindset Survey. Though 91.2% of our students agree that mistakes make your brain grow; 102 students expressed feelings of frustration and negative mindsets when they don't know what to do.</i> | Students must have a growth mind-set and develop resiliency to persevere when they are struggling. Students need quick recall of basic facts in each grade level based on curriculum outcomes for the purpose of efficiency and automaticity. Students value and show respect for others perspectives and learning styles. Students will explain their strategies and thinking orally or in writing using concrete models, drawings, actions or numbers. Balance of independent and collaborative numeracy experiences. |

Numeracy Goal Pathway - 2019/20 (part 2)

| Growth Agents Step 5 Desired teacher products and performances (SMART goal) | ----- Step 6 Required teacher knowledge, skills and dispositions | ----- Step 7 Desired team products and performances | -----> Step 8 Required team knowledge, skills and dispositions |
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| <p>By the end of June 2020 all teachers will:</p> <p style="text-align: center;">Engage students in explaining their mathematical reasoning.</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 perseverance - Students will often engage in defending and connecting their mathematical thinking with others. - Assess student progress using provincial achievement profile documents (Manitoba Ed) | <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 mathematical tasks that promote critical thinking.</p> <p>Teachers will be knowledgeable of essential common language.</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 (Number Talks, Jo Boaler, etc).</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 high level questioning and rich mathematical tasks.</p> <p>Common assessment practices will be established based on increased application of the provincial profiles along with the use of student friendly rubrics.</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 will have common time to collaborate and are engaged in discussion and planning that 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 - 2019/20 (part 1)

| <b style="color: red;">Area of Improvement Step 1 Identified Action Area | ----- Step 2 Broad Outcome | ----- Step 3 Desired student products and performances (SMART goal) | -----> Step 4 Required student knowledge, skills and dispositions |
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| Educating the Whole Child | <p>To provide opportunities for students to further develop their emotional intelligence and consider their impact on others as they develop a sense of pride and belonging within their school and community.</p> <p>As described in "Ensouling our Schools" by Jennifer Katz, emotional intelligence is defined as including the following 5 interrelated sets of cognitive, affective and behavioural competencies:</p> <ul style="list-style-type: none"> - Self-awareness - Self-management - Social Awareness - Relationship Skills - Responsible Decision Making | <p>100% of our students will have participated in a variety of learning experiences that support their ability to identify their strengths, recognize their emotional state and feel empathy towards others. Students will be recognized for being role models and 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 19/20 TTFM Data:</p> <p>At Sansome, grade 4/5 students rated below the national average in the area of advocacy at home (6.5) and at school at 6.3 out of 10;</p> <ul style="list-style-type: none"> • the Canadian norm for these grades in both areas is 6.4. • Overall, our grade 4/5 students have identified both their strengths and highest level of enjoyment in the areas of interpersonal relationships with friends and family. | <ul style="list-style-type: none"> - Through engagement and collaboration, students will develop an understanding of themselves and the diversity of others in the world around them. - 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. - Students will have an understanding of personal problem solving strategies that are common throughout the school. |

Whole Child Goal Pathway - 2019/20 (part 2)

| Growth Agents Step 5 Desired teacher products and performances (SMART goal) | ----- Step 6 Required teacher knowledge, skills and dispositions | ----- Step 7 Desired team products and performances | -----> Step 8 Required team knowledge, skills and dispositions |
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| <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, emotional regulation, and inclusion, using common school-wide language and perspectives.</p> | <ul style="list-style-type: none"> - Teachers will become increasingly knowledgeable with the philosophy and language of the Zones of Regulation self-regulation strategy and the WITS conflict resolution strategy. - Teachers will build their understanding and implementation of the 3 blocks of Universal Design (specifically the Ensouling our School resource), ensuring inclusion, differentiation, and growth exist for all. - Staff will commit to working collaboratively to create an assembly format that builds community, promotes positive citizenship and growth. - Teachers will value regular and on-going deeper 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 and supportive classroom adaptations. 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. - Staff will 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 knowledgeable of the 6C's and plan with deeper learning experiences in mind. - 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. |