
Sansome School Plan

2021-22



Sansome Goal Planning Process:

Sansome School dedicates a considerable amount of time to the overall examination of school data, reflection on current practice as well as identification of student strengths and next steps in instructional growth that best impacts student learning. This year, we will have a specific and detailed focus on Response Learning in the areas of Literacy and Numeracy. We have established a school based Literacy Leadership Team, have had access to divisional numeracy and literacy coaches, and provided teachers with common Professional Learning time to meet both vertically horizontally in their teaching levels. During the 2020-21 school year we participated in Grade Level Professional Learning Communities to identify the Essential Learnings, share common assessments, and best practices in achieving those grade level outcomes.

Continuing with our goals attached to Numeracy, Literacy, and Education of the Whole Child, we will make use of staff meetings, professional learning communities, metro partnerships, current readings, and collaboration with instructional coaches to consolidate purposeful goals, identify corresponding strategies, and target meaningful outcomes that identify and track student growth.

Expected Literacy Outcome: 2020-21

Students will become independent and confident in connecting reading and writing. Through a variety of reading and writing response lessons, 100% of students will be able to demonstrate the essential learning grade level outcomes for reading and writing.

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

- Our Grade Level Team Meetings continued to meet regularly to support consistency in planning and expectations within and across all grade levels.
- Staff in grades K-3 participated in professional development that focused on the continuum of K-12 word study and the use of phonics and word patterns to support the inclusion of surface skills within critical thinking tasks.
- Staff focused on professional development in the areas of UDL and Deep Learning that incorporated the meaningful inclusion of current events and increased connections beyond the classroom.
- Staff set achievable targets for growth in student writing 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.
- K-5 Essential Learning and common assessments were shared. Learning targets were established and measured using the common grade level assessments.
- Staff received a resource binder that included specific practices from "Making Thinking Visible" by Ron Ritchhart. Some staff were able to implement strategies and student exemplars shared across all grade levels.
- Divisional and Provincial Literacy Resources were accessed and adapted for classroom implementation.

Expected Numeracy Outcome: 2020-21

Students will share and demonstrate their mathematical thinking in the area of problem solving and number sense in relation to the established grade level outcomes. Assessment data will be used to target outcomes and develop responsive learning plans.

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

- Students faced challenge and developed resiliency to persevere through mathematical struggling.
- Overall, students demonstrated a more efficient recall of basic facts in each grade level based on curriculum outcomes for the purpose of efficiency and automaticity.
- 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 divisional and provincial curriculum resources.
- In grade level teams teachers worked to develop and use common assessments. Practices were explored and were set to be implemented that supported the increased application of the provincial mathematical learning profiles. These efforts were interrupted by the COVID-19 pandemic.
- Students gained skill at explaining their strategies and thinking orally, in writing, when using concrete models, drawings, actions and/or with numbers.
- Greater consistency in daily math routines were established.

Expected Whole Child Outcome: 2020-21

Students were provided opportunities to engage in a variety of learning experiences that support their ability to identify strengths, emotional states, and to empathize with others. Students will be recognized for being positive role models and making positive choices as individuals and as members of the 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 had opportunities to participate in Project 11 that enhanced classroom instruction and curricular outcomes.
- "One Without the Other" by Shelley Moore was shared with all staff as a Resource with the focus being on inclusion.
- Application was made for staff to participate in Professional Development opportunity with Shelley Moore during the 2021-2022 school year.
- Students gained an understanding of personal problem solving strategies, specifically Zones of Regulation, Restitution, and WITS, that became common throughout the entire school.
- Each classroom displayed "Classroom Beliefs" / "Classroom Treaties" 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.

Literacy Goal Pathway - 2021/22 (part 1)

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
Literacy: Demonstrating Critical Thinking and Deeper Learning	Students will become independent and confident in connecting reading and writing.	Through a variety of reading and writing response lessons, 100% of students will be able to demonstrate the essential learning grade level outcomes for reading and writing.	Students will develop a solid understand of phonics and decoding strategies. Students will express, discuss, and record connections made within and beyond the text. Written expression will reflect the intended audience and include opinions and understandings around a given topic. Persistence and stamina will be developed in creating, editing, and revising text.

Literacy Goal Pathway - 2021-22 (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
<p>100% of classroom instruction will support the implantation of the Optimal Learning Model, Shared Reading, and Shared Writing experiences. Grade level Essential Learning will be the focus for developing Response learning plans.</p>	<p>Teachers will have a solid understanding of the ELA curriculum, Divisional grade level Essential Learning Outcomes. "Literacy Essentials" will be a Resource for the principles of the Optimal Learning Model, Shared Reading, and Shared Writing. Teachers will implement daily Literacy routines K-5.</p>	<p>Teachers will be supported by dedicated PLC time to share grade level expectations and develop responsive next step learning practices. Teachers will model, observe, and/ or co-teach using the OLM model and best practice Literacy strategies. Common grade level assessments will be developed and shared at the school and division level.</p>	<p>Literacy Values will be shared and evident in all classrooms. Collaboration at the school and division level will support essential and effective literacy practices. Teachers will refine instructional practices, take new risks, and grow professional as a school team. Teachers will collaborate with Div. Lit. Coaches and utilize Resources.</p>

Numeracy Goal Pathway - 2021-22 (part 1)

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
<p>Numeracy: By June 2021: 100% of students will share and demonstrate their mathematical thinking.</p>	<p>Students will demonstrate their mathematical thinking. They will "share and show what they know".</p>	<p>Students will share and demonstrate their mathematical thinking in the area of problem solving and number sense in relation to the established grade level outcomes. Assessment data will be used to target outcomes and develop responsive learning plans.</p>	<p>Students will develop a growth mind-set and resiliency to persevere when struggling. Students will have quick recall of basic grade level number facts for automaticity and efficiency. Students will respect and value others mathematical thoughts and opinions.</p>

Numeracy Goal Pathway - 2021-22 (part 2)

<p style="color: #0070C0;">Growth Agents</p> <p>Step 5</p> <p>Desired teacher products and performances (SMART goal)</p>	<p>-----</p> <p>Step 6</p> <p>Required teacher knowledge, skills and dispositions</p>	<p>-----</p> <p>Step 7</p> <p>Desired team products and performances</p>	<p>-----></p> <p>Step 8</p> <p>Required team knowledge, skills and dispositions</p>
<p>By June 2021, all students will be engaged in explaining mathematical reasoning and be provided with opportunities for productive struggle. Students will be provided opportunity to defend and connect their mathematical thinking with others. Students will focus on the Essential Grade Level outcomes.</p>	<p>Teachers will ask questions designed to scaffold and advance student thinking. Teachers will engage students in rich mathematical tasks that promote critical thinking. Teachers will use common language from the Learning Maps. Teachers will implement strategies that build resiliency and support struggle. Teachers will share common grade level outcomes, develop and implement next steps.</p>	<p>Teachers will meet in grade level PLC to share common expectations; to plan responsive learning plans, and to develop common assessments. Teachers will be supported by necessary resources. Teachers will be supported by Division Grade Level discussions of the Essential Learnings, common assessments and opportunities to work with the Numeracy Coach.</p>	<p>Numeracy Beliefs will reflect and value a growth mindset and resilience to persevere. Students and teachers will value risk taking and exploration of new perspectives and mathematical thinking. Resources and videos from "Children's Mathematics Cognitively Guided Instruction" will be share and practices evident in classrooms K-5.</p>

Whole Child Goal Pathway - 2021-22 (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
Educating the Whole Child: Physical and Emotional well-being.	Students will develop emotional intelligence, develop a sense of pride and belonging, as well as positive coping and regulation strategies.	100% of students will participate in learning experiences to support their ability to identify their strengths, recognize their emotional states, and feel empath and understanding towards others in our school and community. Students will be provided opportunities for leadership and to be positive role models. Students will be able to identify ways to de-escalate and to solve problems indepently.	Through engagement and collaboration, students will develop an understanding of themselves and the diversity of other in the world around them. Students will develop empathy and opportunity to show kindness to one another. Students will engage in academic discussions, cultural experiences, and athletic opportunities. Students will make positive choices.

Whole Child Goal Pathway - 2021-22 (part 2)

<p>Growth Agents</p> <p>Step 5</p> <p>Desired teacher products and performances (SMART goal)</p>	<p>-----></p> <p>Step 6</p> <p>Required teacher knowledge, skills and dispositions</p>	<p>-----></p> <p>Step 7</p> <p>Desired team products and performances</p>	<p>-----></p> <p>Step 8</p> <p>Required team knowledge, skills and dispositions</p>
<p>Classrooms will focus on student strengths in planning to meet individual student needs. Students will participate in experiences that promote personal safety, responsible citizenship, positive conflict resolution, empathy, emotional regulation, and inclusion.</p>	<p>Teachers will be knowledgeable of the Zones of Regulation, Restitution, WITS, Mental Health Initiatives (Project 11) and the understanding of the impact of trauma on learning. Teachers will provide learning experiences that incorporate the 6 Cs: Citizenship, Collaboration, Communication, Critical Thinking, Creativity, and Character.</p>	<p>The Common language of Zones of Regulation, WITS, and Restitution will be utilized K-5. Visuals will be evident in all classrooms. Classroom Beliefs will be developed with student voice. Project 11, a True North Foundation Mental Health Curriculum will be implemented school-wide. Teachers will utilize Shelley Moore's resources and students will be included versus integrated into their classroom communities.</p>	<p>All staff will be aware, competent and consistent in utilizing The Zones of Regulation, WITS, Restitution, Project 11. All staff will design deeper learning experiences incorporating the 6 Cs.</p>