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# Sansome School Plan

2017-18

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## **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.

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## **Expected Literacy Outcome: 2016-17**

By the end of the school year, students will develop and use the skills of good writing to demonstrate their thinking, deepen their understanding and communicate their ideas across multiple content areas. Students with basic to limited understanding of the writing process will be provided with strategies and support to organize ideas, build fluency, and communicate thinking with greater effectiveness.

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

- Each term staff collected and analyzed school wide writing samples and compared these samples to our school wide continuum of beliefs of writing achievement.
- Support, guidance and funds provided for the creation of classroom libraries with excellent literature representing a variety of genres that support student connections and critical thinking. Moving forward, our upper elementary classrooms will receive similar support.
- We have continued to refine the use of the Optimal Learning Model and expand expectations and implementations with all staff with an emphasis on purposeful authentic writing for a specific audience and/or purpose.
- The majority of our classrooms created, published and shared their writing beyond the classroom. Increased opportunities will be encouraged and provided in the upcoming year.
- The Literacy Coach was well utilized and connected to support school wide reading and writing initiatives and data collection that supported instructional improvements.

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## **Expected Numeracy Outcome: 2016-17**

By the end of the school year, all students will see themselves as mathematical problem solvers, making sense of problems and discussing their strategies to reach a solution.

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

- Numeracy discussions were regular and ongoing at staff meetings in regards to our shared beliefs about teaching and learning mathematics.
- Time was provided with the support of our divisional coordinator to consolidate the roll of our Kindergarten enhancement assessment model.
- Daily routines were established using open-ended problems that support student's ability to communicate both thinking and reasoning. Moving forward we will dedicate time to establishing vocabulary and the use of a continuum that supports the sharing of critical thinking and reasoning.
- Time was spent exploring the recently developed open ended problem-solving resource designed by our divisional coordinators.
- Collect and compare grade level samples using a common problem to initiate the development of a school-wide problem-solving continuum.
- Staff worked with our divisional numeracy coordinator to develop mental math strategies through the use of technology and Number Talks.
- Teachers will developed and will continue to use game-based resources to engage students in mathematical strategies and discussions.

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## Expected Well Being Outcome: 2016-17

By the end of the school year, all students will have had the opportunity to increase their understanding of the meaning of Sustainable Happiness and respecting the importance of being aware of themselves and the needs of others.

### Well Being Outcome Results (status, data or anecdotal evidence).

- Opportunities were provided for students to gain an understanding of their own emotional well-being including:
  - Healthy Living Grant that supported the introduction of Yoga for students
  - Mindfulness and the Mind-Up Curriculum was taught to 4 classrooms as identified during class profile process.
  - A nutrition evening was provided for families to support nutritional goals at home and school
  - Physical fitness and health literacy were promoted during our wellness month both at home and school
  - Performances and experiences within the arts were provided throughout the school year.
  - Staff will continue to incorporate Restitution philosophies throughout the school.
- Opportunities have been provided for students to grow their understanding of the wellness of others. Some topics, discussions and activities included:
  - Sustainable Living
  - Digital Citizenship
  - Involvement in school and student initiated philanthropic experience
- Staff received professional development opportunities, access to available resources and support from our ESS specialists to support their own understanding of strategies aimed at assisting students in developing awareness and knowledge of their own needs.

## Literacy Goal Pathway - 2017/18 (part 1)

<b>Area of Improvement</b> <b>Step 1</b> Identified Action Area	----- <b>Step 2</b> Broad Outcome	----- <b>Step 3</b> Desired student products and performances (SMART goal)	-----> <b>Step 4</b> Required student knowledge, skills and dispositions
Literacy - Critical Thinking	Students will improve their ability to demonstrate critical thinking and make sense of text and text features through discussion and the use of writing.	By June 2018, 100% of our students will be able to demonstrate growth in awareness, discussion and communication strategies that improve their ability to comprehend and critically respond to the text that they read.  <i>Current Data that Supports Need:</i>  <i>Based on provincial data from 2009 - 2015 only 71.1% of our students meet expectations when assessed for comprehension of the text they read.</i>  <i>Our AAA population is considerably lower at 60% meeting expectations. This current school year our grade 3's achieved a percentage of 65.9% meeting expectations.</i>  <i>Based on term 2 data across all grade levels, approximately half or just under half achieve an indicator less than 4 in the area of critical thinking.</i>	Use and understand common language and vocabulary that continues to build each year.  Value and show respect for others perspectives.  Recognize and show appreciation for a variety of learners and learning styles.  Build stamina by valuing and persevering when responding critically to a variety of texts.

## Literacy Goal Pathway - 2017/18 (part 2)

<b>Growth Agents</b> <b>Step 5</b> Desired teacher products and performances (SMART goal)	----- <b>Step 6</b> Required teacher knowledge, skills and dispositions	----- <b>Step 7</b> Desired team products and performances	-----> <b>Step 8</b> Required team knowledge, skills and dispositions
<p>By the end of term 1, 100% of classroom learning spaces will support critical thinking and student's ability to understand and respond to texts.</p> <p>By the end of June 2018 all teachers will:</p> <ul style="list-style-type: none"> <li>- Incorporate guided reading practices into daily routines to model critical thinking strategies and language.</li> <li>- Use common school-wide strategies to create rich opportunities for critical thinking.</li> <li>- Provide opportunities for student choice, variety and increased independence as outlined within the UDL framework.</li> </ul>	<p>Teachers will become increasingly familiar with the new ELA curriculum framework, specifically the Four Practices.</p> <p>Teachers understand the principles and fundamentals of UDL and recognize the importance of choice in the classroom through ongoing professional development.</p> <p>Teachers understand the targeted outcomes and progression of guided reading practices across grade levels.</p> <p>Teachers will be familiar with The Reading Strategies Book and Visual Learning for Literacy and integrate impactful strategies into classroom practice.</p>	<p>Create a school-wide environment that displays published writing and celebrates critical thinking.</p> <p>Classroom walls contain language that supports the skills necessary for critical thinking.</p> <p>Create and share a collection of rich texts and engaging resources to model and improve critical thinking strategies.</p> <p>Create a Critical Thinking Wall to increase opportunities for deeper learning across all grades.</p> <p>Engage in common planning times and experiences to ensure consistency both vertically and horizontally.</p>	<p>Establish a common understanding of the purpose and role audience plays in improving student work.</p> <p>Establish common language that supports the skills and discussion of critical thinking across all levels.</p> <p>Teachers value common time to collaborate and are engaged in discussion and planning that supports the instruction of critical thinking and guided reading.</p> <p>A willingness to take risks and/or reflect on our own current understanding of instructional practices and <del>seek</del> seek support from others to grow professionally.</p>

## Numeracy Goal Pathway - 2017/18 (part 1)

<b>Area of Improvement</b> <b>Step 1</b> Identified Action Area	----- <b>Step 2</b> Broad Outcome	----- <b>Step 3</b> Desired student products and performances (SMART goal)	-----> <b>Step 4</b> Required student knowledge, skills and dispositions
Numeracy	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>80% of our students will be able to effectively communicate mathematical thinking in the area of mental math and estimation using appropriate oral and visual representations. The remaining 20% of students will demonstrate growth in this area.</p> <p><i>Current Data that Supports Need:</i></p> <p><i>Based on our provincial data from 2009 to 2015, 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 2016 grade 3 provincial assessment, our grade 3's achieved a percentage of 51.2% 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>Have a growth mind-set and develop resiliency to persevere when they are struggling.</p> <p>Recall basic facts in each grade level based on curriculum outcomes</p> <p>Listen to and comment on the explanations of others in the class.</p> <p>Recognize and show appreciation for a variety of learners and learning styles.</p> <p>Understand and explain the procedures they are using and why they work</p> <p>Think more deeply about the process of the mathematics rather than simply focusing on the answer</p>

## Numeracy Goal Pathway - 2017/18 (part 2)

<b>Growth Agents</b> <b>Step 5</b> Desired teacher products and performances (SMART goal)	----- <b>Step 6</b> Required teacher knowledge, skills and dispositions	----- <b>Step 7</b> Desired team products and performances	-----> <b>Step 8</b> Required team knowledge, skills and dispositions
<p>By the end of June 2018 all teachers will:</p> <p style="text-align: center;">Engage students in explaining their mathematical reasoning in small group and classroom situations.</p> <ul style="list-style-type: none"> <li>- Expect students to explain why their strategies work.</li> <li>- Provide opportunities for productive struggle to allow students to recognize the importance of effort</li> <li>- Use common language when referring to mental math strategies</li> <li>- Assess student progress using the Mental Math and Estimation Achievement Profile (Manitoba Ed)</li> </ul>	<p style="text-align: center;">Understand and display common language and value the learning progressions of mental math strategies.</p> <p style="text-align: center;">Teachers will be knowledgeable of essential vocabulary.</p> <p style="text-align: center;">Teachers become increasingly skilled in asking questions that scaffold and advance student thinking.</p> <p style="text-align: center;">Teachers will plan for and implement strategies that help build resiliency and support student struggle.</p>	<p style="text-align: center;">Common planning time will be provided to share strategies and explore resources such as Number Talks and Visible Learning for Mathematics.</p> <p style="text-align: center;">Teams will share developmentally appropriate math routines to increase opportunities for Math Talks.</p> <p style="text-align: center;">Common assessment practices are established to track growth in mental math automaticity.</p> <p style="text-align: center;">Teachers must develop and use common assessments - both vertically and horizontally.</p>	<p style="text-align: center;">Our team believes that a growth mind-set is necessary for students to develop resiliency to persevere when they are struggling.</p> <p style="text-align: center;">We value common time to collaborate and are engaged in discussion and planning that supports the instruction of mental math and estimation.</p> <p style="text-align: center;">A willingness to take risks and/or reflect on our own current understanding of instructional practices and <del>seek</del> support from others to grow professionally.</p>



## Whole Child Goal Pathway - 2017/18 (part 1)

<b>Area of Improvement</b> <b>Step 1</b> Identified Action Area	----- <b>Step 2</b> Broad Outcome	----- <b>Step 3</b> Desired student products and performances (SMART goal)	-----> <b>Step 4</b> Required student knowledge, skills and dispositions
Educating the Whole Child	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.	100% of our students will have participated in a variety of activities and experiences each term that nurture their talents, skills, curiosity and positive choices as individuals and as members of our community. Ultimately, we will improve their feelings of safety and expectations for success as reflected within our Tell Them from Me Survey.  <i>Current Data that Supports Need:</i>  Based on our most recent TTFM Data: · 69% of students felt safe attending the Sansome School. The Canadian norm for these grades is 69%. - At Sansome, students rated disciplinary climate of the classroom 7 out of 10; the Canadian norm for grades 4 and 5 is 7.6. - At Sansome, students rated advocacy at school 6.2 out of 10; the Canadian norm for these grades is 5.1.	<ul style="list-style-type: none"> <li>- An understanding of various learning styles.</li> <li>- Students will need to be critical thinkers and comfortable collaborating with others.</li> <li>- Will be open to participate in a variety of ongoing academic, athletic, artistic cultural, and sustainable living learning experiences.</li> <li>- Through engagement and collaboration, they will need to be aware of their interests, talents, and understanding of themselves and the world around them.</li> </ul>

## Whole Child Goal Pathway - 2017/18 (part 2)

<b>Growth Agents</b> <b>Step 5</b> Desired teacher products and performances (SMART goal)	----- <b>Step 6</b> Required teacher knowledge, skills and dispositions	----- <b>Step 7</b> Desired team products and performances	-----> <b>Step 8</b> Required team knowledge, skills and dispositions
<p>All classrooms will support the needs and individual strengths of each student. Lesson planning will ensure students have participated in a variety of activities and experiences each term that promote personal safety, health, individual self-awareness, and encourage a greater sense of belonging for our students within their classroom and beyond.</p>	<ul style="list-style-type: none"> <li>- A knowledge of differentiation and best teaching practices such as Universal Lesson Design to ensure engagement and emotional growth for all.</li> <li>- Teachers will require knowledge of movement activities to increase planning for integrated movement breaks to support an active and healthy lifestyle.</li> <li>- An understanding of a variety of self-regulation strategies such as Restitution and Growth Mindset to support the emotional growth of all students.</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing assemblies and grade group meetings that serve to recognize the accomplishments of our students and promote aspects of a sustainable and happy well-being.</li> <li>- Increased opportunities for students to participate in a variety of extra-curricular activities such as athletics, music, art, culture, cooking clubs and more.</li> <li>- Increased data tracking beyond academics that ensure students are connected to more than one adult and have participated in at least one co-curricular activity during the school year.</li> </ul>	<ul style="list-style-type: none"> <li>- Be willing to support and initiate ways in which we can effectively recognize students in a manner that promotes positive choices in others.</li> <li>- Staff is willing to support a variety of activities for students to identify with and participate during and outside of the school day.</li> <li>- An understanding of a variety of self-regulation strategies such as Restitution and the Mind-Up Curriculum to support the emotional growth of our students. Be able to identify those that require a greater adult connection.</li> </ul>