

## St. James Collegiate Goal Planning For 2021-2022: Literacy

Step 1 Identify Action Arena	Step 2 Broad Outcome	Step 3 Desired student products and performance	Step 4 Required student knowledge, skills and dispositions	Step 5 Desired teaching products and performances	Step 6 Required teacher knowledge and dispositions	Step 7 Desired team product and performances	Step 8 Required team Knowledge, skills and dispositions
<p>To improve literacy skills through quality teaching methods, building student-teacher relationships, deep learning, visible learning strategies and critical thinking opportunities.</p>	<p>Students will improve literacy skills by engaging in a variety of literacy strategies, enabling them to see themselves as capable readers and writers.</p> <p>Students will improve their ability to infer and connect in order to think critically and communicate effectively about visual and written texts.</p>	<p>Students will improve their ability to think and respond personally and critically across all disciplines through: Inquiry, Problem solving Research &amp; Communication Reading, Writing</p> <p>Students will have the opportunity to connect to texts of all sorts and se higher level critical thinking skills to connect their learning to themselves and the world around them.</p> <p>By June 2022, Gr. 12 students will be meeting grade level expectations in the area of responding critically to a variety of texts across the various content areas and on their provincial assessments.</p>	<p>Students will:</p> <p>Feel more comfortable taking risks in a classroom setting.</p> <p>Understand the importance of making and correcting mistakes as part of improving their learning and their work in the classroom.</p> <p>Make meaningful connections between the text and self, other texts and the world.</p> <p>Improve disciplinary literacy skills across all subject areas.</p> <p>Use reason and detailed examples, with greater clarity, to support their thinking and conclusions. Students will use critical thinking skills to apply prior learning and knowledge to new situations/contexts.</p> <p>Recognize and analyze inequities, viewpoints, and bias in texts and ideas in their writing and in discussions.</p> <p>Have opportunity to read, write and speak to demonstrate-their learning.</p> <p>Be provided with more opportunities for demonstrating their thinking, self-assessment and reflection.</p> <p>Be able to interpret information and create written explanations from visual text (diagrams, graphical representations, data sets, observations, etc.)</p> <p>Identify/interpret patterns/trends in text and data.</p>	<p>Teachers will:</p> <p>Support productive struggle within the learning process and provide feedback.</p> <p>Support struggling students by implementing appropriate adaptations, strategies and feedback on the learning process.</p> <p>Emphasize comprehension skills, critical thinking skills, and reflection strategies across the content areas. Provide opportunities for students to think critically in response to self-selected text.</p> <p>Provide students with opportunities to conference with their teacher and/or their peers in small groups to discuss their thoughts regarding their reading.</p> <p>Promote a school wide culture that encourages reading and writing with common strategies for use in all courses to help students become more effective learners, readers, writers and thinkers.</p> <p>Use a variety of rich texts and tasks such as picture books, magazine articles, photography, graphic novels, artwork etc. to engage students and promote literacy and critical thinking opportunities.</p> <p>Provide opportunities for students to explore a variety of texts through literature circles and classroom libraries.</p> <p>Provide opportunities for students to write in all subject areas and self-assess with teacher feedback provided.</p> <p>Ask/model higher order thinking questions and strategies.</p>	<p>Teachers will:</p> <p>Select tasks that provide multiple entry points for students that acknowledge their individual learning needs.</p> <p>Create learning environments that are interactive, and student centered.</p> <p>Develop a common understanding and vocabulary for staff and students of what critical thinking looks like. Use thinking routines to support deeper learning.</p> <p>Create, share, and use common thinking routine rubrics in all subject areas-</p> <p>Select a variety of diverse and relatable texts at reading levels for all readers to support critical thinking in all subject areas.</p> <p>Understand how to select and implement a variety of rich texts to support critical thinking in all subject areas.</p> <p>Understand how to gather and use a body of evidence to evaluate student learning and plan for next steps in instruction and programming.</p> <p>Create opportunities for student self-assessment and reflection.</p> <p>Understand how to teach specific skills for critical thinking including: Making connections, inferencing, supporting conclusions.</p> <p>Be collaborative, reflective and seek out PD opportunities incorporation of literacy strategies in the classroom.</p>	<p>Our team will:</p> <p>Continue to use assessment pieces/skills continuum for each level to determine progress and <u>utilize exemplars</u> for teachers and students of grade level work. Provide effective feedback to students, to drive their further learning.</p> <p>Work collaboratively to select texts at appropriate reading levels to support themes across grade levels.</p> <p>Continue to develop common understandings for the assessment of critical thinking and ensure that they are present in our final assessments across all disciplines.</p> <p>Help develop a school wide culture that encourages reading and writing while identifying common strategies for use in all courses to help students become more effective readers and writers.</p> <p>Will work alongside divisional supports (Indigenous Support Teacher) to support and engage students in literacy across the curriculum.</p> <p>Read aloud to their students several times a week, allow time, choice and structure for students to read independently each week.</p> <p>Give more opportunities for creativity, application, inquiry tasks, and analogies to help deepen understanding.</p>	<p>Our team believes:</p> <p>Students should read and write every day.</p> <p>That a growth mindset is helpful for both staff and students.</p> <p>Teaching literacy and critical thinking is everyone’s responsibility, not just the Humanities.</p> <p>Persistence and continued focus on a variety of strategies will support students in meeting outcomes across the subject areas.</p> <p>Teaching a diverse student population necessitates understanding individual student needs and academic abilities, which may require adaptations and modifications in programming to ensure student success.</p> <p>Being aware of these diverse student needs (EAL, International, M credit, traumatic backgrounds etc…) and collaborating with student services regularly will help improve the learning outcomes and literacy skills of all the students in our classrooms.</p> <p>Collective teacher efficacy and collaboration is critical in our work to engage students and improve/enrich student learning.</p>

