



# 2017-2018 Board Improvement Plan for Student Achievement & Well-Being

**VISION:** All students prepared and empowered for the possibilities of today and tomorrow.

## A Culture of Learning and Leadership: Growth Mindset



### Culture of Collaborative Professional Learning

- All educators are learning and growing professionally
- Premised on Professional Learning Cycle
- Deepens knowledge of our students, the curriculum, rich tasks, instruction and assessment cycle
- Grounded in relationships, trust and risk-taking and a growth mindset

### Culture of High Expectations for Student Learning

- Believe that all students are competent, capable and curious learners who can learn, progress and achieve
- Responsive, welcoming and safe classroom learning environments
- Students feel connected to, and reflected in, their classroom and community
- Developing student confidence, risk-taking and a growth mindset

## Effective Instruction and Assessment Practices

### Assessment for, as and of learning informs instruction

- Assessment is grounded in big ideas and transferable skills in the curriculum and used to inform next steps
- Reflects all categories of the achievement chart and evaluates overall expectations
- Assessment for Learning Cycle
- Observations, conversations and products are gathered, interpreted and used to continuously monitor assessment for, as & of learning (triangulation of assessment strategies)

### Assessment for Learning Cycle



### Evidence-based instruction is responsive to student needs identified through assessment

- Critical/creative thinking, authentic student inquiry
- Gradual Release of Responsibility (modeled, shared, guided and independent)
- Indigenous histories, cultures and perspectives are infused in classroom and school learning
- Research-based, high-yield instructional strategies
- Comprehensive numeracy & literacy programs K-12
- Integrate technology in learning and teaching

## CONDITIONS FOR DEEP LEARNING

### LEARNING PARTNERSHIPS

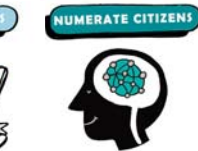
### LEARNING ENVIRONMENTS

### PEDAGOGICAL PRACTICES

### LEVERAGING DIGITAL

### Our Graduates are Globally Minded Learners and Leaders

IF we focus on ALL students developing Globally Minded Learners and Leaders Competencies, THEN the number of students achieving at or beyond provincial standard will improve, ensuring graduation.



## KNOW our Learners • RESPOND to Their Needs • MONITOR Progress to Ensure Graduation

### LITERACY

Goal: We will increase the number of students reaching provincial standard in their ability to think critically and communicate their thinking in literacy, K-12.

*IF we teach students to write using success criteria, descriptive feedback and exemplars, THEN students will use an appropriate form for the purpose and audience to communicate their thinking in writing at provincial standard.*

*IF we teach students to think critically about what they read using success criteria, descriptive feedback, and a range of strategies to construct meaning from a variety of texts, THEN more students will be able to read for meaning and communicate their thinking at provincial standard.*

### GLOBALLY MINDED LEARNERS & LEADERS

Goal: We will engage students in opportunities to develop global competencies to make a difference as connected citizens of the world.

*IF we embed global competencies across the curriculum, THEN students will develop the skills and self-awareness to be successful in the pathway/career of their choice.*

*IF we embed Indigenous Education across the curriculum, THEN students will develop knowledge and understanding of Indigenous traditions, cultures and perspectives.*

### NUMERACY

Goal: We will increase the number of students reaching provincial standard through developing conceptual understanding of number to think critically, communicate and solve problems in mathematics K-12.

*IF we teach students to make connections between concepts, skills and procedures using the mathematical processes, THEN students will be able to solve a variety of problems in mathematics at provincial standard.*

*IF we create a mathematical learning environment which includes using rich math tasks, mathematical discourse/discussion and number talks (i.e. self-verbalization and self-questioning) THEN students will be able to think critically and communicate their mathematical understanding at provincial standard.*

### WELL-BEING

Goal: We will engage students in opportunities to develop a sense of self, spirit and belonging to meet their cognitive, social, emotional and physical needs.

*IF we intentionally interrupt patterns of absenteeism through identifying focus students, targeted interventions, and tracking progress, THEN student attendance and learning will improve.*

## Tiered Approach to Supporting ALL Students



FEW

### Intensive Intervention

- Escalation of support including in-school team
- Even more precise and personalized assessment and instruction

### Specialized Intervention

- Pathways to community care (2-5%)
- Implementation of suicide protocols

SOME

### Increased Support

- Interventions are planned based on student learning needs
- Student progress is closely monitored and instructional strategies are adjusted as needed

### Prevention and Intervention

- Programs and strategies for students with vulnerabilities (15-20%)
- Targeted mental health literacy for early identification and pathways to internal support

ALL

### Good First Teaching & Assessment in Every Classroom

- Educator observes and monitors the progress of all students
- Universal design for learning, differentiated instruction and tiered approach
- Rich, engaging tasks focused on building global competencies
- Assessment and instruction planned based on the curriculum for all students

### Promotion

- Student voice and engagement in building positive school climate
- Social-emotional awareness and daily practices to promote well-being
- Mental and physical health awareness, promotion and practices
- Respecting equity, identity and diversities

