

**Grade/Subject/Topic:** 2016 – 2017 School Year

**Designed by:** Longview Staff

**Stage 1- Desired Results**  
**What do we want to learn?**

**Established Goal:**

**Designing for Understanding that uses high quality instruction and assessment practices to ensure ALL students are learning at high levels.**

**Designing for Understanding to Ensure Student Learning**

**Literacy and Numeracy**

**Power4 Culture**

**Understandings:**

Staff will understand that.....

*All students can learn when we apply the Understanding by Design Principles that use strong Assessment Evidence and Intentional Instructional Strategies grounded by Differentiation and Competencies (Knowing how to learn) that move from teaching students to ensuring students have learned.*

**Understandings:**

Staff will understand that.....

*Strategic Application of literacy (Acquiring and Communicating) skills in the context of learning enriches literacy programs by providing opportunities for students to apply their knowledge, skills and strategies meaningfully to enhance motivation and understanding of the reading process.*

*Building Fluency, Vocabulary and Automaticity in Number Sense are key foundational skills necessary to solve multi-step / multi-concept problems.*

**Understandings:**

Staff will understand that.....

*Students, staff, parents, guardians and community members must work together to create a Power4 Culture that creates a sense of Belonging, Mastery, Independence and Generosity that builds learning capacity for future success for all educational stakeholders.*

**Essential Questions:**

- 1) To what extent does intentionally Designing for Understanding impact student learning (Triangulated Evidence) when purposeful instruction and assessment practices are used?
- 2) Literacy / Numeracy
  - a) To what extent is literacy and learning enhanced when applied in the context of other subject areas?
  - b) How does a strong foundation of number sense improve problem solving?
- 3) To what extent have our students been impacted by a Power4 Culture of learning?

**Purpose:**

- Action that is based on evidence of students “learning” the content as opposed to evidence that students were “taught” the content. Apply strong design that uses effective instruction, assessment and reflection to

**Purpose:**

**Literacy:**

- Continue to develop the necessary fundamentals of literacy to support students who require interventions by ensuring that ALL students develop a “Reading Process System” that relies on

**Purpose:**

Creating an environment where Communication, Collaboration, Commitment and Celebration are Habits used to better our teaching practices and student learning. It is about learning!

<p>ensure student excellence in learning.</p> <ul style="list-style-type: none"> <li>- Engage students in their learning through the design process so they are required to think at high levels to through the application and evaluation of their learning.</li> <li>- Through planning, we want students to experience meaningful, authentically engaging work to ensure that they see the work as worthwhile and purposeful, not just tasks to complete for a grade.</li> <li>- Our work focuses on the four questions; Where are we going (Planning)? Where are we now (Assessment)? What knowledge, skills and attitudes do we need to develop to close the gap or challenge students who already know it (Instruction: Knowing how to Learn)?</li> <li>- Develop Personal Growth and Well Being (Competency): Know how to learn: to gain knowledge, understanding or skills through experience, study and interaction with others</li> <li>- Gradual Release of Responsibility and Zones of Proximal Development to help develop these necessary skills in students.</li> <li>- Improve Vocabulary and Critical Thinking Skills through applied literacy in the context of meaningful learning – <b>Learning to Read by Reading to Learn.</b></li> <li>- Develop a sense of understanding how to learn (Competencies based on the six language arts).</li> <li>- Strong Stage 3 planning that clearly outlines a reasoned and incremental progression toward attaining the big ideas / enduring understandings and acting as a record of decisions and teaching strategies used.</li> <li>- Planning is guided by assessment and used to monitor and adapt plans on an ongoing basis.</li> </ul>	<p>cues [meaning (m), visual (v) and structure (s)] to make meaning of text.</p> <ul style="list-style-type: none"> <li>- Integrate literacy throughout their education to ensure that students are reading to learn and writing to communicate meaning / understanding.</li> <li>- Focused reading and listening in the core subject areas to develop academic and content specific vocabulary and language.</li> <li>- Ensure all students have strong content and organization in their writing. Ask the question; “How do we ensure all students have strong ideas that are organized?”</li> <li>- Ensure the overall quality of writing in terms of sentences, conventions, word choice and voice.</li> <li>- Integrating writing into all subject areas as a way to reflect, deepen and communicate student understanding.</li> <li>- Connecting the six language arts in a differentiated process that develops the whole child to acquire (listening, reading, viewing) and communicate (writing, speaking, representing).</li> <li>- Improve Vocabulary and Critical Thinking Skills – <b>Learning to Read by Reading to Learn</b></li> </ul> <p><i>Numeracy:</i></p> <ul style="list-style-type: none"> <li>- Number Sense: Close the gap and extend learning in Place Value and mathematical operations.</li> <li>- Numeracy is a foundational skill necessary for solving complex, multi-step and multi-concept mathematical problems.</li> <li>- To become numerate, students will develop conceptual understanding and fluency / automaticity of number sense to ensure deep understanding and confidence.</li> </ul>	<p>Work as a Power4 Culture to ensure that everyone feels a sense of:</p> <ul style="list-style-type: none"> <li>- <b>Belonging:</b> Having a sense of connectedness to peers, staff, community and the environment. This includes classroom, staffroom, extracurricular and wherever interactions occur. Healthy relationships ensure needs are met so that learning can take place.</li> <li>- <b>Mastery:</b> The ability to feel competent, achievement and succeed is intrinsic to every human being. Students need to believe they can have success in their learning and extra-curricular activities. Learning new skills through daily life through guidance or independently build motivation to tackle tomorrows challenges.</li> <li>- <b>Independence:</b> Intentionally teach autonomy and essential life skills needed to accept responsibility. Empowered to understand how their choices affect their destiny. Independence skills in the context of learning so students are receiving immediate feedback to develop these skills.</li> <li>- <b>Generosity:</b> Feeling a sense of purpose in your work and helping others. Giving back to the community and being meaningful to someone else.</li> </ul>
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**Summative Assessment**  
**Stage 2- Assessment of Learning Evidence**  
*How will we know we have learned it?*  
**(Explain, Apply, Interpret, Perspective, Self-Knowledge, Empathize)**

**Evidence:**

- Build a bank of Design Plans on the staff common drive that can be shared amongst staff and developed further with IC during embedded time. Minimum 3 Units planned as a collaborative team and submitted for feedback via the Teacher Portfolio.
- In-depth conversations amongst students and staff that demonstrate high levels of cognitive engagement and thinking (Maintain TTFM Data at 95% for engagement data / Observations / Conversations Recorded / FLOW – 90 %).
- Feedback from IC on the progress / growth of our work (Teacher Portfolio Criteria).
- Improved Standard of Excellence on the PAT (GOOD) and SLAs.
- Samples of student work, assessment and performance task from each teacher representing each collaborative unit planned.
- Gradual Release of Responsibility Visible throughout school / Zones of Proximal Development (Conversations / Observations) as staff observe one another to develop and apply their learning to their craft.
- Evidence that students understand the learning targets and assessment criteria.
- Growth on the Staff Learning Rubric with written reflection.
- Staff Observations and growth collected from Instructional Rounds.
- Self-Reflection and minutes of growth and progress in our goals.
- Stage 3 design is a progression of instruction and learning that is sequenced, thoughtful and connected to develop deep understanding of the content and

**Evidence:**

- Literacy
- Have 85 % of our student population at grade level in reading based on Reading A to Z and Fountas and Pinnel.
  - Reading Rubric filled out for each student for each reporting period and retained in the Literacy Binder in the office.
  - Modifying 6 Traits Rubric to maintain standards, but to reflect non-fiction writing standards.
  - Maintain 38% standard of Excellence in reading on the PAT.
  - Building a bank of writing samples as exemplars for each grade level for student self-assessment that can be posted in each classroom.
  - Students Self-Assessing their own writing prior to teacher assessment using the samples posted in each classroom to ensure understanding of criteria and facilitate understanding of the three questions.
  - Collect samples of the TWO forms of writing THREE times a year (Nov, Mar, June) from the year with 20 % of students achieving mastery per grade grouping using the 6 traits rubric.
  - Team assessment of writing data for each set of data collected (Random Sample).
  - Less than 5% not achieving acceptable standard using the 6 traits rubric per grade level.
  - 10 % of students achieving Standard of Excellence on the written portion of the PAT. (No students below Acceptable Standard – With Supports)
  - 15 % Standard of Excellence on the Social Studies and Science PATs.

**Evidence:**

- Maintain TTFM scores in terms of belonging
- Maintain 90 % participation on Sports teams
- Maintain 90 % participation in clubs, activities.
- Maintain activities throughout the year.
- Accountability Pillar Results
- Pizza with the Principal
- Staff Survey and Reflection of our Power4 Culture.
- Conversations / Observations Collected Throughout the year (Breadth, Depth and Corroboration)
- Safe, collaborative learning culture that adheres to professional responsibilities.
- Staff feedback around the conversation model is positive and used when required.
- Instructional rounds are positive, safe and considered a valuable tool for personal learning.
- Use of the Circle of Courage Model to support students.

<p>collecting student evidence each step of the way.</p>	<ul style="list-style-type: none"> <li>- Improved SLA data and analysis for next steps.</li> <li>- Examples of writing integrated throughout the core subjects (Writing to learn, to communicate understanding, to gather information, etc)</li> </ul> <p>Numeracy</p> <ul style="list-style-type: none"> <li>- 15 % Standard of Excellence on Math PAT, No students Below Acceptable Standard.</li> <li>- Assessment data for Number Sense and math fluency / automaticity of basic facts.</li> <li>- Explicit and contextual teaching of math vocabulary to enhance problem solving.</li> <li>- Evidence of Problem Solving (Multi-Step, Multi-Concept Performance Tasks / Problem Based Learning) Student Work / Responses</li> </ul>	
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**Key Criteria:**

- Staff are planning for engagement using the design for understanding principles (Criteria from Teacher Portfolio – Co-constructed with staff).

**Stage 3- Learning Plan and Assessment for Learning**  
**How will we ensure the learning outcome?**  
**Where are we headed? (The student's Q!)**  
 How will the student be **H**ooked?  
 What opportunities will there be to **E**xperience and **e**xplore key ideas?  
 What will provide opportunities to **R**ethink, **r**ehearse, **r**efine and **r**evise?  
 How will students **E**valuate their work?  
 How will the work be **T**ailored to individual needs, interests, and styles?  
 How will the work be **O**rganized for maximal engagement and effectiveness?

<p><b>Attainability:</b></p> <ul style="list-style-type: none"> <li>- Instructional Coach Time allotted for each staff member to work on Literacy / Numeracy Work.</li> <li>- Structured PLT time to work collectively as a staff that uses student data to plan, share and reflect on teaching of collaborative units with the IC, LC, LCF to support our current</li> </ul>	<p><b>Attainability:</b></p> <p><i>Literacy:</i></p> <ul style="list-style-type: none"> <li>- Reference numerous literacy resources in our school to support intervention work (Catching Readers Before they Fall, Reading Recovery, 40 Strategies, Alberta Program of Studies, etc)</li> <li>- Use IC time to work on Literacy needs within the school.</li> </ul>	<p><b>Attainability:</b></p> <ul style="list-style-type: none"> <li>- Power4 culture is a Habit where conversations happen regularly.</li> <li>- All grade 5 / 6 students play on sports teams</li> <li>- Collaboratively plan Numerous events as a staff (Winter Carnival, Thanksgiving, Outdoor Education Day, Valentines Day, St. Patrick's Day, Family Day Tea, Year End</li> </ul>
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<p>and future teaching and learning.</p> <ul style="list-style-type: none"> <li>- PD Fridays to work as a PLT and on personal growth.</li> <li>- System Learning Days as opportunities to work with staff from other schools to design learning using the Design Process Principles.</li> <li>- Folder on the common drive to Collect Design Plans we create collaboratively and on our own.</li> <li>- Differentiating using the six language arts as part of the design process (Product, process and content).</li> <li>- Performance tasks that require students to apply their knowledge and skills in meaningful ways to produce a deep understanding.</li> <li>- Building Personal Capacity for students <i>knowing how to learn</i>.</li> <li>- Assessment Capable Learners use predetermined criteria in rubrics and assessment tools that are developed based on criteria for understanding.</li> <li>- Use regular formative assessment strategies (minute, hourly, daily, weekly, monthly) that identifies who has achieved the learning targets and who requires additional support to close the gap and then using descriptive feedback extend or close the learning gap.</li> </ul>	<ul style="list-style-type: none"> <li>- Using the Four Forms of writing to guide writing this year.</li> <li>- Use of 6 Traits Rubric as an assessment tool for upping writing standards and common language (Fiction and Non Fiction).</li> <li>- Break down the program of studies for writing from Kindergarten to Grade 6 in the areas of writing and editing.</li> <li>- Identify areas to address in writing that will continue to improve student results.</li> <li>- Exemplars of student writing that can be used to guide self-assessment.</li> <li>- <b>Learning to Read by Reading to Learn</b></li> </ul> <p><i>Numeracy:</i></p> <ul style="list-style-type: none"> <li>- Assessment tool to be used for number sense across the board.</li> <li>- Analyze data to determine real time area of need that can be our focus (Place Value and Mathematical Operations).</li> <li>- Design stage 3 learning for MRTI to close the gap and extend individual student understanding of concepts in targeted areas.</li> <li>- Share personal math strategies to build bank of strategies for teaching and learning.</li> <li>- Problem Solving Strategies</li> <li>- Seven Process of Math</li> <li>- Shape and space analysis</li> </ul>	<p>Celebration, Breakfast Program, Spring / Christmas Productions, School Council, Terry Fox Run, etc</p> <ul style="list-style-type: none"> <li>- Club Wednesdays run by each staff over the course of the year</li> <li>- Intramurals</li> <li>- Restorative Practices (Circles – Lindsay Bouche)</li> <li>- Using Circle of Courage to support students. Regular meetings and follow up.</li> <li>- Linking the CoRL to the Circle of Courage.</li> <li>- Monthly assessments of CoRL by students and staff.</li> <li>- Reflection of our school culture about what is needed to occur (Conversations, observations and such with students and reflected upon as a staff).</li> <li>- Gather students on what good teachers say and do regularly in the school.</li> </ul>
<p><b>Date Achieved: June 2017</b></p>	<p><b>Date Achieved: June 2017</b></p>	<p><b>Date Achieved: June 2017</b></p>