Middle School Goals 2018-19
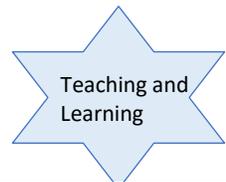
Goal 1: We will facilitate high levels of learning through highly effective instruction.

◎Instruction

Teaching and Learning

HOW?	EVIDENCE
Learning targets will be identified and communicated in all units, across all subject areas. Students will know what the learning targets are and be able to articulate them and their personal progress in relation to these targets.	• Students will be able to identify and articulate the intended learning targets for instructional time and will show a growing ability to self-assess their performance in relation to the targets • Teachers will refer to learning targets in lessons. • Lessons and assessment will align with learning targets. • We will see an increase in student ownership of learning: Students will self-assess frequently and show self-understanding and reflection of and about their learning. • There will be evidence of growth mindset in student vocabulary. • Teacher and students will know and be able to identify SPECIFICALLY where mastery has not been achieved for individual learners. Gaps in student learning will be identified, targeted and remediated.
As staff, we will demonstrate intentionality in pursuing best practice in relation to instructional design/architecture and assessment practices.	**Student**: There will be high level of student engagement/time focussed on learning targets in classes. There will be evidence of higher level thinking, application and transfer in class activities. Students outside of Tier 2 and 3 will experience differentiation within classrooms. i-Blocks: Students will be aware of what targets are. Student growth rates will demonstrate improvement and there will be a decrease in the number of students requiring literacy and numeracy intervention throughout the year. **Staff**: Staff will create a personal professional growth plan that pursues growth in an area of instruction/assessment.. Teachers will engage with our Instructional coach in regards to their professional growth. Attendance at ISS sessions will be strong with subsequent indication of transfer of strategies into

Goal 2: We will continue to move towards standards-based grading and reporting.
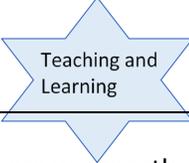
◎Assessment

Teaching and Learning

We will work towards assessing student performance in relation to clearly identified learning targets/standards and work towards transforming gradebooks and	**Preamble**: • We recognize transition will be a messy year, where we wrestle through much thinking and diverse thinking around assessment practices. We commit to working with each other in an honoring way as we process differing opinions. • We recognize that the pace of this journey will be different for each other. We will seek to communicate clearly and minimize negative impact/confusion of this transition for students and parents. Subject partners within each grade will work together to align practices and pacing to retain consistency across the grade within subjects. • We will continue to identify gaps between practice and beliefs and to change our practice in areas that do not reflect best practice. . • We will learn together and pursue Pro-D for staff in the area of student assessment. • We will implement a 6 Point Proficiency scale across the school, using it where it makes sense. • We will establish our gradebooks around learning standards, rather than bins or assignments. progress in relation to learning targets. This will involve experimentation with gradebook configurations and experimentation with Mastery. • We will remove percentages from gradebooks and report cards this year and issue letter grades only at term ends. • We will continue to report on Work Habits and Behaviors but report on them separately from Academic achievement. • We will pursue moving towards Standards-Based Reporting in the future by shifting towards standards-based assessment; exploring a new report card template; and grouping/wording learning targets under broader reporting standards.