“Everyone is a Learner – Everyone is a Leader”

At Eastwood School “Everyone is a Learner and Everyone is a Leader.” All learners at Eastwood know the most important thing is to be “kind”. Eastwood has a vibrant learning culture evidenced by the collaborative work done between its 30+ educators, 280 students and our entire community of parents and guardians. We believe that all community members are learners and that making mistakes is essential to our work. We invite our community into our school daily to learn. Teaching partnerships exist in all age divisions and multi-age, open-concept classrooms. We harness the power of multi-age classroom settings and are embracing Inquiry based learning in which our Teachers are learning facilitators. We make our learning visible (from Kindergarten to Grade 8) to the world.
What are Eastwood’s priorities, non-negotiables around math instruction?

- Explicit, consistent pacing
- Manipulative (Concrete)
- Technology
- Embedded/interesting activities
- Multiple representations
- Measurable, specific
- Common language/less terminology
- Work shared
- Visible changes
- Work wall
- Anchor chart
- Study tables
- What System? - e.g. judgement

- Why?
- What System? - e.g. judgement
- Self-assessment
- Learning goals
- Competence levels
- Self-assessment must be fair
- Core instruction
- Core instruction
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- Core instruction
- Core instruction
- Core instruction
- Core instruction

What does effective math instruction look like? What does it sound like?

- Look: Technology
- Sound: Flip
- Manipulative
- Concrete
- Embedded/interesting
- Multiple representations
- Measurable
- Specific

Inside LCP:
- Core instruction
- Core instruction
- Core instruction
- Core instruction
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Outside LCP:
- Core instruction
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Our 4 Guiding Assumptions

Eastwood Educators believe that learning is a permanent change in behaviour and thinking. We assume that these 4 conditions must be present for true and meaningful learning.

Collaboration through dialogue, about learning improves student achievement.

Risk and Mistakes are essential to learning at Eastwood.

As we learn together our action-reflection cycle aligns with our learning needs.

Our Efficacy improves as we are challenged through learning.
Indicators of Eastwood School Effectiveness

Curriculum, Teaching and Learning 4.3
Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.

Curriculum, Teaching and Learning 4.4
Learning is deepened through authentic, relevant and meaningful student inquiry.

Curriculum, Teaching and Learning 4.5
Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
PERCENTAGE OF STUDENTS: Grade 3

Reading

Writing

Mathematics

PERCENTAGE OF STUDENTS: Grade 6

Reading

Writing

Mathematics

EASTWOOD SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT 2016-2017

October 5, 2016
## THE PROFESSIONAL LEARNING CYCLE:
### ENGAGING AND EMPOWERING STUDENTS

<table>
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<th>IF......</th>
<th>THEN......</th>
<th>INDICATORS......</th>
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| Students learn to make meaning of what a question is asking by applying literacy strategies | Students will be able to gain a greater sense of knowledge of what the math question is asking and solving multi-step math problems | • Students are discussing what the question is asking them to do  
• Students are discussing strategies on how to solve the problem  
• Students are using graphic organizers to assist in understanding what the question is asking |
| Students improve their sense of numbers | Students will become more proficient at understanding and applying the mathematical process of estimating, problem solving, reasoning and calculating | • Implementation and use of number talks strategies across all grade levels  
• Students and educators alike are using manipulatives to support the learning |
| Students are provided opportunities to demonstrate their thinking in multiple ways | Students will reflect upon, clarify and expand their ideas and understanding of mathematical relationships and mathematical arguments. | • Students thinking is visible through many different means (i.e., oral, written, demonstration, group discussion, iPads etc.) |
| Students are provided rich math tasks that involve multiple solutions and/or permits multiple entry points, solutions and strategies | Students will have increased opportunities to explain and defend their reasoning to a math solution | • Students will be able to articulate their learning goals and criteria for success  
• Students will promote productive argument and discussion around the math  
• Students will develop quality questioning skills |
ENGAGING AND EMPOWERING STAFF

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<th>INDICATORS</th>
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</table>
| Educators develop a Growth Mindset Culture | Students will see that it is through effort, perseverance and learning from mistakes that they can succeed | • Use of differentiated instruction  
• Ongoing assessment with emphasis on formative assessment  
• Ongoing student self-assessment  
• Engaging parents in cultivating a growth mindset within their child(ren)  
• School climate survey |
| Educators provide students opportunities for self-reflect and to see themselves as mathematician | Students will be more accepting of feedback from teachers, peers and self to apply feedback during future math tasks | • Anchor Chart  
• Feedback strategies (graphic organizers, rubrics, prompts, conferences) |
| Educators understand what the curriculum is asking students to accomplish | Students will be able to work on those gaps that exist in their learning | • Leaps and Bounds  
• Gap Closing  
• Classroom observations, assignments and students products |