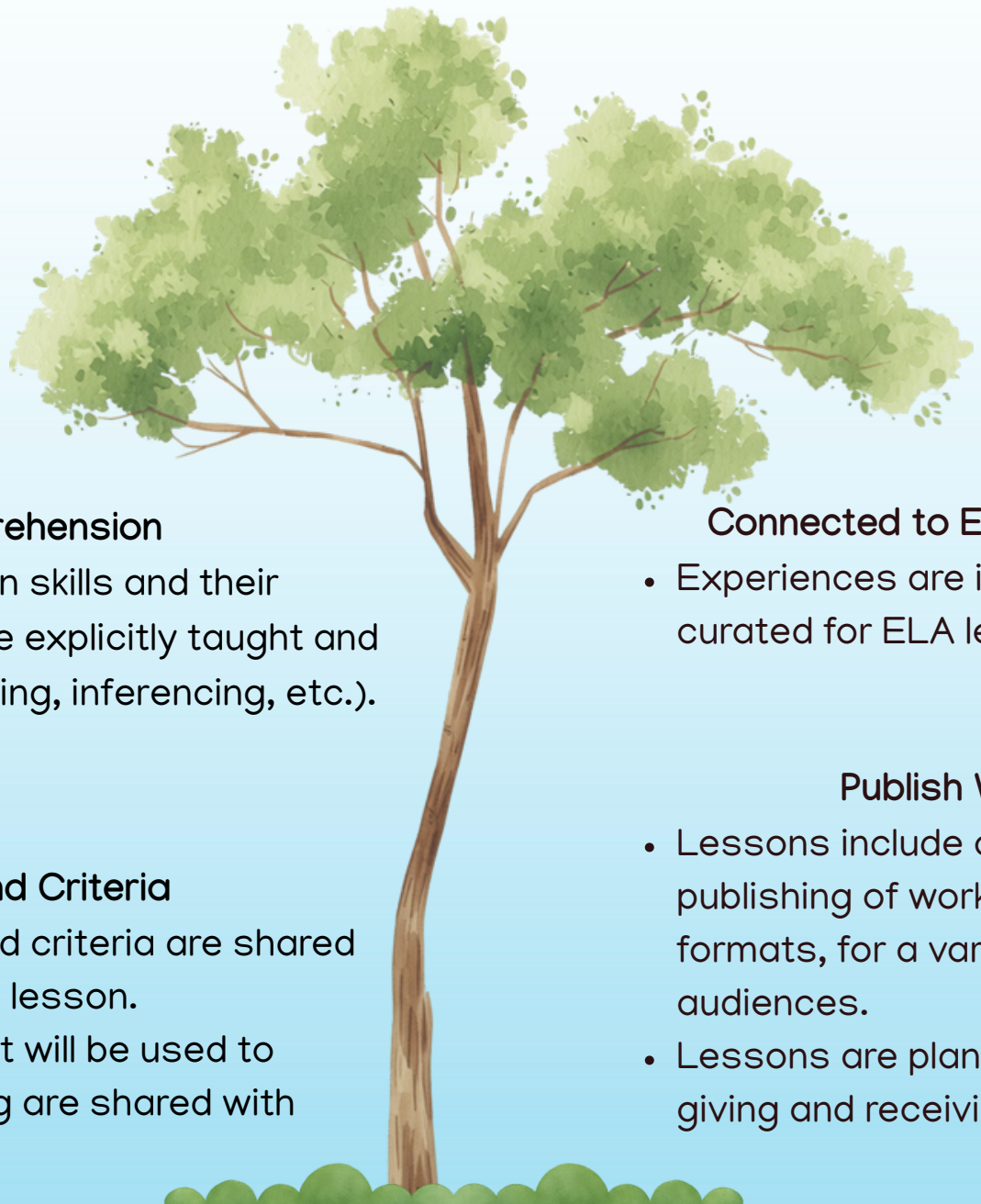
English Language Arts

Students will develop flexible and diverse ways of thinking, use language to advocate for themselves, become critical thinkers, and practice metacognition.



Application and Understanding

Comprehension

- Comprehension skills and their applications are explicitly taught and modelled (retelling, inferencing, etc.).

Intent and Criteria

- Task, intent, and criteria are shared as part of each lesson.
- The criteria that will be used to assess learning are shared with students.

Connected to Experiences

- Experiences are intentionally curated for ELA learning.

Publish Work

- Lessons include consistent publishing of work through multiple formats, for a variety of audiences.
- Lessons are planned to promote giving and receiving of feedback.

Foundational Expectations

Reading

- Read alouds happen every day with a clear teaching point.
- Students read every day with a clear skill to practice.
- Fluency is explicitly modelled, and practiced every day.

Writing

- The OLM Model is used everyday.
- Daily writing lessons have a clear teaching point.
- Writing is modelled for students daily.

Oral Language

- Teachers curate rich language experiences to explore, engage, and communicate ideas to others.

Assessment is Triangulated

- Assessment is based on observations, conversations, and students' products.
- Assessments are based on grade level curriculum.

Scheduled Protected ELA Time

- Timetables reflect and protect daily reading and writing instruction.

Phonics

- There is daily phonics instruction.
- Instruction can look different (UFLI, Tyner, Word Work, etc.).

Belonging and Community

Students, families, and staff feel welcomed, seen, and heard.
Being a Tyndalll Park Kid means you are empowered, respected, and have purpose.

Application and Understanding

Staff Support and Mentorship

- Staff support one another and provide mentorship to one another.
- Staff expertise is valued and highlighted.
- Teamwork and collegiality are a key component of our school culture.

Experiences and Extra Curriculars

- There are a vairety of extra curricular activities that help students feel connected to their school.
- Students get a wide variety of experiences that engage them and drive their learning.

Families are Part of the School

- Families are kept informed of learning and experiences by classroom teachers.
- Parents are invited into the school to learn about their child's learning.

Foundational Expectations

Students Feel Seen and Valued

- Students are warmly received each day.
- Every student is deeply known by multiple adults.

Attendance and Engagement

- Classroom teachers work with LSTs, adminstration, and families to support student attendance.

Consistency and Structure

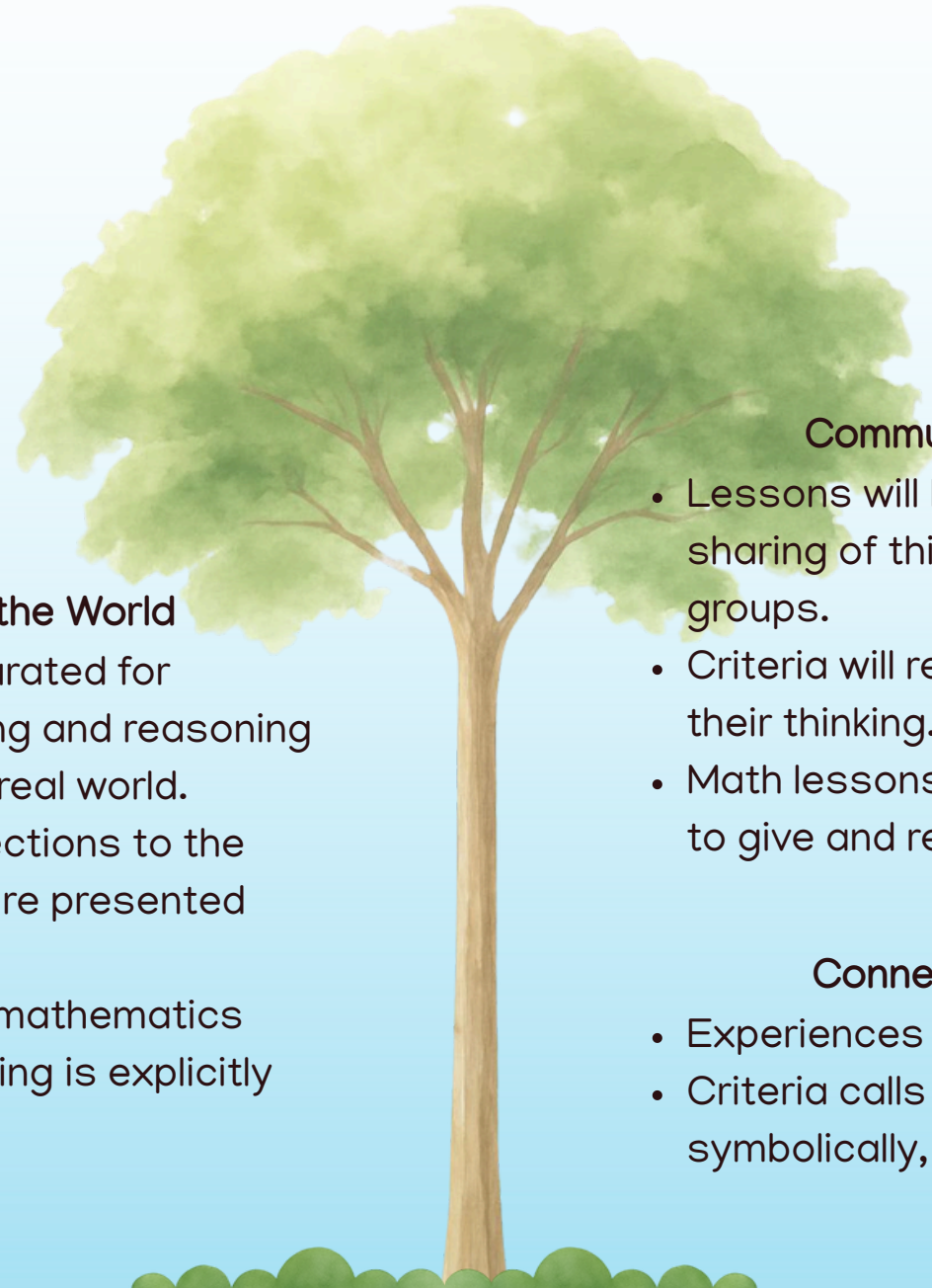
- Experiences are valued, but staff keep in mind that consistency and structure are important to student success.
- Timetabelling and planning reflect the importance of consistency.

Students, Staff, and Families Feel a Sense of Safety

- There are fair, consistent, and clear expecations.
- Expecations are explicitly taught.
- The school and the family work together to support children.

Mathematical Thinking

Students will develop flexible and efficient ways of thinking mathematically to think critically, solve problems, and apply mathematics to the the world.



Application and Understanding

Connection to the World

- Opportunities are curated for mathematical thinking and reasoning to be applied to the real world.
- Mathematical connections to the present and future are presented through lessons.
- The appplication of mathematics through critical thinking is explicitly taught.

Communicating Thinking

- Lessons will be planned to promote sharing of thinking in small and large groups.
- Criteria will require students to describe their thinking.
- Math lessons will provide opportunities to give and receive feedback.

Connected to Experiences

- Experiences connect math to the world.
- Criteria calls for demonstration of ideas symbolically, pictorially, and concretely.

Foundational Expectations

Direct Instruction of Critical Knowledge

- Number talks are part of daily routines.
- Conceptual understanding is developed before procedures are taught.
- Students are given guided instruction on the use of tools and manipulatives.
- Teachers model the use of curricular math vocabulary.

Developing Deep Understanding

- Lessons connect the big ideas.
- Selection and identification of efficient strategies are explicitly taught.

Practice

- Tasks are thin sliced with an entry for all.
- Tasks are provided that consolidate ideas.
- Tasks are provided that build automaticity.

Assessment is Triangulated

- Assessment is based on observations, conversations, and students' products.
- Assessment is based on grade level curriculum.

Scheduled Protected Mathematics Time

- Timetables reflect and protect daily math instruction.

Problem Solving

- Teachers regularly provide questions where the procedures are not given.
- Both open-middle and open-ended questions are used.
- Criteria includes showing thinking as well as processes.
- Teachers consolidate understanding from student work.
- Risk taking is an inherent part of the experience.