



Context

- QMS is a diverse and growing community of learners. Our students and their families come from 19 different countries, including Canada, and account for 28 different home languages. Punjabi as a Second Language (PSL) is offered to our students. At QMS, there are strong connections among staff, students, parents and the community. Most of our students come to us from Queen Elizabeth Elementary; both schools and the Community Centre work closely together to provide opportunities for the students in the community.
- Two years ago, we began a learning journey about growth mindset. We noticed that many of our students lacked confidence in their mathematical ability. Our hunch was that this belief system was impacting student achievement. This led us to focus our school learning plan on developing a growth mindset. Our hope was that once students learned about their brains (neuroplasticity) and how effort, perseverance and strategy development positively impact success more than innate ability, we would see evidence of gains in student confidence and engagement. This year, we are building upon this goal by investigating our assessment practices. ***We wonder what the impact will be on our students if we give them timely and specific feedback, teach them strategies and give them multiple opportunities to apply those strategies to demonstrate what they know.***

[FSA](#) [MDI](#) [STUDENT LEARNING SURVEY](#)

What we hope to achieve:

We believe that all students can achieve at high levels with effort, perseverance, resiliency and the right set of strategies. We hope to develop these skills in our students by ensuring that our classroom assessment practices:

- Provide specific and timely feedback to students (from teachers and peers)
- Provide students with opportunities to learn, develop and assess their strategies
- Give students multiple opportunities to show what they know

Competency Development:

- Reflection and goal setting will encourage students to take responsibility and ownership of their learning.
- Goal attainment will strengthen our students' sense of accomplishment
- Self and peer assessment will develop students' critical thinking skills as well as their ability to identify their strengths and challenges
- Effective feedback will encourage student reflection, help students to direct their efforts toward improvement and increase perseverance
- Communication skills will be developed through regular opportunities for self-reflection, peer assessment, student led conferences

Strategies:

- Teacher coach will support colleagues
- Staff meetings for learning new strategies ("tool kits")
- Team leader meetings – feedback/collaboration
- District facilitators to support Lunch and Learn
- School Wide Book club
- Each staff member will set a personal goal

Success Indicators:

- Evidence of teachers trying new strategies (teachers sharing examples: staff meetings, collaboration days, Pro D)
- Evidence of students using the feedback they are given to improve the quality of their work
- Multiple opportunities for students to improve and demonstrate competency (re-tests, re-submissions of assignments)

Communication

- Announcements, class discussions, Kick off assembly, posters, videos
- Student Led Conferences & Self-Assessment of Competencies focussed on I can statements (e.g. I can get better by using feedback, developing strategies, evaluating my strategies. I can help my peers get better by providing specific and descriptive feedback)
- Parent engagement through newsletters, website, PAC meetings, parent and student surveys