

Interlake School Division

School Planning Report 2022/2023

Grade K – 12

(Due to Superintendents Department: September 26, 2022)

Name of School:	Hutterian Locations	Name of Principal:	Helen Ladyka	Date (yyyy/mm/dd):	2022/09/14
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Planning Process:
<p>List or describe factors that influenced your focus area(s):</p> <ul style="list-style-type: none"> • A need for more direct teaching of reading, writing and numeracy skills • Consolidation of teaching ideas from previous years • Report Card Data • Discussions with staff and students
<p>Who was involved in the planning process:</p> <ul style="list-style-type: none"> • Teachers, Educational Assistants and Support Staff • Students through feedback • Community through liaison meetings
<p>How often did your planning team meet:</p> <ul style="list-style-type: none"> • Monthly school meetings, including school plan indicators • Designated meeting in May • Final discussion in June
<p>What data was used in the planning process:</p> <ul style="list-style-type: none"> • Initial Assessments • School assessments RAD/PM, Cold Writes, BC Numeracy, EYE and triangulated evidence • Report Card Data • Community liaison discussions
<p>Other important information about the planning process:</p> <ul style="list-style-type: none"> • Student Feedback on Learning Experiences • Teacher Feedback on Professional Learning Experiences • Community Feedback on Learning Experiences

School Focus Area(s):
Focus Area #1: Literacy
Focus Area #2: Numeracy
Focus Area #3: Well-being

LITERACY

What LITERACY is: *The ability, confidence and willingness to engage with language in order to acquire, construct and communicate meaning in all aspects of daily living.*

Why LITERACY matters: Literate citizens are active participants in their communities and understand that each community has particular ways of acquiring, constructing and communicating meaning. Literate citizens are able to understand, think, apply, and communicate effectively in a variety of ways for a variety of purposes.

Where we are currently with LITERACY: During the previous year, Structured Literacy/ Science of Reading was introduced to all teachers. Early Years teachers had instruction on specific skills and required outcomes. A robust, focused literacy program must be taught in all grades, including vocabulary and spelling instruction. Throughout the 2021-2022 year, colony schools often transitioned to remote learning, which caused breaks in their education; these learning gaps need to be assessed and filled.

What we need for:

Students:

- Continue direct instruction in reading and writing for all grade levels
- Introduce and develop relevant vocabulary connected to school topics and local culture
- Differentiated reading texts and comprehension questions
- Opportunities to develop oral communication skills
- Increase schema/background knowledge

Staff:

- Information regarding planning, intentional teaching and assessment practices
- Acquire resources for Middle Years Science of Reading/Structured Literacy
- ELA Resources that support vocabulary/spelling acquisition in multi-grade classes
- Early Literacy Support in classrooms

Community:

- Information on how to help their children at home
- Opportunities to share in celebrations of learning and special events

What we will do for:	Who will do it:	When will it be done:	How will we know:
Students: <ul style="list-style-type: none"> • Direct instruction and timely feedback of reading and writing strategies • Introduce relevant vocabulary /spelling words • Spiral skills • Differentiated reading texts and comprehension questions • Give opportunities to speak to an audience • Explore current events 	Teachers	Daily Throughout the year	We will gather and analyze: <ul style="list-style-type: none"> • Initial Assessment Data • Provincial Assessment Data • Grade 9 Credit Acquisition Data • Report Card Data • Student/Teacher/Community Feedback on Learning Experiences
Staff: <ul style="list-style-type: none"> • Professional Development on Teacher Clarity-Assessment • Share information regarding Middle Years Structured Literacy lessons • Provide/suggest vocabulary and spelling resources • Early Literacy support in the classrooms 	Principals Hutterian Admin/SST Literacy Lead teacher	September PLC PD days	Students will actively read books and discuss information <i>Observation</i> Students will understand the content of their reading material <i>Conversations</i> <i>Triangulated evidence will be recorded to show development in these areas.</i>
Community: <ul style="list-style-type: none"> • Presentations on how to help their children • Invitations to special events and Learning Celebrations • Family Literacy days • Display student work in the community public space 	Principals Teachers SST	Monthly throughout the year	Monthly School Plan Indicator data

NUMERACY

What NUMERACY is: Numeracy is the ability, confidence, and willingness to engage with quantitative or spatial information to make reasoned decisions in all aspects of daily living.

Why NUMERACY matters: Numerate citizens are active participants in their communities and think critically about each community's challenges. Numerate citizens successfully apply mathematical concepts and strategies with thoughtful perseverance to address issues in society and the natural world.

Where we are currently with NUMERACY: Staff and students continue to develop a conceptual approach to numeracy to deepen understanding. Opportunities for math relevant to colony life must be continued. Teachers continue implementing rich tasks/open-ended questioning as part of math programming. Students are not fluent in math facts, and they struggle with the language/ vocabulary of math.

What we need for:

Students:

- Assess for learning and plan accordingly
- Increase their use and understanding of math vocabulary
- Continue to improve fact fluency at all ability levels
- Actively engage in deep/transfer learning through real-world challenges
- Increase their stamina in math-related problems/ activities

Staff:

- Review assessment and feedback practices
- Guided Math, Math Vocabulary and Fact Fluency resources
- Suggestions for Big Idea math challenges
- Provide access to the Numeracy Lead Teacher

Community:

- Develop a deeper understanding of numeracy instructional practices
- Participation in the numeracy learning of their children

What we will do for:	Who will do it:	When will it be done:	How will we know:
<p>Students:</p> <ul style="list-style-type: none"> • Assess and teach according to needs • Opportunity to apply math vocabulary • Teach strategies for improved fact fluency • Incorporate rich tasks in the daily Guided Math cycle • Spiral skills • Structured time to complete independent/ group math activities 	Teachers	Daily Throughout the year	<p>We will gather and analyze:</p> <ul style="list-style-type: none"> • Initial Assessment Data • Provincial Assessment Data • Grade 9 Credit Acquisition Data • Report Card Data • Student/Teacher/Community Feedback on Learning Experiences
<p>Staff:</p> <ul style="list-style-type: none"> • Share daily fact fluency programmes • Encourage the use of math vocabulary resources • Implementation of Guided math in every classroom • Consult with Numeracy Lead Teacher regarding numeracy instruction in the multi-grade, multi-age classroom • Divisional Guided Math residency - 1 school • Teacher clarity- Assessment 	<p>Teachers/ Admin</p> <p>Divisional Math Lead Teacher/ Teachers</p> <p>Admin</p>	<p>Throughout the year</p> <p>PLC time</p> <p>Throughout the year</p> <p>Staff meetings</p>	<p>Students will use correct math vocabulary</p> <p style="text-align: right;"><i>Conversation</i></p> <p>Students will display increased engagement and less reliance on charts, fingers, and calculators.</p> <p style="text-align: right;"><i>Observation</i></p> <p><i>Triangulated evidence will be recorded to show development in these areas.</i></p>
<p>Community:</p> <ul style="list-style-type: none"> • Presentations on how to help their children • Providing take-home games to be played with their children • Community Math Challenges • Family numeracy days 	Teachers/Admin	Throughout the year	Monthly School Plan Indicator data

WELL-BEING

What WELL-BEING is: Well-Being is the conscious, self-directed and evolving process of achieving health, happiness, resilience, and satisfaction.

Why WELL-BEING matters: Healthy citizens can achieve their goals and realize their potential. Healthy citizens possess a range of skills and strategies to live happy and resilient lives and thereby contribute positively to their communities. To live well, our students must learn well.

Where we are (currently): There was a disconnect between some communities and staff due to covid restrictions. This hurt student motivation, connection and social skills. Many students are starting to self-regulate for learning and progressing toward having a calmer, more focused, and engaged attitude toward education. Some teachers are interested in learning more about the foundations of Social Emotional Learning (SEL).

What we need for:

Students:

- Continued lessons on Social-Emotional Learning
- Personal safety awareness programming (online, social media, etc.)
- Systematic Programming that targets developing coping skills for dealing with life events.
- Growth mindset instruction
- Special event days

Staff:

- Inclusion in SEL lessons and time to implement and practise SEL methods, including self-regulation practices/environment for learning
- Continued support for personal well-being through conversation
- Access to mental health support worker
- Monthly formal school staff meetings to promote inclusion of and input from all staff members

Community:

- Newsletters that convey factual information about current events
- Opportunities to attend presentations about mental well-being

What we will do for:	Who will do it:	When will it be done:	How will we know:
<p>Students:</p> <ul style="list-style-type: none"> • Monthly themes presented by counsellors and reinforced in daily classroom learning/behaviours by teachers/staff • Presentations about personal safety • Continue SEL programs • Special event days that are inclusive to families 	<p>School Counsellor Classroom teachers Social worker</p>	<p>Monthly themes throughout the year</p>	<p>We will gather and analyze:</p> <ul style="list-style-type: none"> • Initial Assessment Data • Provincial Assessment Data • Grade 9 Credit Acquisition Data • Report Card Data • Student/Teacher/Community Feedback on Learning Experiences
<p>Staff:</p> <ul style="list-style-type: none"> • Include staff in all counsellor-led school lessons • Make school inclusive for all staff • Allow voices/opinions to be heard 	<p>Admin SST Principals</p>	<p>Throughout the year</p>	<p>Students will regulate their stress and emotion, form positive relationships, and act with kindness and compassion. <i>Observation</i></p>
<p>Community:</p> <ul style="list-style-type: none"> • Newsletters and invitations to essential presentations • Allowing all voices to be heard 	<p>Admin SST</p>	<p>Monthly throughout the year</p>	<p>Students will demonstrate an understanding of personal safety in discussions and reflections. <i>Conversation</i></p>