

Interlake School Division

Grade K – 12 School Planning Report 2022/2023

(Due to Superintendent's Department: September 26, 2022)

Name of School:	Grosse Isle School	Name of Principal:	Christie Crow	Date (yyyy/mm/dd):	2022/09/26
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Planning Process:

List or describe factors that influenced your focus area(s):

- Current needs and demographics as well as planning for incoming demographics and needs
- Current learning needs/wants for staff, with the hope of supporting divisional learning as well as being able to offer some autonomy and supporting needs for staff
- We continue to have the three focus areas, although have added a fourth as a beginning step in our schools' commitment to Truth and Reconciliation, and equity
- Part- and full-time staff also impacts intake of programming as well as delivery of programming
- The identified needs in the current 5/6 classroom:
 - The grade 5's last year (now 6's) are a group that had consistently been identified by staff [compared to previous grade 5 groups] as being 'needy', low independence, low resilience, lower maturity, overall **very** high energy, several with sensory seeking behaviours and self-regulation needs
 - Several with literacy and numeracy needs, with MCSI, F & P, and RAD data demonstrating below grade level
- The identified needs in the current 7/8 classroom:
 - Overall, far fewer concerns although several with identified needs in numeracy and literacy with MCSI, F & P, and RAD data demonstrating below grade level
- Supporting the ongoing divisional PD work, continuing with GGN Thinking Classrooms

Who was involved in the planning process:

- All Staff
- GIPAC informally

How often did your planning team meet:

- Formally, May 16th 2022 with all professional and support staff
- Informally, discussions of focus, progress and planning occur throughout the year

What data was used in the planning process:

- Initial Assessment Data
- Provincial Assessment Data (as shared by John Bock)
- Report Card Data
- Anecdotal discussion with staff
- Classroom and School Profiles
- Student Feedback on Learning Experiences
- Teacher Feedback on Professional Learning Experiences and Teaching Experiences
- Community Feedback
- MCSI data,
- RAD, Fountas and Pinnell results for all 5/6's and targeted students in grade 7/8,
- SSP & IEP's, SST information,
- transition data from Rosser school, and file reviews of our incoming students

School Focus Area(s):

Focus Area #1: Wellbeing	Focus Area #2: Literacy	Focus Area #3: Numeracy	Focus Area #4: Integrating and highlighting Indigenous ways of knowing and being <ul style="list-style-type: none"> • Calls to Action 57, 62.i, 62.ii, 63.i, 63.ii, 63.iii, 63.iv, 87, 90.i, 90.iv
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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:

- We have identified a wide variety of literacy needs in our students. For this we will ensure that some grade level ELA/SS is available for both groups, like in math, to continue to grow their capacity within smaller groups when our schedule/staffing allows.
- This means that for all our students have SOME grade level math, and some grade level ELA/SS instruction throughout the cycle.
- Literacy remains a focus for all Grosse Isle staff, we have a well-established library that is inviting to all students and have spent time and money to curate a collection of books and reading materials to support all levels and a HUGE range of interests.
- Our literacy teachers (Amanda Clemis & Jessica Adams) believe deeply in choice and options for reading, to encourage students to become LIFELONG readers.

What we need for:

Students:

- Opportunities to read (independent silent reading and read aloud to) throughout the day and choice over their reading selections, when possible. Further, the importance of exposure to various types of texts. Further, to ensure that our students learn and grow as readers, we must also assess their reading skills so that we are able to tailor and challenge our students reading. Most importantly, the many ways that literacy is an essential part of successful daily life.
- A broad landscape of books (fiction and non-fiction) at various levels to encourage ALL students to be readers, regardless of their levels.

Staff:

- Opportunities to assess students broadly and deeply (RAD & F & P) to establish where they are, so that we are able to adequately support them and push them ahead. Amanda will continue with F & P assessments.
- Monica and Amanda will be again work with Lori-Anne B so that they together have better support strategies for our struggling readers and writers, particularly with OG strategies to support our struggling, reluctant and under-achieving readers and writers.
- I would like to gather some data or research that is out there regarding boys and literacy skills – reading and writing.

Community:

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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"> • Timetable ELA every day so that routines regarding silent reading, novel study, read-alouds, writing and speaking tasks are established and easily maintained throughout the year. • Ensure student choice/voice regarding their silent reading, choice in small group literacy groups, individual novel study, as well as through their read-aloud class (library) • Hopefully - provide students with an 'individual budget' (ties in with numeracy) for our annual library shopping day at McNally to celebrate I Love to Read Month – the other option is that this purchasing will take place in an online format (like last 2 years) • Precision Reading/OG to support our students who struggle with independent reading / who are reading below grade level • Purchase books that focus on LGBTQ++, and continue to build the genres of Indigenous topics and black lives matter • Communicate frequently with students about their book choices/needs – acquire what we are able and coordinate with the Book Mobile for remainder – so students have consistent access to engaging materials • Include non-fiction sources such as Western Producer, Ag Times, Ag Market – so that some of our reluctant readers are still able to see the value of all forms of literacy • Literature Circles – built thematically or level to work on/support: <ul style="list-style-type: none"> • Oral reading- fluency • Small-group targeted intervention instruction for those still working on phonemic/phonological awareness, • extension opportunities for those reading above grade level, small-group mixing for class-wide metacognitive practices for comprehension 	<ul style="list-style-type: none"> • Christie/Amanda/Jessica • Amanda & Jessica • Christie, Amanda, Jessica, Deanna • Amanda, Monica, Diana • Christie, Amanda, Deanna • Amanda / Deanna / Christie • Deanna, Amanda, Christie • Amanda 	<ul style="list-style-type: none"> • September 2019 -- ongoing • On-going since the 2019-2020 school year • February 2023 • On-going since 2019-2020 • Spring 2020 and on-going • Fall 2021 and ongoing • Fall 2021 and ongoing • Fall 2022 → ongoing 	<p>We will gather and analyze:</p> <ul style="list-style-type: none"> • Initial Assessment Data – RAD • F & P data • Provincial Assessment Data • Report Card Data • Running Record data • Precision Reading Data • Psych Assessment Data for qualifying students • Students able to make appropriate reading level choices for themselves (with minimal support) • Students showing interest in reading when able to make individual choice • All students are able to successfully write, speak, and read about things they care about • Student Feedback on Learning Experiences • Teacher Feedback on Professional Learning Experiences • Community Feedback on Learning Experiences
<p>Staff:</p> <ul style="list-style-type: none"> • Science of Reading for all professional staff as our December 6th PD day • Orton-Gillingham support for Amanda • Working with Lori-Anne Busche for Amanda and Monica so that they are better able to support literacy needs within the school 	<ul style="list-style-type: none"> • All professional staff • Amanda/Monica and Christie to coordinate with Lori-Anne 	<ul style="list-style-type: none"> • December 2022 • 2022 – 2023 school year 	
<p>Community:</p>			

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 the challenges facing each community. 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:

- Math facts and fluency remain a focus, along with growing our students' number sense, task persistence, and identifying and filling learning gaps.
- Our 5/6's and our 7/8's have shown a large diversity of learning needs/styles/strengths and challenges. We understand that their diverse needs are not unique, but are magnified in a building of our size. We will continue with their grade level math classes as often as our staffing allows to ensure that we can best support our students in smaller groups to help grow their resiliency, persistence, independence while also meeting them where they are at.

What we need for:

Students:

- Our goal remains to increase student confidence and capacity with basic math facts and fluency, this requires a focus on **practice** for students. This means helping students understand that math, like any other skill, requires repetition, review, and practice to build towards confidence and mastery.

Staff:

- Our Numeracy teacher, Monica Baldwin will to use the program iXL (as recommended by Christine M). This program can be used to supplement math class, provide opportunities for skill practice (both new skills and old skills), is able to be individualized for each students' strengths, needs and challenges.
- Thinking Classrooms and Vertical Math by Peter Liljedahl remains a pedagogical focus in our numeracy classrooms.
- Monica continues to collaborate with Fallon Campbell, grade 9 numeracy teacher at WCI to be critical peer support and discuss professional learning as it applies to Building Thinking Classrooms and Vertical Math methodology by Peter Liljedahl
- Monica will continue her work with the Numeracy Achievement Project

Community:

- Monica will continue regular communication with families regarding current foci in classrooms, homework, assignments, and projects – as well as regular practice to support numeracy learning at home.

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"> Continue time-tabling for individual grade level math classes for at least half of the scheduled math classes for our 7/8's and only once for the 5/6's during a cycle, based on current staffing availability. Math instruction everyday, with small grade level classes when we are able, to help students build routine, understand the importance of math, receive individual support when and where needed, as we are able. Continue game-based math fact practice that is available at school which are free such as Prodigy, as well as licensed software such as iXL (as recommended by Christine Michalshyn). Build pull out math fact practice for all 5/6 students throughout the cycle All students have been focusing more on small group instruction as this best allows for targeted support (identified learning gaps), opportunities for enrichment, and supports differentiated instruction, also follows the guided math methodology. Less of a focus on math facts for grade 7/8, but building it into a station for those who still haven't hit mastery (fact fluency) when not involved in small group instruction. Using 'vertical whiteboards' (from Building Thinking Classrooms by Peter Liljedahl) which helps keep students on task longer, active engagement/participation, encourages task persistence and confidence. 	<ul style="list-style-type: none"> Christie Monica, Diana, Deanna Monica Monica, Deanna, Diana Monica Monica Monica 	<ul style="list-style-type: none"> September 2019 → on-going September 2019 → ongoing September 2020 → ongoing 2020 – 2021 school year → ongoing 2021 → ongoing 2020 – 2021 school year and ongoing 2021-2022 school year → ongoing 	<p>We will gather and analyze:</p> <ul style="list-style-type: none"> Initial Assessment Data Grade 7 Provincial Assessment Data Report Card Data Student Feedback on Learning Experiences Teacher Feedback on Professional Learning Experiences Community Feedback on Learning Experiences Key math, where applicable Math fact data Small group data taken throughout the year Individual data taken throughout the year
<p>Staff:</p> <ul style="list-style-type: none"> Monica is continuing her work with 'Building Thinking Classrooms' by Peter Liljedahl to accompany Divisional PD of Critical Thinking / Thinking Classrooms Monica continues to work on a bank of 'thinking classroom' questions Monica, Diana and Deanna will continue to provide Tier 2 support through small group instruction/intervention with all 5/6/7/8 students to increase math fact capacity and then in smaller groups for students whose needs have been identified as greater. 	<ul style="list-style-type: none"> Monica Monica with collaboration with external staff Monica, Diana, Deanna 	<ul style="list-style-type: none"> 2021-2022 school year → ongoing 2019 → ongoing 	
<p>Community:</p> <ul style="list-style-type: none"> Discussing as a staff the value of and interest in a Numeracy Night – will evaluate once we have completed our Family Survey through Our School 	<ul style="list-style-type: none"> Christie & Monica 	<ul style="list-style-type: none"> 2022 - 2023 	

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 are able to achieve their goals and realize their potential. Healthy citizens possess a range of skills and strategies to live happy and resilient lives and thereby make positive contributions to their communities. In order to live well, our students must learn well.

Where we are (currently):

- Wellbeing is a focus of our staff everyday and remains so. With more students who are displaying various behaviours related to anxiety, dysregulation, lack of impulse control, lack of grade level maturity and independence (this is especially true for our grade 5/6's) or managing their reactions to adversity of any scale, it is for this reason that we retain wellbeing as a goal this school year. [post-pandemic impacts]
- Students have self-identified with issues around grief, inability to remain focused, concerns with sleep, and anger management
- We also have students who have significant sensory needs as well as impulse control concerns
- We hope that not only will this support our classroom teaching but also to help teach/support self-awareness, self-confidence and growth mindset for all our students. With the overall goal that ALL students are better able to self-regulate and self-advocate.
- It also is important that wellbeing for staff is important – as such, ensuring that our commitments to our work are reasonable, sustainable, and healthy. This is important both for the wellbeing of our staff, but also to model these attributes for our students.

What we need for:

Students:

- Our School October data to examine with Parent Survey data
- In the past, our Classrooms supported movement and choice, through the pandemic this drastically changed, which impacted both student and teacher opportunities for movement, choice of seating, and some opportunities of self-regulation. This year as we proceed 'post-pandemic', one of the things that we appreciated is the routine and clear expectations that each student can expect in each of their classrooms with fixed seating plans. We have done our best to collect the data of wishes (table height, chair type, classroom location, table size, table partners, etc.) so when staff are creating seating plans they are able to balance student wants/needs as well as instructional wants/needs.

Staff:

- More knowledge – we have more students who have a great diversity of needs, so we are always looking for more knowledge to increase our capacity to better support our students. It is also important that we share the ways that we look after ourselves, this is very important in our role as model and teacher. We will also need to look for alternatives for our students needing support with self-regulation.
- My goal as a staff is to use some of our school-based PD to focus on well-being, this might include, strengthening our connection as teachers to our students' well-being, or to the process of instruction (critical thinking), or to our greater community by learning more about Indigenous history. All of which will contribute to our empathy, understanding of trauma, and being able to best serve and engage with all our students during their time with us.
- Additionally, speaking to some of our ISD clinicians to look for opportunities for 'Lunch and Learn's'

Community:

- Opportunities to learn, gather information and resources that are available to them, or where to look for the resources.
- Also looking for a presenter regarding internet, online safety – perhaps someone from the ICE unit and may see if any of the other hwy 6 schools are interested in joining to offer something out of one of our gyms to reach a broader audience

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"> classrooms that are calming and low-stimuli to support students with their own self-regulation → instruction around figits and the purpose of figits, as well as explicit instruction around chairs that provide movement (after 2.5 years without, some students are struggling with the purposeful use of these types of seating) Encourage students to recognize in themselves the need for movement breaks, when and how to take them, and how to NOT disrupt the class when seeking to meet that need 	<ul style="list-style-type: none"> Modeled by all staff Direct instructions and clear expectations from staff 	<ul style="list-style-type: none"> On-going 	<p>We will gather and analyze:</p> <ul style="list-style-type: none"> Attendance Data Support Plan Data Behaviour incidences Reduced self-reporting with mental health concerns Check-ins with those who aren't reporting but who remain on caseloads or 'radar'
<p>Staff:</p> <ul style="list-style-type: none"> Seek our opportunities with ISD Clinicians to provide some 'lunch and learn's' to target specific areas of need: grief, anger management, sensory seeking behaviours, ADHD – as they impact our teaching and learning environments Additionally, look for opportunities to add these into some of the school-based PD that is available Encourage staff to use their MTS PD day to focus their learning in areas of need 	<ul style="list-style-type: none"> Christie and ISD Clinicians ITA Staff 	<ul style="list-style-type: none"> 2022-2023 school year 	<ul style="list-style-type: none"> OurSchool Survey (October 2022) Student Feedback on Learning Experiences Staff Feedback on Professional Learning Experiences
<p>Community:</p> <ul style="list-style-type: none"> Would like to connect with ISD clinicians to see what may be offered to the community in 'information nights' etc – would like to be able to offer another night as we did right before the pandemic with Carla Betker, who did an overview and some strategies and resources available for parents and community members. This was well attended then, as long as consideration for extra-curricular sports are weighed into the dates, the hope would be for another well attended Community Mental Health Learning Evening. 	<ul style="list-style-type: none"> Christie and ISD Clinicians 	<ul style="list-style-type: none"> 2022-2023 school year 	<ul style="list-style-type: none"> Community Feedback on Learning Experiences

INDIGENOUS WAYS OF KNOWING AND BEING

What INDIGENOUS WAYS OF KNOWING AND BEING is:

Why INDIGENOUS WAYS OF KNOWING AND BEING matters:

Where we are (currently): Beginning our journey as a whole staff – deciding where and how to collectively focus. Additionally deciding if our focus should be Indigenous ways of knowing and being, Equity, or both...

What we need for:

Students:

Staff:

Community:

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"> • Sharing, discussing, working on and through TRC information leading up to and on September 30th • MMIWG day is October 4th, discussions regarding the Moosehide initiative following • 	<ul style="list-style-type: none"> • Information shared by Christine Michalyshen • Christie, Jessica, Amanda and Monica 		We will gather and analyze: <ul style="list-style-type: none"> • Student Feedback on Learning Experiences • Staff Feedback on Professional Learning Experiences • Community Feedback on Learning Experiences
Staff:			
Community:			