

# Interlake School Division

## School Planning Report 2023/2024

### Grade K – 12

(Due to Superintendent's Department: September 18, 2023)

<b>Name of School:</b>	Grosse Isle School	<b>Name of Principal:</b>	Christie Crow	<b>Date (yyyy/mm/dd):</b>	2023-19-15
------------------------	--------------------	---------------------------	---------------	---------------------------	------------

#### Planning Process:

List or describe factors that influenced your school goals: learning and social-emotional needs identified in our classrooms, as well as the ISD professional learning plan for the year, as well as planning towards using the EKK grant

Who was involved in the planning process: Teaching staff: Jessica Adams, Monica Baldwin, Amanda Clemis, Christie Crow with consultation with Christine Michalyshen and Lori-Anne Busche

How often does your planning team meet: Divisional planning dates, as well as meetings in the spring with Lori-Anne and Christine to discuss our plan for the upcoming school year.

What data was used in the planning process: Student transition information, F & P data, MCSI, report card data, ALP's, SSP's, existing intervention strategies being used to support whole class, small group, as well as some 1:1

#### School Goals:

School Goal for **LITERACY**:

- To have a balanced approach to literacy by combining language and literature-rich activities as well as the necessary interventions to develop proficiency in reading and writing, as well as continue the work of Thinking Classrooms.

School Goal for **NUMERACY**:

- Ongoing rigorous numeracy instruction, using tools and pedagogy from Dr. Peter Liljedahl and Dr. Gini Newmann focusing on real world application, engaging lessons, opportunities for critical thinking, as well as fact fluency.

School Goal for **WELL-BEING**:

- Increasing student engagement, capacity for independence, problem solving and other executive functioning skills as well as maintaining a focus on self-regulation as much as possible through a lens of Mamàhtawisiwin – working towards The Good Life that we want for our students and adults.

## 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.

**School Goal for LITERACY:** Ensure literacy staff become comfortable with the Structured Literacy philosophy and pedagogy. To become confident with the Dibels assessment for literacy, comprehension, and interventions, as well as continue the work of Thinking Literacy Classrooms.

### To achieve our school goal for LITERACY...

**Students Need:**

- Balanced literacy structured classes—time for independent reading, guided reading groups and instruction, novel studies, opportunities for speaking and various forms of writing, etc.
- Emphasis on allowing for choice when it comes to both reading and writing. 1-1 support to allow for tier 1 and 2 interventions for those students in need.

**Staff Need:**

- Ensure literacy staff become comfortable with the Structured Literacy philosophy and pedagogy.
- The time and resources to provide sufficient support to struggling readers and learners. This includes time for assessments including the Dibels Oral Reading Fluency Assessment, UFLI decodable reading passages, etc.; Professional Development (Divisional and outside) for reading support and interventions, as well as support from our Literacy Support Teacher, Lori-Anne; inclusive (simplified) mentor texts and easy readers and updated library and literature circle texts; as well as sufficient EA support for students to provide in class support and to implement 1-1 interventions.

**Families Need:**

- Require in-school support for struggling readers, rich literature and accessible texts for at home reading, and communication regarding interventions and support where applicable.

What we will do for:	Who will do it:	When will it be done:	How will we know:
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Complete initial assessments early on to provide staff with data for instruction.</li> <li>• Establish routines based on balanced literacy which includes silent reading, guided reading, novel studies and whole-class read alouds, various forms of writing, speaking, etc., 1-1 support for interventions.</li> </ul>	<p>Mrs. Clemis, EA support staff</p>	<p>Ongoing throughout the year.</p>	<p>We will gather and analyze:</p> <ul style="list-style-type: none"> <li>• Divisional Assessment Data</li> <li>• Provincial Assessment Data</li> <li>• Provincial Report Card Data</li> <li>• Dibels Oral Reading Fluency assessment data</li> </ul>

<b>Staff:</b> <ul style="list-style-type: none"> <li>Professional Development on UFLI and other reading interventions.</li> </ul>	Mrs. Clemis – with support from LAB	Ongoing throughout the year.	<ul style="list-style-type: none"> <li>Intervention data</li> <li>Student work exemplars</li> <li>MAZE (reading comprehension)</li> </ul>
<b>Families:</b> <ul style="list-style-type: none"> <li>Provide in-school support, library access, and ongoing communication</li> </ul>	Mrs. Clemis	Ongoing throughout the year.	

## 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.

**School Goal for NUMERACY:** Ensure numeracy staff become comfortable and confident with the NAP pacing guide and mini assessments, as well as continue the work of Thinking Math Classrooms.

### To achieve our school goal for NUMERACY...

**Students Need:**

- To develop strong numeracy skills to establish a solid foundation in numeracy for academic and lifelong learning success
- To build confidence in math to encourage risk taking and active engagement with mathematical concepts and to enhance their overall academic confidence and potential
- Ensure that their learning aligns with provincial standards through the NAP pacing guide and mini assessments fostering student engagement and confidence

**Staff Need:**

- Ongoing professional learning opportunities for staff to become comfortable and confident with the NAP pacing guide, mini assessments, and effective math teaching strategies while continuing the work of Thinking Classrooms – Garfield Gini-Newmann and Peter Liljdahl – empowering our numeracy teachers (Mrs. Baldwin & Mrs. Olson) to continue to deliver high-quality and engaging math instruction that helps build knowledge, skill, and confidence.

**Families Need:**

- Access to resources that their children can access at home for practice and intervention based focused practice.
- Communication regarding areas of study (what unit are you working on at school in math right now?), areas of practice that can either be supported or done together as a family – creating opportunities to math a discussion at home
- Informed parents can provide valuable support for their children’s math learning.

What we will do for:	Who will do it:	When will it be done:	How will we know:
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• XtraMath and iXL annual subscriptions – student progress can be monitored online – and students can access at home for additional and focused practice</li> </ul>	<p>Mrs. Baldwin, Mrs. Olson &amp; support from EA’s</p>	<p>Throughout the school year</p>	<p>We will gather and analyze:</p> <ul style="list-style-type: none"> <li>• Divisional Assessment Data</li> <li>• Provincial Assessment Data</li> <li>• Provincial Report Card Data</li> </ul>

<ul style="list-style-type: none"> <li>• Regular assessments using the NAO assessments to identify areas where additional support is needed and to be able to adjust teaching strategies or intervention support plans accordingly.</li> <li>• Continue to build on the “Thinking Math Classrooms” philosophy and pedagogy, to create math classrooms where students actively engage with mathematical concepts, fostering critical thinking and problem-solving skills.</li> </ul>			<ul style="list-style-type: none"> <li>• MCSI</li> <li>• NAP mini assessments</li> <li>• Ongoing Intervention data</li> <li>• Xtra math and iXL data</li> </ul>
<p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>• Ongoing professional learning opportunities in both Thinking Math Classrooms and NAP [Numeracy Achievement Project]</li> <li>• Ongoing opportunities to collaborate and plan together to support engaging numeracy teaching and to support the development of confidence to approach numeracy-based challenges with enthusiasm and confidence</li> </ul>	Mrs. Baldwin & Mrs. Olson with support from CM	Throughout the school year	
<p><b>Families:</b></p> <ul style="list-style-type: none"> <li>• Provide subscription information to parents for Xtra Math and iXL math as they are used in the classroom to either enrich, support, and practice new skills and for ongoing review</li> <li>• Regular communication regarding overall class learning – and when supports or additional practice may be required</li> <li>• Communication regarding the NAP pacing guide</li> </ul>	Mrs. Baldwin and Mrs. Olson	Before end of November, as they apply to course work	

## WELL-BEING

**What WELL-BEING is:** A balance of the physical, mental, emotional, and spiritual that is enriched when individuals have a sense of belonging, meaning, purpose, and hope.

**Why WELL-BEING matters:** Learner success will look different for every child, but it always means they are prepared to reach their full potential and to live *The Good Life* in which they have hope, belonging, meaning, and purpose; have a voice; feel safe and supported; are prepared for their individual path beyond graduation; have capacity to play an active role in shaping their future and be active citizens; live in relationship with others and the natural world; honour and respect Indigenous ways of knowing, being and doing with a commitment to and understanding of Truth and Reconciliation.

**School Goal for WELL-BEING:** Increasing student engagement, capacity for independence, problem solving and other executive functioning skills as well as maintaining a focus on self-regulation as much as possible through a lens of Mamàhtawisiwin – working towards The Good Life that we want for our students and adults in our care and responsibility.

### To achieve our school goal for WELL-BEING...

**Students Need:**

- Curriculum integration – students need opportunities, exposure and experiences that incorporate Mamàhtawisiwin principles, emphasizing holistic well-being, indigenous knowledge, and cultural relevance. This is a longer-term goal for our school – as it requires the inclusion of indigenous perspectives across all subjects, with the intention of working towards The Good Life.
- Holistic well-being programs that encompass physical, mental, emotional, and spiritual aspects of well-being. We have had, and continue to have strong programming to support physical activity throughout the school day – looking to include some extra-curricular programming to support mindfulness practices – additionally looking to access cultural activities that would also offer students a diverse set of skills and experiences to enhance their overall well-being into the lifelong learning journey

**Staff Need:**

- Training, professional learning opportunities, guidance, and resources focused on Mamàhtawisiwin principles and strategies for integrating them into the learning environment effectively, ensuring that teachers are well-equipped to promote student holistic well-being, have the confidence and knowledge to integrate indigenous perspectives into their teaching methods and curriculum

**Families Need:**

- Ongoing communication
- Access to and support in finding community resources to support student, family and/or parent well being – whole family

What we will do for:	Who will do it:	When will it be done:	How will we know:
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Plan cultural experiences and learning opportunities throughout the school year</li> </ul>	Ms. Crow	Throughout the school year	<p>We will gather and analyze:</p> <ul style="list-style-type: none"> <li>• Attendance Data (K-12)</li> <li>• OurSchool? – talk to JB</li> </ul>

<ul style="list-style-type: none"> <li>• Ensure students understand the holistic being (physical, mental, emotional, spiritual) – to help support personal reflection of areas where they need support towards The Good Life – self-advocacy</li> <li>• Other opportunities throughout the school year to support well-being other than sports or academic</li> </ul>			
<p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>• Attend professional learning opportunities to build capacity in our individual reconciliation journeys, as well as to support the effective and appropriate integration of Indigenous perspectives in our curriculum and teaching practices.</li> <li>• Support staff using a holistic approach – Teacher, Take Care</li> </ul>	<p>Mrs. Clemis and Ms. Crow</p> <p>Ms. Crow</p>	<p>October 2023</p> <p>Throughout the school year</p>	
<p><b>Families:</b></p> <ul style="list-style-type: none"> <li>• Ongoing communication regarding programming in the school as well as opportunities available throughout the community for holistic well-being</li> </ul>	<p>Ms. Crow</p>	<p>Throughout the school year</p>	