

Interlake School Division

School Planning Report 2022/2023

Grade K – 12

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

Name of School:	Woodlands School	Name of Principal:	Tim Lee	Date (yyyy/mm/dd):	2022/09/26
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Planning Process:

List or describe factors that influenced your focus area(s): **Literacy** - if students don't learn to be proficient readers by the end of grade 3, the likelihood of them being able to catch up later is much smaller. There are links between low literacy levels and low graduation rates. Students who struggle to read in early years have are less likely to attend post-secondary education. Based on preliminary EYE data and ELP data, 7/22 (32%) of grade one students have been identified as at risk for falling behind in reading. We want to increase these students' reading and writing ability so they aren't at risk later in life. **Numeracy** – we felt that we needed another year to work towards our goals from last year. Due to the COVID situation, and other extenuating circumstances we feel there is much work still to do in this area. **Wellness** – coming off 2 years of COVID restrictions, we feel it is important to have activities where all of our students get involved in a large group setting. We feel this is needed to develop positive moral in our students, and staff

Who was involved in the planning process: Classroom teachers, Learning Support/Early Literacy Co-Teacher, Guidance Counselor, and Principal

How often did your planning team meet: May school planning day, September in-service day, informal discussions between staff and school admin.

What data was used in the planning process: EYE data and ELC data, anecdotal evidence, staff feedback.

Other important information about the planning process:

School Focus Area(s):

Focus Area #1: Literacy – teaching our students how to set and follow through on short-term learning goals in the areas of reading and writing across the grade-levels.

Focus Area #2: Numeracy – establish a clear protocol for assessing, targeted-teaching, and monitoring growth in our most struggling (~10%) numeracy learners in our 4-8 classrooms

Focus Area #3: Wellness – implementing monthly school-wide PADs (physical activity days).

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 are beginning to track reading comprehension by using PM Benchmarks across the grades. We are also beginning to track writing progress across the grades by collecting end of year writing samples for each student. Words Their Way spelling assessments are being expanded up to grade 6. We continue to use the RAD in middle years. This data is not being used consistently to determine instruction across the school. Expanding our classroom libraries by including different genres, topics and levels in each classroom has started. Engaging writing assignments are being used across grades. Small group reading instruction happens consistently in some classrooms. The Science of Reading strategies are being integrated into early literacy teaching, and expanding beyond. Grade ½ has created a draft version of a reading and writing rubric. This includes sections for what different types of reading and writing looks like for terms 1, 2 and 3. Right now, there are times when it is unclear what writing “should” have a 2 or a 3 on a report card. This rubric will leave room for teacher professional judgement based on what they know about the whole student, but also will give the teacher direction of how to start.

What we need for:

Students: Students need a clear understanding of their learning targets. They need to understand what is expected of them so they can learn what they needed to. From these clear targets can come individual goals for learning.

Staff: Teachers need a clear understanding of what they need to be focusing on in their reading and writing instruction.

Community: The community needs to understand what students are expected to be learning in reading and writing.

What we will do for:	Who will do it:	When will it be done:	How will we know:
<p>Students: Students will understand that there are specific goals they need to be working on. This rubric will be shared with students so they are clear about what their end goal is and the teachers will help them develop their next steps. All of that is easier to do with common, clear expectations.</p>	Lindsey, Terri, Nicole, Michelle, Alison, Tim	This will take multiple years to develop, implement, review and edit. Expansion into higher grades will hopefully happen.	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 Feedback on Learning Experiences

<p>Staff: We understand that literacy is wide ranging. For the purpose of this school goal, we are focusing on reading and writing only. The teaching of broader literacy skills across the school will continue to happen. This goal is small and will expand over time. By starting this goal small and manageable, we hope to make measurable progress in teacher understanding and student progress over a few years.</p> <p>Grade ½ teachers, along with the ELC/Learning Support teacher will create a draft rubric including consistent expectations across grade levels. This will include information about what reading and writing should look like in term 1, 2 and 3 in grade 1 and 2. We will collect student work samples to help teachers understand what it should look like.</p>	Lindsey, Terri, Nicole, Michelle, Alison, Tim	<p>This will take multiple years to develop, implement, review and edit. Expansion into higher grades will hopefully happen.</p>	<ul style="list-style-type: none"> • Teacher Feedback on Professional Learning Experiences • Community Feedback on Learning Experiences
<p>Community: The development of consistent expectations across grade levels will benefit parents because they will understand that on a report card, a 2 in one class in reading means the same thing as a 2 in another class in reading in Woodlands School. This information will need to be shared with parents.</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: Teachers provide quality instruction to all students, and try to build on existing skills and competencies. Guided Math, Number Talks and various other strategies are being utilized by our teaching staff to meet the diverse needs of our students. By looking at MCSI data, there is a sizeable percentage of students that are not at grade-level according to this tool.

What we need for:

Students: Highly quality interventions to address the gaps in understanding basic numeracy concepts and skill development. Chances to practice in their areas of weakness that are unique to them. Patient support, and guidance to move along the numeracy continuum.

Staff: Opportunities to learn about tier 2 and tier 3 intervention practices that will make the biggest differences with their most struggling numeracy learners.

Community: A basic overview of these intervention strategies and how to best meet the needs of students at home. An overview of grade-level expectations

What we will do for:	Who will do it:	When will it be done:	How will we know:
<p>Students: Our goal this year will be focused on establishing a clear protocol for assessing, targeted-teaching, and monitoring growth in our most struggling (~10%) numeracy learners in our grade 4 to 8 classrooms. We feel that it is essential for students that are significantly below grade-level in the MCSI at the start of the year to have a clear plan for success moving forward. This starts with ensuring our students have an opportunity for success with the MCSI, following up on areas of weakness, and then determining a plan for moving forward based on the needs of the individual students.</p>	Principal, 4-8 Math teachers.	Sept.-June	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 Feedback on Learning Experiences• Teacher Feedback on Professional Learning Experiences

<p>Staff: Support in terms of reaching their most struggling learners in numeracy. Regular check-ins to see how these students are doing, and collaboration around what tier 2 or 3 programming would be best for each student.</p>	<p>Principal, 4-8 Math teachers</p>	<p>Sept. - June</p>	<ul style="list-style-type: none"> • Community Feedback on Learning Experiences
<p>Community: Connecting with families around progress their child is making in Numeracy, and ways parents can support this learning at home.</p>	<p>Principal, 4-8 Math teachers</p>	<p>Sept.-June</p>	

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): Coming off 2 years of pandemic restrictions, our students have had limited opportunities to be exposed to a wide-range of physical activities (ie. sport, art, recreation) in the school setting. We feel it is important to expose and involve our students in a wide range of activities with students in their grades and with students throughout the grades.

What we need for:

Students: Opportunities for our students to participate in a wide-range of activities at the school level. These activities will be opportunities for our students to step outside their comfort zone, and experience joy at the school level.

Staff: Time and support to plan the different activities spread out throughout the year. Opportunities to collaborate with each other to build quality PADs that our students will enjoy and learn from.

Community: An overview of the activities we will have planned. Opportunities to volunteer and contribute to these PADs.

What we will do for:	Who will do it:	When will it be done:	How will we know:
Students: Students will take part in 1 monthly PAD with their classroom or in a large group setting (based on the activity of the month). Students will be active participants and involved in all aspects of these days.	Classroom teacher, Principal	Sept. – June (ex. Oct – Bike Rodeo, Nov. – World Cup of soccer, Jan – Winter Olympics)	We will gather and analyze: <ul style="list-style-type: none">• Attendance Data• Report Card Data• Grade 9 Credit Acquisition Data• Grade 12 Graduation Data• School-Based Support Plan Data• Student Feedback on Learning Experiences• Staff Feedback on Professional Learning Experiences• Community Feedback on Learning Experiences
Staff: Time and support to plan the different activities spread out throughout the year. Opportunities to collaborate with each other to build quality PADs that our students will enjoy and learn from.	Classroom teacher, Principal	Sept. - June	
Community: An overview of the activities we will have planned. Opportunities to volunteer and contribute to these PADs.			