

Interlake School Division

School Planning Report 2023/2024

Grade K – 12

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

Name of School:	Woodlands School	Name of Principal:	Tim Lee	Date (yyyy/mm/dd):	2023/09/18
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Planning Process:
List or describe factors that influenced your school goals: Divisional priorities/expectations, staff level of interest and buy-in, student needs, opportunities for staff professional development.
Who was involved in the planning process: Principal, Learning Support Teacher, student services team, teaching staff
How often does your planning team meet: May and June 2023 planning days, Sept 2023 in-service day, informal meetings and check-ins with Principal, correspondence through email.
What data was used in the planning process: Year-end Numeracy Achievement Project student assessments, early literacy program assessments, report card data.
Other important information about the planning process (if applicable):

School Goals:
School Goal for LITERACY : <i>By June 2026, the phonics and phonemic awareness skills of students in k-4 will improve.</i>
School Goal for NUMERACY : <i>Throughout the 2023-24 school year our teachers in 4-8 will have established a strong sense of proper pacing of the Math curriculum along with an increased level of understanding of the various strands/outcomes.</i>
School Goal for WELL-BEING : <i>A continuation of our development of school-wide "wellness days" where students from all grades come together and learn the importance of personal health and well-being – with a special focus on a central theme/keyword for each day.</i>

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: *By June 2026, the phonics and phonemic awareness skills of students in k-4 will improve.*

To achieve our school goal for LITERACY...

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

Staff Need: Teachers need a clear understanding of WHY they need to focus on phonics and phonemic awareness instruction. They need resources to teach with, including books for students and programs that support Science of Reading instruction. They need time to work as a team to learn, plan and assess.

Families Need: The community needs to understand what phonics and phonemic awareness is, and what it looks like in our school. Parents need to know how to help their children at home.

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 phonics and phonemic awareness skills they need to learn which will help them to read and spell. This will come from common across grades teacher vocabulary and explicit teaching of skills. Students will have time to practice the skills they are learning.</p>	<p>Literacy Cohort: Terri, Lindsey, Michelle, Brontee, Chris, Alison</p>	<p>This goal will take 3 years to implement fully.</p>	<p>Data from these sources will be compared to last year, and tracked over the years to determine growth of students and needs of professional development for teachers.</p> <ul style="list-style-type: none"> • Phonological Awareness Survey • Phonemic Awareness Survey
	<p>Literacy Cohort: Terri, Lindsey, Michelle,</p>		<ul style="list-style-type: none"> • Letter Knowledge Survey • Foundational Skills Survey

<p>Staff: This goal is small and will expand over time. By starting this goal small and manageable, we hope to make measurable and sustainable progress in teacher understanding and student progress over the next 3 years.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> • Learn about the importance and role of phonics and phonemic awareness in reading and writing. What are they? How do I teach them? Teachers will then enhance or add pieces to their current ELA program that will improve reading and writing. • Create and refine a rubric that we made last year that includes consistent expectations across grade levels. This will include information about what phonics and phonemic awareness should look like in term 1, 2 and 3. We will start with grade 1 and 2, and expand to other grades. We will collect student work samples to help teachers understand what it should look like. • K and grade 1 teachers will teach the letter sounds that correspond with the sound wall, and display the sound wall in the classroom. • K-2 teachers will use UFLI as part of their phonics instruction, and Heggerty as part of their phonemic awareness instruction. • Gr 3-4 teachers will evaluate different resources to determine what meets the needs of their class. • Teachers will have time every cycle to meet with each other to focus on making progress towards this goal. • Teachers across grades will agree upon and use common language for phonics and phonemic awareness skills. <p>Teachers will develop individual, small group and large group goals for instruction, and explicitly teach the skills towards those goals</p>	<p>Brontee, Chris, Alison</p>	<p>This goal will take 3 years to implement fully.</p>	<p>Beginning and Advanced Decoding Survey</p>
<p>Families: Information about phonics and phonemic awareness will be sent to parents via email and school newsletter. This information will include what they are, their importance and how parents can help at home.</p>	<p>Literacy Cohort: Terri, Lindsey, Michelle, Brontee, Chris, Alison</p>	<p>This goal will take 3 years to implement fully</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.

School Goal for NUMERACY: *Throughout the 2023-24 school year our teachers in 4-8 will have established a strong sense of proper pacing of the Math curriculum along with an increased level of understanding of the various strands/outcomes.*

To achieve our school goal for NUMERACY...

Students Need: Implicit instruction and opportunities to learn essential learning outcomes across the Math curriculum. Students need to be exposed to all areas of the Math curriculum in a meaningful and carefully planned out manner.

Staff Need: Professional Development opportunities that will increase their ability to cover all strands of the Math curriculum in an effective timely manner. Chances to converse with colleagues, experiment with new strategies and planning tools, ask questions, and seek out solutions.

Families Need: Our community needs to understand the depth of the Math curriculum, and how that relates to their children progress at school and in life.

What we will do for:	Who will do it:	When will it be done:	How will we know:
<p>Students: Student instruction will follow the pacing guides as laid out by the Numeracy Achievement Project. This will ensure all aspects of the curriculum are covered from September through June. As a result, our students will have an improved skill and knowledge base compared to previous years.</p>	<p>Numeracy Cohort: Tim, Chris, Jessica, Sam</p>	<p>Throughout the 2023-24 school year</p>	<p>We will gather and analyze:</p> <ul style="list-style-type: none"> • Divisional Assessment Data • Provincial Assessment Data • Provincial Report Card Data
<p>Staff: Our Numeracy cohort will be taking part in professional development throughout the year with the intent of increasing our knowledge base, and repertoire of teaching strategies and planning methods. Our teachers will also be referring to and following the pacing guides that were provided to us from the mRLC. These guides do not easily match</p>	<p>Numeracy Cohort: Tim, Chris, Jessica, Sam</p>	<p>Numeracy Achievement Program sessions (Oct.2, Nov.13, Feb.2, May 21) Building thinking classroom in Mathematics Sessions (Oct. 2&3, Nov.13, Dec.4)</p>	<p>Numeracy Achievement program quarterly assessments, and year-end assessments</p>

to our multi-grade classrooms so we plan to take steps to clarify how they can work in our situation.		Informal and formal meeting times built into in-service days and regular instructional days.	
Families: Our community will be given updates on our intentions and progress through newsletter updates and year-end community reporting.	Numeracy Cohort: Tim, Chris, Jessica, Sam		

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: *A continuation of our development and implementation of school-wide “wellness days” where students from all grades come together and learn the importance of personal health and well-being – with a special focus on a central theme/keyword for each day.*

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

Students Need: Opportunities to experience joy, community, and excitement. Older students need opportunities to become leaders, display organizational skills, and exhibit trustworthiness. Younger students need opportunities to work with older, trusted peers and witness what it means to be mature young adults. Our school community comes together when our students are engaged, and well – these days take us there.

Staff Need: Opportunities to work with students and other staff that work in different environments on a daily basis. Chances to connect with students outside the classroom, and in a unique setting. Opportunities to share different wellness ideas, and pursuits.

Families Need: To understand the intention of these days, and why we feel it is important to have them throughout the year.

What we will do for:	Who will do it:	When will it be done:	How will we know:
Students: We will organize 8 different Wellness Days spread out throughout the year. Students will get to be involved in an experience a wide-variety of activities, each with a central focus or theme (i.e. Terry Fox Run – “perseverance”)	Teaching and Support Staff	8 events spread over the 10 months of the school year.	<ul style="list-style-type: none"> • Student, Staff, and parent surveys. • Anecdotal data – observations, impressions.
Staff: Our staff will have opportunities to lead, and take part in all aspects of event planning. Staff input, and assistance is what makes these events succeed.	Teaching and support staff	8 events spread over the 10 months of the school year.	

Families: Our community will be given updates and recaps of some of these important events. Students will be encouraged to share their experiences with family.	School Admin.	Newsletters, community report.	