

Interlake School Division

School Planning Report 2022/2023

Grade K – 12

(Due to Superintendents Department: September 29, 2022)

Name of School:	École RW Bobby Bend School	Name of Principal:	Patricia Williamson-Crockatt	Date (yyyy/mm/dd):	2022/09/22
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Planning Process:
List or describe factors that influenced your focus area(s): Focus areas were influenced by considering the current ISD Continuous Improvement Plan, analysis and review of progress on 2021-22 School Improvement Plan goals, our review of scholarly research into effective teaching practice, teacher feedback on professional learning experiences, and our desire to develop collective teacher efficacy.
Who was involved in the planning process: All staff
How often did your planning team meet: Our staff discussed school goals regularly at staff meetings, and spent a full day in May of 2022 on intentional planning for the 2022-23 school year.
What data was used in the planning process: Data from school-based, Divisional and provincial assessment tools was used to track and analyze areas of growth and areas of need. Observational data and feedback from teachers and students also informed our goals.
Other important information about the planning process: Our plan provides a structure for growth that will be measured at the end of May 2023. As a staff, we acknowledge that progress toward the observable indicators will be reviewed regularly throughout the school year to provide formative feedback, that may lead to adjustments, additions or deletion of some strategies. Application of some or all strategies, in pursuit of the observable indicators, will undoubtedly stretch beyond the date parameters of this plan.

School Focus Area(s):

Literacy

Focus Area #1: Developing a school-wide, Structured Literacy approach to reading. Continue to build capacity amongst staff across all grades and programs, to confidently and effectively use a structured literacy approach to reading instruction

Key elements include providing professional learning to build capacity amongst teachers in grades K-4 in the fundamentals of Structured Literacy, developing appropriate progress benchmarks for phonological awareness and decoding skills, and assessing writing within a Structured Literacy approach.

Focus Area #2: Continuing our work in developing Assessment Capable Visible (literacy) Learners. Key elements include communicating literacy related learning intentions and success criteria to students, building student commitment and engagement, and lesson design in which students are actively involved in meeting the success criteria (application of metacognitive/learning strategies and self-assessment practices). The development of **critical thinking skills** will also be fostered in this process, contributing to the movement from surface, to deep and transfer learning. For our emergent and developing readers, assessment capable practices will be taught in conjunction with letter/sound development and foundational literacy skills. This approach to language learning and meaning making are reflected in the philosophy and components of the latest provincial ELA curricula. Enhancing our overall clarity in teaching will be a major strategy that impact all of the above.

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:

Students are working toward competently and consistently:

- learning and using letter/sound relationships (phonemic awareness) in Grades 1-2 in order to decode text, develop fluency, and demonstrate competency in spelling
- developing vocabulary and applying comprehension strategies to make meaning of what they are reading across grade levels

They are beginning to:

- think critically and make connections: text to text, text to self and text to world

Teachers are working toward confidently and consistently:

- implementing a structured approach to literacy instruction at the K-3 level (and in Grade 4, as needed) in both English and French
- using letter/sound relationship tools and methods to teach phonemic awareness and provide literacy intervention where needed
- using targeted, small group instruction to teach word features (replaces traditional spelling instruction)

- providing actionable feedback to students
- creating “thinking classrooms”
- providing clarity in all areas of instruction
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- **Community is increasingly:**
- exhibiting some interest in the “shift” in literacy instruction

What we need for:

Students:

Direct instruction in phonemic awareness (letter/sound relationships and word features) that address their current level of progress – expanded from Grade 1-2 (K-3 in both Eng and FI, and Grade 4 where appropriate)

Clarity of literacy instruction and intentional teaching that fosters their ability to:

- Identify where they are currently in their literacy learning
- Identify where they are going/what they need to learn
- Identify and apply the learning strategies they need to progress
- Assess their work against clearly defined success criteria

Staff:

Professional learning and collaborative opportunities that:

- Develop capacity for effective instruction in phonemic awareness and the science of reading, including the use of decodable texts to teach reading skills based on a specific scope and sequence
- Offer training in relevant assessment for learning tools
- Support the development of visible learning practices for literacy learning, with a focus on Teacher Clarity

Access to literacy materials and resources that:

- support best practice in literacy instruction; decodable texts in both English and French
- support the development of assessment capable visible learners
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Community: <ul style="list-style-type: none"> Information on changes to instructional practices in reading 			
What we will do for:	Who will do it:	When will it be done:	How will we know:
Students: Provide a structured literacy approach that focuses on <ul style="list-style-type: none"> Phonemic Awareness/Letter-Sound Relationships/ Word Features Vocabulary and comprehension development through oral experiences and discussions Continue to provide clarity of literacy instruction and intentional teaching that fosters their ability to: <ul style="list-style-type: none"> Understand the learning intentions as set out by the teacher Identify and articulate what they already know and what they need to learn in relation to the learning intention Choose appropriate learning strategies for progress toward the learning intention Self-assess their progress using clearly defined success criteria 	All K-3 Literacy Teachers (and Gr.4 as appropriate)	Regularly/Daily during literacy instructional block	Observable Indicators: Students display an understanding of word features by <ul style="list-style-type: none"> Fluently decoding appropriate texts Applying understanding of letter/sound relationships/word features to their writing Students can confidently and consistently <ul style="list-style-type: none"> Think about and understand what it is they need to learn Think about, apply and monitor the use of learning strategies Reflect and self assess their current understanding and progress toward the learning intention against clearly identified success criteria.
Staff: Provide professional learning and collaborative opportunities that develop capacity in Structured Literacy, including <ul style="list-style-type: none"> The Basics of Decoding and Spelling in the Science of Reading -Budget Orton Gillingham Foundations Level 1 Training – Budget item Structured Literacy Practices and Assessment 	All K-3 Teachers 2- K Teachers All K-2 Teachers	Online, asynchronous sessions 4 Full Days x2 Divisional Professional Learning Networks (5 ½ days + 3 hours)	Teachers show confidence and consistency in: <ul style="list-style-type: none"> teaching phonemic awareness and letter/sound relationships – not “spelling” using decodable texts incorporating multi-sensory practices into reading instruction

<ul style="list-style-type: none"> Grade Level collaboration/planning focused on Structured Literacy <p>Provide professional learning and collaborative opportunities that develop visible learning practices for literacy learning, including</p> <ul style="list-style-type: none"> School-Based Professional Learning focused on Teacher Clarity Participation in Divisional Professional Learning focused on the development of critical thinking skills -<i>The Thinking Classroom</i> Grade Level collaboration/planning 	<p>All K-4 Teachers</p> <p>All Staff</p> <p>Grade 3 and 4 Teachers</p> <p>All Teachers</p>	<p>1 period every 2nd cycle</p> <p>3 ½ Day Sessions</p> <p>Divisional Professional Learning Networks (5 ½ days + 3 hours)</p> <p>1 period every 2nd cycle</p>	<ul style="list-style-type: none"> assessing reading progress by word feature vs. levels of text <p>Teachers show <u>confidence and consistency</u> with the use of ACVL practices, and enhanced clarity of instruction including:</p> <ul style="list-style-type: none"> Communicating <i>and</i> displaying learning intentions and success criteria for literacy goals/outcomes Intentionally teaching and spiraling back to learning strategies, including those connected to critical thinking Using confidence scales regularly with students
<p>Community: Educate and support parents and care givers in the shift to structured literacy instruction</p> <ul style="list-style-type: none"> Parent information evening to explain Structured Literacy Mini-presentations to PAC – how to support your child’s literacy journey at home 	<p>Open to all parents</p> <p>4 per year done by Teachers/SST</p>	<p>October</p> <p>Nov/Jan/Feb/Mar</p>	<p>Parents report they are comfortable supporting their child to decode texts at home.</p> <p>We will gather and analyze:</p> <ul style="list-style-type: none"> Initial Assessment Data Provincial Assessment Data School-based Reading and Writing assessment Data Student Feedback on Learning Experiences Teacher Feedback on Professional Learning Experiences Parent Literacy Survey