

# Interlake School Division

## School Planning Report 2023/2024

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| <b>Name of School:</b> | École RW Bobby Bend School | <b>Name of Principal:</b> | P. Williamson Crockatt | <b>Date (yyyy/mm/dd):</b> | 2023/09/15 |
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| <b>Planning Process:</b>  |
| List or describe factors that influenced your school goals: Focus areas were influenced by considering the current ISD Continuous Improvement Plan, analysis and review of progress on 2022-23 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. Additionally, examination of the provincial document <i>Mamàhtawisiwin: The Wonder We are Born With</i> was used to frame our thinking around Indigenous inclusion and how we can provide an inclusive and culturally safe learning environment for our students, staff and community. |
| Who was involved in the planning process: School 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 2023 on intentional planning for the 2023-24 school year. School Admin and our Student Services Team met additionally to further review data and refine goals.  |
| 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 (if applicable): Our plan provides a structure for growth that will be measured at the end of May 2024. 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 Goal for <b>LITERACY</b> : To improve student achievement in reading and writing using an inclusive, evidence-based approach to literacy instruction that fosters strong reading and writing skills for <b>all</b> students, at all grade levels, in both the English and French Immersion programs.   |
| School Goal for <b>NUMERACY</b> : To improve the quality of instruction, transfer of learning and validity of formative and summative assessment practices around basic fact fluency at all grade levels.   |
| School Goal for <b>WELL-BEING</b> : To establish an inclusive and culturally safe environment for all, that is rooted in individual and collective well-being.  |

## 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:** To provide an inclusive, evidence-based approach to literacy instruction that fosters grade appropriate reading and writing skills for all students, at all grade levels, in both the English and French Immersion programs, as measured by Divisional assessment tools and report card data.

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

**Students Need:** Systematic, cumulative, explicit instruction involving phonology, sound-symbol association, syllables, syntax and semantics at the diagnostically identified instructional level.

**Staff Need:** Professional learning opportunities and guided practice that builds instructional capacity for the use of a structured literacy approach to teaching literacy skills.

**Families Need:** Information, direction and materials to support student practice of structured literacy skills at home.

| What we will do for:   | Who will do it?  | When will it be done?   | How will we know?  |
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| <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Provide a structured literacy approach to literacy instruction in K-4, in both English and French programs</li> <li>• Assess literacy skills using Divisional assessment tools and use the data to direct on-going instruction</li> </ul> | <ul style="list-style-type: none"> <li>• All Literacy Teachers</li> <li>• All Literacy Teachers</li> </ul> | <ul style="list-style-type: none"> <li>• Daily in the class literacy block</li> <li>• September, November, February, May</li> </ul>                   | <p>We will gather and analyze:</p> <ul style="list-style-type: none"> <li>• Divisional Assessment Data</li> <li>• Parent survey feedback/data</li> </ul> |
| <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>• Provide professional learning for grade 3 and 4 Literacy teachers to build capacity for Structured Literacy approach (English program)</li> </ul>  | <ul style="list-style-type: none"> <li>• Divisional Program Support Personnel</li> </ul>                   | <ul style="list-style-type: none"> <li>• 4-1/2 days in Divisional PLN<br/>October (2 ½ days)<br/>November (1 ½ day)<br/>December (1 ½ day)</li> </ul> |  |

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| <ul style="list-style-type: none"> <li>• <b>Provide Structured Literacy professional learning for teachers new to the K-2 grades (English and French programs- 1 K Teacher, 1 Gr 2 Teacher)</b></li> <li>• <b>Provide French Structured Literacy Workshop for FI program teachers (9 Teachers K-4)</b></li> </ul>   | <ul style="list-style-type: none"> <li>• Divisional Program Support Personnel</li> <li>• Grade level Mentors</li> <li>• School-paid PL through the International Dyslexia Association</li> </ul>   | <ul style="list-style-type: none"> <li>• 2- ½ day connections with Divisional Literacy support Dates TBD</li> <li>• On-going School-based Mentorship</li> <li>• Decoding and Spelling in French sessions (Nov. 2 hrs in school with coverage)</li> </ul> |  |
| <p><b>Families:</b></p> <ul style="list-style-type: none"> <li>• <b>Provide information to explain the approach to literacy instruction in the school</b></li> <li>• <b>Provide clear instructions and materials to help support literacy learning at home</b></li> <li>• <b>Collect feedback on the level of understanding families have regarding the Structured Literacy approach and how they can support their child in literacy learning at home</b></li> </ul> | <ul style="list-style-type: none"> <li>• School Admin will provide an overview of Structured Literacy</li> <li>• Literacy Teachers will provide explicit instructions for home literacy support</li> <li>• School Admin will create survey, distribute to families and analyze data</li> </ul> | <ul style="list-style-type: none"> <li>• Information distributed by School Admin in early October</li> <li>• Beginning of the year and with each change in activity as required</li> <li>• Survey to be distributed in early May</li> </ul>              |  |

## 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:** To improve the quality of instruction, transfer of learning and validity of formative and summative assessment practices around basic fact fluency at all grade levels.

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

**Students Need:**

- Consistent exposure to best-practice methods for learning, retaining, recalling and applying basic math facts.

**Staff Need:**

- Professional learning to support the implementation of best practice methods for teaching fact fluency, assessing student growth and needs in fact fluency learning, and reliable data to inform teaching.

**Families Need:**

- Accurate reporting of student achievement in Mental Math that reflects triangulated data of student fact fluency and his/her ability to transfer that learning to carry out other mathematical challenges.
- Encouragement and materials to help support their child/children to build fact fluency at home.

**What we will do for:**

**Who will do it?**

**When will it be done?**

**How will we know?**

**Students:**

- Provide a strong foundation of conceptual learning and strategies, followed by daily opportunities to practice (memorization) in fun and engaging ways
- Use triangulated assessment (interviews, observation, and journaling to explain reasoning) to collect formative assessment information

- Gr. 1-4 Math Teachers
- Gr. 1-4 Math Teachers

- Daily, in whole-class and guided math structures
- On-going throughout the year

We will gather and analyze:

- Provincial Report Card Data- Mental Math Standard
- Data from MFF Progress Monitoring tool

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| <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>• Provide professional learning for teachers, Gr.1-4, on instruction and assessment of fact fluency using the principles and materials in <i>Math Fact Fluency</i> (J. Bay-Williams and Gina Kling)</li> <li>• Provide common materials and professional learning around progress monitoring for growth in fact fluency</li> </ul>                | <ul style="list-style-type: none"> <li>• Divisional Program Support Personnel</li> </ul>  | <ul style="list-style-type: none"> <li>• 3-1 hour sessions per grade level;<br/>Sept. 18-4 hrs,<br/>Nov. 14-4 hrs<br/>Feb. 13-4 hrs</li> </ul>                        | <ul style="list-style-type: none"> <li>• Parent survey feedback/data</li> </ul> |
| <p><b>Families:</b></p> <ul style="list-style-type: none"> <li>• Communicate grade level expectations for fact fluency</li> <li>• Use common, grade-appropriate progress monitoring tools to collect data and inform reporting</li> <li>• Collect feedback on the level of understanding families have regarding their child's fact fluency progress, and how they can support their child at home</li> </ul> | <ul style="list-style-type: none"> <li>• Gr. 1-4 Math Teachers/Admin</li> <li>• School Admin will create survey, distribute to families and analyze data</li> </ul> | <ul style="list-style-type: none"> <li>• Information distributed by classroom teacher in October/November</li> <li>• Survey to be distributed in early May</li> </ul> |   |

## 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:** To establish an inclusive and culturally safe environment for all, that is rooted in individual and collective well-being.

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

#### Students Need:

- Skills that foster independence, relationship building, and problem-solving
- Equitable, diverse, and inclusive programming that includes rich academic instruction, an emphasis on wellness and self-regulation, and a connection with nature and the outdoors

#### Staff Need:

- Professional Learning Opportunities focused on:
  - Tier 1 strategies for planning, instruction, and classroom organisation to support student self-regulation
  - Inclusion of Indigenous perspectives in their classroom in a meaningful way

#### Families Need:

- Information on the Circle of Courage, the four guiding questions, and the purpose of our school-wide wellness assemblies
- Information on the *Zones of Regulation*
- Opportunities to give feedback on their child's growth in the areas of regulation and general well-being

| What we will do for:  | Who will do it?   | When will it be done?  | How will we know?  |
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| <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Host school-wide assemblies that focus on building community, connection, and a sense of belonging using the Circle of Courage as a focus and the four guiding questions: “Who am I?”; “Where do I come from?”; “Why am I here?”; and “Where am I going?”</li> <li>• Continue teaching and reviewing the <i>Zones of Regulation</i> to support student self-regulation.</li> <li>• Group and individual programming targeting regulation needs, as well as social development needs</li> </ul>   | <ul style="list-style-type: none"> <li>• School-based Wellness Committee</li> <li>• Student Services Teachers and Classroom Teachers</li> <li>• Student Services Support staff</li> </ul>   | <ul style="list-style-type: none"> <li>• Ongoing, every 4 to 6 weeks</li> <li>• Ongoing, September to June</li> <li>• Throughout the year in the Wellness Centre, as appropriate to the students’ individual programs</li> </ul>   | <p>We will gather and analyze:</p> <ul style="list-style-type: none"> <li>• Student and Staff anecdotal feedback on the school-wide assemblies</li> <li>• Observational data around each student’s ability to self-regulate, and to display foundational and age-appropriate social skills.</li> </ul> |
| <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>• Provide professional learning around Indigenous perspectives in order for everyone to have a common understanding and discussion using a subscription to the Four Seasons of Indigenous Learning. This first season of four focuses on “Foundations of Knowledge”</li> <li>• Enlist Elders and Knowledge Keepers to support the inclusion of Indigenous perspectives and knowledge in the school and classrooms</li> <li>• Provide professional learning for K-2 level teachers focused on regulation in the early years classroom</li> </ul> | <ul style="list-style-type: none"> <li>• School Admin have purchased the subscription</li> <li>• School-based Wellness Committee</li> <li>• Divisional Program Support Personnel</li> </ul> | <ul style="list-style-type: none"> <li>• As a whole group; at staff meetings and during professional learning opportunities. There are 10 modules to complete.</li> <li>• Ongoing, October to June</li> <li>• 4-1/2 days in Divisional PLN<br/>October (2 ½ days)<br/>November (1 ½ day)<br/>December (1 ½ day)</li> </ul> | <ul style="list-style-type: none"> <li>• The Teacher Self-Assessment from the Mamàhtawisiwin document, specifically in the categories of “Authentic Involvement” and “Understanding of World Views, Values, Identities, Traditions, and Contemporary Lifestyles”</li> </ul>                            |

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| <p><b>Families:</b></p> <ul style="list-style-type: none"> <li>• Present to our Parent Advisory Council on the Circle of Courage and our rationale for hosting the school-wide wellness assemblies</li> <li>• Provide information on the “Zones of Regulation”, and the language and strategies of the program can be used to support regulation at home the school and to use as review for returning families</li> <li>• Collect family feedback on student well-being</li> </ul> | <ul style="list-style-type: none"> <li>• School Admin</li> <li>• School Admin</li> <li>• School Admin will create survey, distribute to families and analyze data</li> </ul> | <ul style="list-style-type: none"> <li>• November Parent Advisory Council Meeting</li> <li>• November</li> <li>• Survey to be distributed in early May</li> </ul> | <ul style="list-style-type: none"> <li>• Parent survey feedback/data</li> </ul> |