

Interlake School Division

School Planning Report 2022/2023

Grade K – 12

(Due to Superintendents Department: September 26, 2022)

Name of School:	École Stonewall Centennial School	Name of Principal:	Mr. E. Harvie	Date (yyyy/mm/dd):	2022/09/26
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Planning Process:

List or describe factors that influenced your focus area(s): Divisional Mandate and Staff Priority

Who was involved in the planning process: Divisional Staff, School Staff, Parent Information Group

How often did your planning team meet: Virtually (Apr. 18th, May 16th)

What data was used in the planning process: Teacher Assessments (formative & summative), MCSI, Report Cards, Classroom Profile

Other important information about the planning process: Collaborative work amongst staff members

School Focus Area(s):

Focus Area #1: Literacy (5-8)

Focus Area #2: Numeracy (5-8)

Focus Area #3: Well-Being (5-8)

LITERACY

What LITERACY is: *Literacy is the ability, confidence and willingness to engage with language and literacies 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 using, creating, communicating, and contemplating meaning. Literate citizens possess a broad communicative repertoire with which to actively engage with multiple communities.

Where we are currently with LITERACY: Language and literacies are symbolic socio-cultural systems through which human beings create and share meanings. They do so by using the conventional meaning-making and meaning-sharing practices within their socio-cultural groups, while at the same time inventing new ones. (Living Document)

What we need for:

Students: High-quality, meaningful learning experiences in language and literacies that develop creativity, sense making, technical competency, agency, and co-operative interaction.

Staff: High-quality learning experiences focussed on supporting learners in using language and literacies in meaningful contexts.

Community: Information regarding our strategies for instruction in language and literacies and the importance of community in developing literate citizens.

What we will do for:

Who will do it:

When will it be done:

How will we know:

Students:

- Continue our implementation of the new ELA curriculum
- Expand student learning through creating opportunities for Critical Thinking
- “I Love to Read” month celebrations
- Teachers and students will engage in an active day of participation in Reconciliation Education & Activities.
- Update Literature Circle books to include more lowered-level books on themes of interest
- Support French Reading with updated French Library and projects involving French literacy.
- Provide engaging workshops for students in French, such as WISE Kid-Netic Energy workshops <https://www.wisekidneticenergy.ca/our-workshops>

Teachers
Administrators

Speaker(s):
Various people
for “I Love to
Read”
Students & Staff

February

Sept. 29, 2022

We will gather and analyze:

- Initial Assessment Data
- Provincial Assessment Data
- Report Card Data
- Student Feedback on Learning Experiences
- Teacher Feedback on Professional Learning Experiences
- Community Feedback on Learning Experiences (Parent Information Group)
- End of the Year Community Report
- Active Participation and Engagement amongst Staff & Students in Reconciliation Activities.
- Students will show enthusiasm while participating in French workshops, completing

			engaging literacy projects and reading in French
Staff: <ul style="list-style-type: none"> • Support teachers in the implementation of the new ELA curriculum • Teachers will engage in active Divisional PD within their grade groupings • Literacy Support Teacher will conduct a Residency with ELA teachers 	School Staff Divisional Staff: Lori-Anne Busch	Oct./Nov./Feb./Mar.	
Community: <ul style="list-style-type: none"> • Provide information on, and rationale for, our strategies for instruction • February month (I love to Read): Literacy Olympics (Multi-age groups) 	School Staff		

NUMERACY

What NUMERACY is: Numeracy is the ability, confidence, and willingness to engage with quantitative or spatial information to make informed decisions in all aspects of daily living.

Why NUMERACY matters: In order to meet the challenges of society, numerate citizens must be critical thinkers. Citizens must be able to apply mathematical concepts and strategies successfully with thoughtful perseverance in addressing issues that permeate daily life, business, industry, government, and thinking about our environment.

Where we are currently with NUMERACY:

- Supporting a divisional professional learning model focused on grade-group seminars.
- Supporting a ‘Numeracy Project’ for a small group of teachers focused on the design and field-testing of initial assessments at K-8.
- Implementation of initial assessments (MCSIs)
- “Fact Math” book and practices ordered for interested staff (for consistency of fact teaching strategies).
- We are prioritizing math instruction to include ‘Guided Math’ where by students are working independently so teachers can facilitate student learning on an individual/small group basis.

What we need for:

Students: High-quality learning experiences that develop: creative thinking skills, problem-solving skills, data analysis skills, computational skills, and co-operative interaction.

Staff: High-quality learning experiences focused on conceptual understanding in Mathematics for both themselves and their students.

Community: Information regarding our strategies for numeracy instruction and the importance of community in developing numerate citizens

What we will do for:	Who will do it:	When will it be done:	How will we know:
Students: <ul style="list-style-type: none"> • Implement locally-developed initial assessments (MCSIs) • Implement Rich Learning Tasks Activities that teachers have been in-serviced on • Provide high-quality learning experiences aligned with each student’s stage of development [Centre Based Guided Math, Escape Boxes, increased use of manipulatives, 	Teachers Administrators	2022-2023 School Year Sept./Oct. (Initial Assessment)	We will gather and analyze: <ul style="list-style-type: none"> • MCSI Data to help formulate next steps in programming • Grade 7 Provincial Assessment Data • Report Card Data

<p>infusion of additional technologies & programs (smart boards, iPads, laptops, and Kahoot])</p> <ul style="list-style-type: none"> • Provide opportunities for Math teachers to become familiarized with “NET Math Program”, “IXL Math”, Microsoft Teams, and other online learning supports • Provide game-based learning: The Game of Life, Tabou, Scrabble, and Scattegories • Provide opportunities for quest speakers to present on various academic topics in the area of Mathematics or Literacy 			<ul style="list-style-type: none"> • Staff Feedback on Professional Learning • Community Feedback on Learning Experiences • NET Math outcomes of learning from students • Implementation of Microsoft Teams within their classrooms • Virtual Presentation by Astronaut Dr. Dave Williams (Canadian Space Agency)
<p>Staff: Provide professional learning supports focused on:</p> <ul style="list-style-type: none"> • Guided Math • Development of conceptual understanding in Mathematics (Math Fact Fluency) • Consistency of teaching strategies in Mathematics (Rich Learning Experiences) • Collaboration within numeracy groups to create activities to meet student needs in a remote learning environment. • Numeracy Support Teacher will be conducting a Residency with Math teachers • 	<p>School Staff Divisional Staff: Christine Michalyshen</p>	<p>Oct./Nov./Feb./Mar.</p>	<p>MCSI assessments for students in the fall 2022</p> <p>Having our teacher mentors facilitate centre based Guided Math (Grade 6 teachers sharing their knowledge with our staff)</p> <p>Math Fact Fluency</p> <p>5-8 Divisional Numeracy Workshops (tentative)</p> <p>Microsoft Teams (directed PD through Microsoft Academy), Course Outlines, Net Math Program, IXL Math</p> <p>Community Report: End of the Year</p>
<p>Community:</p> <ul style="list-style-type: none"> • Provide information on, and rationale for, our strategies for instruction • March Math month (I love Math): Math Olympics (Multi-age groups) 	<p>School Staff</p>		

WELL-BEING

What WELL-BEING is: Student well-being is a state in which students feel and act in ways that develop their capabilities and resilience to live, to connect, and to achieve their full potential.

Why WELL-BEING matters: In order to learn well, our students must live well. Students, staff, and community all play an important role in creating healthy learning, living, and working environments. Our collective support is required to develop an understanding of well-being and to identify and implement strategies that support students as they strive to reach their full potential. Students, staff, and community all play an important role in creating healthy learning environments. Students need our collective support to achieve their full potential.

Where we are (currently):

We are actively exploring a variety of supports related to increased incidence of anxiety, depression, mindfulness, and mental health concerns.

In Grade 5 and Grade 6 we have found success with limiting social and emotional friendship/bullying issues by eliminating the use of personal technology devices during the school day.

What we need for:

Students: To feel safe and welcome at school and to be equipped with strategies and motivation to achieve their full potential.

Staff: To develop an understanding of well-being and the role of students, staff, and community in creating healthy learning environments.

Community: To have respectful and trusting relationships within the school, with families, with staff, and with community partners as a shared responsibility in supporting children.

What we will do for:

Who will do it:

When will it be done:

How will we know:

Students:

- Gather information from students about wellness needs (surveys)
- Initiate a “Wellness Space” – organized under the lead of our Divisional Wellness Support Person – Provide a place to build connection, reduce anxiety, and support reluctant learners.

School Staff & Students

Divisional Staff

Starting prior to Christmas Break, Grade 7 classes will undergo a five (5) period Wellness Unit

We will gather and analyze:

- Attendance Data
- Report Card Data
- Classroom Profile Data

<ul style="list-style-type: none"> • Provide learning opportunities to support wellness needs (Project 11 for Grade 7 & Grade 8 students, “Speak Up” for grade 7 students) • Establish Grade 8 MY VOICE group to organize school wide spirit events. Example: Christmas Activities/Competition in the Gym, School Wide “Minute to Win It” event Virtual assemblies for acknowledgement of accomplishments, celebrations, and community development • Use of bulletin boards in common areas to showcase student success • Discuss Self regulation through the Program “Zones of Regulation” for Grade 5 & 6 students • Establish well-being goals for all students via the health curriculum • Provide physical activity breaks, and mask breaks, as needed to assist with self regulation • Support the creation of new clubs and activities that meet the needs of our students in their cohorts • Offer preventative education for students from outside sources on different topics (We did this through the Joy Smith Foundation and the RCMP Talks program this past school year) • Mental Health Awareness Week and Month • Provide Counsellor in the classroom experience for grade 6 students- KIDS HELP PHONE • MPI School Safety Patrols Program • Mindfulness strategies will be shown to students in grades 5-8 		<p>facilitated by our Guidance Counsellor</p> <p>December 2022 Crazy Olympics Christmas Theme activities April 2023 “Minute to Win It”</p> <p>Virtual & In-person assemblies to celebrate our successes each month</p> <p>Students & Staff will organize Spirit Activities throughout the year</p> <p>Student well-being goals established in their health class by the end of October</p> <p>Physical activity breaks (Go Noodle) as needed throughout the year</p> <p>Special Interest Clubs begin throughout the year as appropriate</p> <p>Survey of interests conducted in June of each year to provide time to plan and collect needed resources for new activities and clubs</p>	<ul style="list-style-type: none"> • Staff Feedback on qualitative sense of well-being in the school • Community Feedback on well-being learning experiences (Parent Information Group) • Full participation in activities • Active staff engagement in extra-curricular activities • Wellness Survey for students -provided one this past school year and can offer another wellness survey during the next school year. <p>Celebrations</p> <ul style="list-style-type: none"> • Bulletin boards in common areas showcase student accomplishments • Virtual & In-person assemblies <p>Concours d’art oratoire evening</p> <p>Student evaluation of their own well-being goals</p> <p>New clubs and activities are established in an on-going basis</p>

<p>Staff:</p> <p>PD opportunities for Staff (Wellness_ MTS speaker series in at a Staff PD (Example: Diana Fuller-Kolton who does a session on WELL-BEING and MINDFULNESS)</p> <p>Provide professional learning supports focused on:</p> <ul style="list-style-type: none"> • Developing an understanding of wellness and student mental health concerns. • The role of students, staff, and community in creating healthy environments. • Start meetings with ‘teacher share’, ‘shout outs’, and celebrations. • PLCs for helping staff: Strategies for Staff Wellness • Provide wellness opportunities for staff on Inservice Days <p>Planning for new staff room space</p>	<p>School Staff</p> <p>Divisional Staff</p> <p>Guidance Counsellor</p>	<p>PLCs, and school-based in-services</p> <p>Guest speakers/divisional support staff coming to present on student/staff wellness</p> <p>Lunch and learn workshops focused on well-being topics</p>	<p>Celebrations</p> <ul style="list-style-type: none"> • Bulletin boards in common areas showcase student accomplishments • Virtual assemblies – student achievement (sports, academic) • Thankful Thursdays – Staff room bulletin board (weekly) • Staff Luncheon & Morning Nutrition Breaks
<p>School Community:</p> <ul style="list-style-type: none"> • Promoting Knowledge of Internet Safety facilitating an evening workshop with parents and the RCMP ICE Unit • Parent presentation on Anxiety by Divisional Clinician • Continue to offer presentations to parents on different topics 		<p>Presentations throughout the year regarding our well-being activities for our Parent Information Group.</p>	<p>Staff Wellness activities including: Quiz Night (afternoon), Ping Pong Tournament, and other fun activities.</p> <p>Building staff community & collective efficacy.</p> <p>Concours d’art oratoire evenings</p> <p>Student evaluation of their own well-being goals</p> <p>New clubs and activities are established in an on-going basis</p>