

Interlake School Division
School Planning Report 2023/2024
Grade K – 12

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

Name of School:	Warren Elementary School	Name of Principal:	Morag Ivany	Date (yyyy/mm/dd):	September 18, 2023
------------------------	--------------------------	---------------------------	-------------	---------------------------	--------------------

Planning Process:
List or describe factors that influenced your school goals: <ul style="list-style-type: none">• School Data• Divisional CIP goals• MCSI Checklists• Report Card Data• Student Needs/Teacher Observations• Previous School Plan• Classroom Profiles
Who was involved in the planning process: <ul style="list-style-type: none">• Teachers• Educational Assistants• Administrator• WEPAC

<p>How often your planning team met:</p> <ul style="list-style-type: none"> • During School-Based Planning In-services. • Staff had ongoing informal conversations throughout the school year regarding areas which required focus, goals, and strategies to meet those goals.
<p>What data was used in the planning process:</p> <ul style="list-style-type: none"> • MCSI Data, • NAP Quiz Data • Report Card Data • Initial Assessments • RGR Assessments (Beginning, Middle, and End) • Provincial Assessments
<p>Other important information about the planning process (if applicable):</p>

<p>School Goals:</p>
<p>School Goal for LITERACY: To continue to develop our structured literacy program, with emphasis in our Grade 3 and 4 classrooms, while Kindergarten and Grade One/Two classrooms maintain or further develop strategies implemented the previous school year.</p>
<p>School Goal for NUMERACY: To increase student confidence with Rational Operations while implementing NAP MRLC curricula programming.</p>
<p>School Goal for WELL-BEING: To provide students with strategies and knowledge that will support them in regulating their emotions in various contexts.</p>

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 continue to develop our structured literacy program, with emphasis in our Grade 3 and 4 classrooms, while Kindergarten and Grade One/Two classrooms maintain or further develop strategies implemented the previous school year.

To achieve our school goal for LITERACY...

Students Need:

- Literacy instruction following the principles of the Science of Reading
- Increased availability of high-quality resources, such as decodable texts for home reading and classroom instruction
- PM books for advanced readers that are more relevant to current society
- Increased access to materials that support letter and sound recognition

Staff Need:

- K-2 teachers will continue to increase their knowledge of skills and strategies used in the ELC program and to evaluate classroom data.
- Grades 3 and 4 teachers will be introduced to the ELC program and will develop confidence in using resources to support their literacy instruction.
- Grade 5-8 teachers will receive additional support from Learning Support teacher for students who are below grade level in literacy.

Families Need:

- To be well informed that we have changed our strategies for literacy instruction as a result of research based best practices.
- Consistent communication regarding their child’s progress in specific skills, such as letter sounds, or decoding abilities.
- Support in knowing how to practice skills at home
- Access to materials

What we will do for:	Who will do it:	When will it be done:	How will we know:
<p>Students:</p> <ul style="list-style-type: none"> • Continue with Science of Reading focused lessons • Continue with decodable text support • Purchase additional decodable text to increase choice for reading 	<ul style="list-style-type: none"> • Classroom Teachers • ELC • Principal • Learning Support 	<p>Ongoing- Focused lessons and decodable text support</p> <p>Oct- Purchase additional decodable text/resources</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:</p> <ul style="list-style-type: none"> • Provide staff online training opportunity in “Decoding” • Provide staff time to collaborate and analyze data trends in literacy assessments 	<ul style="list-style-type: none"> • Classroom Teachers • ELC • Principal 	<p>Oct- At Sept staff meeting provide training opportunity information</p> <p>In-service- Time to collaborate</p>	
<p>Families:</p> <ul style="list-style-type: none"> • Share information and strategies in Science of Reading with families. • Offer a family literacy information evening incorporated with parent/teacher or portfolio evening • Incorporate learning package and activities in Kindergarten Meet & Greet • Provide suitable materials to continue encouraging home reading strategies. 	<ul style="list-style-type: none"> • Classroom Teachers • Learning Support • Principal 	<p>Oct- Principal send home SOR information</p> <p>Feb- literacy evening</p> <p>May/June- Meet and Greet packages shared</p> <p>Ongoing- home reading materials</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: To increase student confidence with Rational Operations while implementing NAP MRLC curricula programming.

To achieve our school goal for NUMERACY...

Students Need:

- Posted/Visible learning goals
- Fact fluency development with intentional focus on rational operations
- Scheduled/Timely quizzes to measure ongoing learning and inform teaching
- Conversations encouraging a growth mindset so that students have the belief that “all people are math people.”
- An environment that is rich in hands-on learning activities, collaborative problem solving, and authentic learning experiences.
- A culture of respect for peers so that students are not afraid to take risks or ask questions.
- A community that encourages, supports, and shares a willingness to positively engage in numeracy learning.

Staff Need:

- Professional development in NAP programming through divisional PD, which has been arranged with divisional Numeracy Lead Teacher
- Resources
 - Math Literature & Manipulatives

Families Need:			
<ul style="list-style-type: none"> ○ Communication from teachers regarding student progress ○ Resources to support at home practice ○ Information from school to further support “we are all math people” attitudes and critical thinking skills ○ Involvement of families in creating a positive numeracy culture 			
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"> ● Changing the order of units to better support how they learn math ● provide students with important feedback and discussion as they learn curricula goals. 	<ul style="list-style-type: none"> ● Classroom Teachers 	Sept- Year-long unit planning Ongoing- Feedback and discussions	We will gather and analyze: <ul style="list-style-type: none"> ● Divisional Assessment Data ● Provincial Assessment Data ● Provincial Report Card Data ● NAP quiz Data ● Report Card data, historical and current
Staff: <ul style="list-style-type: none"> ● Organize their numeracy curricula and units to conform with the NAP program. ● Attend and use the NAP training that will be offered. ● Collect and use the NAP quiz data to inform practice 	<ul style="list-style-type: none"> ● Classroom Teachers ● Principal 	Sept- Year-long unit planning Ongoing- Training In-service- End of term data review	
Families: <ul style="list-style-type: none"> ● Sharing our evolving approach to numeracy will allow parents to see that we are using the most current instructional methods to help our students learn numeracy skills. ● Data should be shared in a form that anonymizes it but provides parents with up-to-date trends as we continue to support student growth. 	<ul style="list-style-type: none"> ● Classroom Teachers ● Learning Support ● Principal 	Monthly- classroom newsletters Mid-Year- Data review	

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 provide students with strategies and knowledge that will support them in regulating their emotions in various contexts.

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

Students Need:

- Social Skills,
- Emotional Regulation
- Dedicated movement space
- School wide opportunities for fun that incorporate team building and physical movement.

Staff Need:

- Opportunities to build connections with other staff members
- Opportunities to access professional development specific to staff wellness/Access to divisional support personnel as needed
- Time to focus on strengthening self-identified PD areas of need.

<p>Families Need:</p> <ul style="list-style-type: none"> • Access to mental health resources on a regular basis • Opportunities to volunteer and build connections to school • Open Communication with the school- to feel that they have a voice and that their thoughts are valued. 			
What we will do for:	Who will do it:	When will it be done:	How will we know:
<p>Students:</p> <p>Emotional Regulation:</p> <ul style="list-style-type: none"> • Zones of Regulation teaching in all classrooms • The creation of a dedicated movement space • School wide team building opportunities, ex. School assemblies, spirit days, treat days, WES Fest, grade buddies • Wellness Survey in Grade 6 conducted by SST and ISD Psychology <p>Social Skills:</p> <ul style="list-style-type: none"> • School wide language for recess such as WITS to teach strategies on the playground • School wide program such as Social Thinking 	<ul style="list-style-type: none"> • Classroom Teachers • Learning Support • Support Staff • Principal 		<p>We will gather and analyze:</p> <ul style="list-style-type: none"> • Attendance Data (K-12) • Early Years Evaluation Data (Kindergarten) • Grade 9 Credit Acquisition Data (High Schools) • Graduation Rate Data (High Schools)
<p>Staff:</p> <ul style="list-style-type: none"> • Staff Team Building: During the 5 days of school-based PD, offer opportunities for team building and making connections • PD: ISD personnel to provide learning network sessions to Grades K-2 teachers to support Zones of Regulation strategies 	<ul style="list-style-type: none"> • Principal • Learning Support 	<p>School-based planning in-services</p> <p>Oct to Dec- Learning Sessions</p> <p>Ongoing- counselling support as needed</p>	

<ul style="list-style-type: none"> • Time: In response to the Grade 6 Wellness Survey results, respond to needs through small group or 1:1 counselling 			
<p>Families:</p> <ul style="list-style-type: none"> • Communication/Resources: • Information sent home consistently via weekly email update, which includes what is happening at the school, in addition to community events/social support opportunities • Monthly communication from classroom teachers via email, newsletter, etc. • Connection to services: Based on the Grade 6 Wellness Survey, scheduled meetings with the School Counsellor and ISD Psychologist to discuss access to services and respond to needs. 	<ul style="list-style-type: none"> • Principal • Classroom Teachers • Learning Support 	<p>Weekly- Email</p> <p>Monthly- Classroom Newsletter</p> <p>As needed- Meetings with Counsellor and Psychologist</p>	