Interlake School Division
School Planning Report 2021/2022
Grade K – 12

(Due to Superintendents Department: September 27, 2022)

Name of School:	Brant-Argyle School	Name of Principal:	Kristin Smith	Date (yyyy/mm/dd):	2022/07/19

Planning Process:

List or describe factors that influenced your focus area(s): Data, staff and parent observations, Divisional focus areas

Who was involved in the planning process: Staff (classroom teachers, student services, educational assistants), students, parent council

How often did your planning team meet: Monthly

What data was used in the planning process: Initial assessments (RAD, PM Benchmark, MCSI), BC numeracy assessments, cold writes, Fountas and Pinnell and PM (quarterly)

Other important information about the planning process: We have incorporated this year's PD plan (Divisional and School-based) into our school plan.

School Focus Area(s):

Focus Area #1: Literacy

Focus Area #2: Numeracy

Focus Area #3:

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: We are currently moving our instructional practices from a Balanced Literacy approach to a Structured Literacy approach based on the Science of Reading. Students are starting to be engaged in using writing and speaking in new ways to communicate effectively and they are starting to see the benefits of multiple drafts and conferencing to the craft of writing.

What we need for:

Students:
- An earlier approach to intervention, a scope and sequence of decoding skills, increased repetition of decoding skills to ensure mastery, a focus on language structure at all grade levels and more opportunities for authentic/meaningful communications with an audience (written and spoken).
- Students need opportunities for explicit, timely feedback from a variety of sources (teachers, peers, self, and families)
- Time and instruction for students to set and work on individual writing goals.

Staff:
- An assessment that helps us understand where are students are on the Scarborough's Reading Rope and practice with next steps for creating skilled readers.
- A venue and structure to use for creating opportunities for authentic/meaningful student communications.
- A structure and plan for writing feedback
- Collaboration with colleagues on effective student goal setting

Community:
- A better understanding of Structured Literacy and how they can support their student's reading and writing
- Opportunities to provide feedback to students
- A venue to contribute to student learning goals

What we will do for:	Who will do it:	When will it be done:	How will we know:
Students: • Assess students to gauge where they are at in understanding of language structure and assist them in setting continuous improvement goals. • Provide opportunities for communication (assemblies, science share, small groups, drama and communication classes) • Meet with students individually after each cold write to share feedback and set writing goals and conference often.	CT, SS, Admin.	quarterly	We will gather and analyze: • Initial Assessment Data • Diagnostic Achievement Test in Spelling (Barnell Loft, Ltd.) • Provincial Assessment Data • Report Card Data • Student Feedback on Learning Experiences • Teacher Feedback on Professional Learning Experiences • Community Feedback on Learning Experiences • Quarterly assessments for reading and writing
Staff: • Have student-led assemblies, plan and organize a science share evening • Provide time for teachers to meet with students for goal setting	CT, SS, Admin.	September, weekly assembly, quarterly goal setting, and April Science share	
Community: • Open House/information evening on structured literacy • Send home student writing with an invitation to provide feedback • Use triad conferencing to share writing goals			

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.
Where we are currently with NUMERACY: Students have shown great gains in numeracy and are more confident and willing to engage in challenges. Students have mastered many basic math facts over the last year and this will remain a priority focus area. Fractions, decimals, and percentages have become more accessible and we will focus on achieving student growth in rational operations.
What we need for:
Students: • Continued, daily practice of basic math facts • More opportunities to explore and develop a deep understanding of rational operations • Small group instruction to maximize student voice and to correct student misconceptions earlier • Challenging projects or multi-faceted problems that help them connect the many curricular strands
Staff: • An easy way for students to practice basic math facts correctly and with accountability • Collaboration time and practice creating math problems and projects that go beyond the "unit" • Time to create reach back opportunities to allow students continued practice of concepts
Community: • Consistent communication with teachers on the numeracy content of the grade and how they can support their students

What we will do for:	Who will do it:	When will it be done:	How will we know:
Students: • Use Reflex as a platform for mastering basic facts • Set structures and deploy human resources to allow for small group instruction a minimum of 3 times per week • Create more project base learning opportunities to allow students to show what they have learned	CT, Admin.	For September and ongoing	We will gather and analyze: • Initial Assessment Data MCSI • Provincial Assessment Data • Report Card Data • Student Feedback on Learning Experiences • Teacher Feedback on Professional Learning Experiences • Community Feedback on Learning Experiences • BC Numeracy assessments
Staff: • Purchase Reflex as a standard way to practice basic math facts • Reflect on Divisional Critical thinking PD and use what we have learned to create PB numeracy opportunities. Outreach to other numeracy teachers in our Division at grade level and numeracy lead teacher and program support.	Admin. CT	Monthly Staff meetings and ongoing	
Community: • Teachers will send home parent friendly outcomes at the beginning of a unit of study. • Teachers will use agendas as a communication tool for numeracy progress at least two days a week.	CT	As needed	

WELL-BEING
What WELL-BEING is: Well-Being is the conscious, self-directed and evolving process of achieving health, happiness, resilience, and satisfaction.

Why WELL-BEING matters: Healthy citizens are able to achieve their goals and realize their potential. Healthy citizens possess a range of skills and strategies to live happy and resilient lives and thereby make positive contributions to their communities. In order to live well, our students must learn well.
Where we are (currently):
What we need for:
Students:
Staff:
Community:

What we will do for:	Who will do it:	When will it be done:	How will we know:
Students:			We will gather and analyze: • Attendance Data • Report Card Data
Staff:			• Grade 9 Credit Acquisition Data • Grade 12 Graduation Data • School-Based Support Plan Data • Student Feedback on Learning Experiences
Community:			• Staff Feedback on Professional Learning Experiences • Community Feedback on Learning Experiences