

Interlake School Division

School Planning Report 2023/2024

Grade K – 12

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

Name of School:	Brant-Argyle School	Name of Principal:	Marlo Jeffery	Date (yyyy/mm/dd):	August 23, 2023
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Planning Process:
List or describe factors that influenced your school goals: Data sources (both Divisional and School-based assessments), Student Services needs, Needs Survey (families and students), Divisional Continuous Improvement Plan, Provincial focus areas
Who was involved in the planning process: Students (verbal feedback, exit interviews, survey), Staff (dialogue in staff meetings, questionnaires and during planning days), Families (through the Safe and Caring Committee Survey, PAC, and conversations)
How often does your planning team meet: No formal planning team, but discussed at staff meetings (monthly) and PAC meetings (monthly)
What data was used in the planning process: Report card data, Provincial Assessment data, MCSI, BC Numeracy assessments, Cold Writes, RAD, Early Literacy Assessments, EYE, SST caseloads, student regulation data
Other important information about the planning process (if applicable):

School Goals:
<p>School Goal for LITERACY:</p> <ul style="list-style-type: none"> • To identify struggling readers earlier and provide appropriate interventions. • To fill some decoding strategy and spelling gaps in our grade 3 and older students by providing them a structured literacy approach to reading and writing. • To promote engagement in writing and increase writing skills using a cross-curricular approach. • To continue to build speaking and representing skills in students.

<p>School Goal for NUMERACY:</p> <ul style="list-style-type: none"> • To model for students why knowing multiple mental/estimation math strategies are important to being a numerate citizen. • To connect our numeracy learning with the world (careers, mortgages, taxes, budgeting, entrepreneurs, etc.). • Beginning with grade 8 students, use KeyMath testing to target areas of need in preparation for High School.
<p>School Goal for WELL-BEING:</p> <ul style="list-style-type: none"> • To provide students with clear expectations (academic and behavioural) and success criteria to alleviate stress/anxiety. • To create an inclusive and safe learning environment for all.

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 identify struggling readers earlier and provide appropriate interventions.
- To fill some decoding strategy and spelling gaps in our grade 3 and older students by providing them a structured literacy approach to reading and writing.
- To promote engagement in writing and increase writing skills using a cross-curricular approach.
- To continue to build speaking and representing skills in students.

To achieve our school goal for LITERACY...

Students Need:

- Initial assessments and interpreting of initial assessment data by the CT and SST to prioritize interventions.
- A better understanding of the structure of words and spelling strategies.
- Explicit instruction and feedback around quality writing in every core subject.
- Opportunities to speak and represent in front of an authentic audience and continued practice of speaking and representing skills with feedback in all core subjects.

Staff Need:

- Time for initial assessment data interpretation.
- Training for our 3 to 8 teachers in structured literacy.
- Time to explore ways to instruct writing in math, social studies and science.
- An expectation for all teachers to comment on writing on the report card in the core subjects that they teach (how does this impact a student’s writing mark?) The Why?
- Scheduled events for students to have speaking opportunities (classroom, community events, assemblies, etc.).

Families Need:

- Opportunities to give feedback to their students on a variety of writing tasks.
- Events to attend to provide an audience to student speakers.
- Education/communication on why we are commenting on writing in all core subjects.

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"> • Give initial assessments in a timely manner and share the results with students to set specific literacy goals. • Regularly scheduled assessments to measure literacy progress and revisit goals. • Provide explicit writing instruction across core curricular areas. • Give students clear success criteria for writing in all core curricular areas. 	All Classroom Teachers	September 30 and each assessment cycle	We will gather and analyze: <ul style="list-style-type: none"> • Divisional Assessment Data • Provincial Assessment Data • Provincial Report Card Data • Cold Writes
Staff: <ul style="list-style-type: none"> • Have a school-wide assessment plan. • Support teachers in developing high quality success criteria. 	Classroom Teachers, SST and Principal	September and ongoing (PD days)	
Families: <ul style="list-style-type: none"> • Provide clear communication about their role in developing competent writers. 	Classroom Teachers and Principal	Throughout the year	

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 model for students why knowing multiple mental/estimation math strategies are important to being a numerate citizen.
- To connect our numeracy learning with the world (careers, mortgages, taxes, budgeting, entrepreneurs, etc.).
- Beginning with grade 8 students, use KeyMath testing to target areas of need in preparation for High School.

To achieve our school goal for NUMERACY...

Students Need:

- Opportunities to practice multiple mental math/estimation strategies in real life scenarios (PBL etc.).
- Discussions that connect mental math/estimation and numeracy learning to the lives of students (today and in the future).
- Real life scenarios that provide practice of current learning AND uses prior numeracy learning (grade level concept and concepts from earlier years).
- Opportunities to work with the LST on areas requiring intensive interventions.

Staff Need:

- Flexibility that Project Based Learning provides.
- Development of anchor charts that remind students to use strategies.
- To find community members from the trades and professional careers to talk to students about how they use math in their professional lives.
- More Professional Development to develop rich tasks that include critical thinking and reach back (Christine).

Families Need:

- To hear about or be shown how critical thinking and reach back in math is being used in classrooms during student-led conferences.
- To be communicated with about the type of strategies students are being taught.
- Opportunities/invitations to share their math lives with students.
- Assessment data from KeyMath testing and opportunities to meet with the LST to interpret data.

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"> • Provide anchor charts and journals to keep strategies and connections (to the real world) used and practiced on a regular basis. • Develop and/or provide rich tasks that are based on real life scenarios and include opportunities to think critically and practice past concepts. • Provide daily practice on targeted skills. 	Classroom Teachers with support from the LST	Ongoing	We will gather and analyze: <ul style="list-style-type: none"> • Divisional Assessment Data • Provincial Assessment Data • Provincial Report Card Data • BC Numeracy Assessment • K/1/2 – Service to others (real life numeracy) • 3/4/5 – Environment • 6/7/8 – Finance/money management
Staff: <ul style="list-style-type: none"> • Timetables that include one PBL period per week. • Build time into staff meetings to share effective ways of connecting concepts to the real world for students. • Reach out to Christine (Numeracy lead) for PD support on rich tasks connected to real world scenarios. 	Principal	Ongoing	
Families: <ul style="list-style-type: none"> • Show how critical thinking and reach back in math is being used in classrooms during student-led conferences. • Communicate about the type of strategies students are being taught. • Invite community members in to share their math lives with students. • Numeracy evening/gallery walk for students to show their learning in math. 	Classroom Teachers/LST/Principal	At progress conversations and throughout the year	

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 (Pimatisiwin)* 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 clear expectations (academic and behavioural) and success criteria to alleviate stress/anxiety.
- To create an inclusive and safe learning environment for all.

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

Students Need:

- Clear expectations and success criteria provided to them both verbally and written for all assignments (Task/Intent/Criteria).
- An understanding of the intent and purpose (the why) behind what they are being asked to do.
- Direct instruction and teachings about inclusion for all (race, gender, ability, sexuality).
- Wider variety of cultural celebrations as part of tolerance/inclusion education.
- Social media awareness/internet safety.

Staff Need:

- A connection to an Elder or Knowledge Seeker.
- Use of Mamahtawisiwin: The Wonder We Are Born With – Manitoba’s Indigenous Education Policy Framework.
- Resources to discuss inclusion with students and families (Rainbow Resource Centre).
- Check-ins on success criteria and expectation sharing (feedback).
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Families Need:

- Education on Truth and Reconciliation, the Calls to Action and what that looks like to today’s schools.
- Exposure to a wider variety of cultural celebrations as part of tolerance/inclusion education.
- An understanding that all students are valued and included for the unique individuals they are.

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"> • Provide clear expectations and success criteria to students both verbally and written for all assignments. • Give students the intent and purpose (the why) behind what they are being asked to do. • Provide direct instructions and teachings about inclusion for all (race, gender, ability, sexuality). • Provide a wider variety of cultural celebrations as part of tolerance/inclusion education. 	Classroom Teachers, SST and Principal.	Ongoing	We will gather and analyze: <ul style="list-style-type: none"> • Attendance Data (K-12) • Early Years Evaluation Data (Kindergarten) • DISCUSSION: Cultural and identity sensitivity when planning events.
Staff: <ul style="list-style-type: none"> • Connect with an Elder or Knowledge Keeper. • Use of Mamahtawisiwin: The Wonder We are Born With – Manitoba’s Indigenous Education Policy Framework. • Develop resources to discuss inclusion with students and families (Rainbow Resource Centre). • Monthly check-ins on success criteria and expectation sharing (feedback). 	Principal, SST, Classroom Teachers.	September/October and ongoing	
Families: <ul style="list-style-type: none"> • Create a calendar that includes a wider variety of cultural celebrations to send home and to better represent our community. 	Principal and SST	September	