

# Interlake School Division

## School Planning Report 2022/2023

### Grade K – 12

(Due to Superintendent's Department: September 26, 2022)

<b>Name of School:</b>	Teulon Elementary School	<b>Name of Principal:</b>	Heidi Reeb/Sarah Hadfield	<b>Date (yyyy/mm/dd):</b>	2022/09/26
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<b>Planning Process:</b>
List or describe factors that influenced your focus area(s): Discussions during monthly professional staff and support staff meetings, staff survey.
Who was involved in the planning process: All Teulon Elementary School staff.
How often did your planning team meet: Teachers divided into groups during some after school meetings and in-service days. Support staff participated during one planning day.
What data was used in the planning process: Early Literacy Data, Historical Report Card Data, Parent Survey, Staff Survey
Other important information about the planning process: During staff meetings throughout the school year there were discussions involving many recurring themes which directed our focus areas.

<b>School Focus Area(s):</b>
Focus Area #1: Literacy – Explicit phonics instruction in our Grade 3-6 classrooms
Focus Area #2: Numeracy – Mental Math and Estimation
Focus Area #3: Wellness – Mental health and wellbeing of students and staff

## LITERACY

**What LITERACY is:** The ability, confidence and willingness to engage with language in order to acquire and communicate meaning in daily life.

**Why LITERACY matters:** Literate citizens are active participants in their communities. Literate citizens are able to understand, apply, and communicate effectively in different ways for a variety of purposes.

**Where we are currently with LITERACY:** Our Early Literacy Teacher continues to support literacy programming in our grade 1-2 classrooms daily. This includes guided reading lessons and weekly whole class Orton Gillingham lessons to provide systematic phonics instruction for students and teachers. Our SST will continue running guided reading groups in our grades 3-6 classes throughout the year. Teachers continue to use online programs such as Epic Books and Raz Kids.

### What we need for:

**Students:**

We need to use an early assessment tool to identify students who have not yet obtained the necessary decoding skills for levelled reading. These students will then require targeted intervention to ensure the development of these skills.

**Staff:**

Teachers would like more training about structured literacy and to follow a consistent spelling program. Teachers need more low level, high interest books for our Grade 3-6 students. We need to purchase more decodable texts for our K-2 students. We require an explicit phonics program for our Grades 3-6 students.

**Community:**

We want to provide information for families explaining how literacy is being taught at school.

### What we will do for:

### Who will do it:

### When will it be done:

### How will we know:

**Students:**

We believe that intentional, systematic phonics instruction in grades K-6 will enable students to demonstrate improved ability in reading, writing and spelling. We will:

- Use screening tools to determine areas of need for phonics instruction.
- Implement a systematic phonics program to ensure all students are developing the necessary phonics skills for ongoing success with literacy.
- Monitor progress throughout the year and set new learning targets as needed.

Learning Support  
Teacher(s)/Early  
Literacy Teacher  
  
Classroom  
Teachers

September 2022 to June 2023

We will gather and analyze:

- Foundational Skills Survey (Gr. 1-2)
- Phonological Awareness Survey (Gr. 1-2)
- Diagnostic Decoding Survey
- Words Their Way (Gr. 1-6)
- Initial Assessment (Gr. 3-6) – Dibels
- Beginning Decoding Survey (Gr. 3-6)
- Student Feedback on Learning Experiences

<p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>- Provide professional learning opportunities through modeled lessons and school based professional learning groups.</li> <li>- Collaborate with learning support teachers to implement structured phonics lessons in the classroom.</li> <li>- Provide staff with materials to support the implementation of a systematic phonics program.</li> <li>- Collaborate with our literacy lead teacher to implement initial assessments to identify and group our literacy learners based on areas of priority learning.</li> </ul>	<p>Learning Support Teacher(s)</p> <p>Literacy Support Teacher</p> <p>Gr. 3-6 teachers</p>	<p>Training in Sept. Implement by October 2022</p>	<ul style="list-style-type: none"> <li>• Report Card Data</li> <li>•</li> <li>• Teacher Feedback on Professional Learning Experiences</li> </ul>
<p><b>Community:</b></p> <p>A monthly literacy section included in our monthly newsletter to describe ways to for parents to support literacy at home.</p>	<p>Early Literacy Teacher</p>	<p>September 2022 to June 2023</p>	<ul style="list-style-type: none"> <li>• Community Feedback on Learning Experiences</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 their community. Numerate citizens successfully apply mathematical concepts and strategies with perseverance to address real-world issues.

**Where we are currently with NUMERACY:**

There is an emphasis in classrooms to work on fact fluency. SST have been working alongside teachers in the classroom to support various needs. Some classrooms have implemented number talks on a regular basis. Several teachers have been doing guided math. Christine Michalyshen worked in grades 1-6 to support teachers in developing strategies. A monthly math memo was sent home to families to inform them what their children were working on in the classroom and to give them ideas of math games and activities to support continued learning at home.

**What we need for:**

**Students:**

Students need to improve their estimation and mental math strategies. Students need more opportunities for hands-on, practical learning to support life skills such as telling time and counting money.

<p><b>Staff:</b> All math teachers will strive to develop consistent math programs by implementing number talks, guided math and regular practice of basic facts. We will provide students with options to learn strategies in a variety of ways. We will identify students who require support and/or enrichment activities. Teachers will implement number talks in their classroom for 10 - 20 minutes once per school day cycle in term one. This will increase to twice a cycle in term two and 3 times a cycle in term three.</p>			
<p><b>Community:</b> Numerate citizens are critical for the healthy development of a community. Therefore, the community needs students to leave Teulon Elementary School with a strong foundation in numeracy. One way we can foster this growth is by continuing to strengthen the partnership between the community and our numeracy program. The monthly math memo, which we started in the 21-22 school year, was well received by parents who appreciated the suggestions for practice at home. Ongoing communication of this nature will help the community and school to work as a team.</p>			
<b>What we will do for:</b>	<b>Who will do it:</b>	<b>When will it be done:</b>	<b>How will we know:</b>
<p><b>Students:</b> We believe that explicit instruction in basic math facts and estimation form a solid foundation of number sense which is the key to success in math. To achieve this, we will do the following for students:</p> <ul style="list-style-type: none"> <li>- Beginning in September, all students will have an opportunity to engage in a minimum of one number talk per cycle. In term 2, this will increase to two number talks per cycle. In term 3, this will increase to three number talks per cycle.</li> <li>- Provide daily opportunities to practice math facts.</li> <li>- Provide hands-on, practical learning with critical thinking opportunities.</li> </ul>	Classroom Teachers	September 2022 to June 2023	<p>We will gather and analyze:</p> <ul style="list-style-type: none"> <li>• Initial Assessment Data</li> <li>• Provincial Assessment Data</li> <li>• Report Card Data</li> <li>• Student Feedback on Learning Experiences</li> <li>• Teacher Feedback on Professional Learning Experiences</li> <li>• Community Feedback on Learning Experiences</li> </ul>
<p><b>Staff:</b> Staff believe that ongoing professional learning is key to the implementation of an effective numeracy program. Teachers will:</p> <ul style="list-style-type: none"> <li>- Look for opportunities for teachers to collaborate with our numeracy lead teacher to improve the implementation of number talks and guided math</li> <li>- Collaborate with support staff to meet the needs of all students by supporting the development of number sense in small groups or one-on-one.</li> </ul>	Classroom Teachers Numeracy Support Teacher	September 2022 to June 2023	
<p><b>Community:</b> Continue with a smaller version of our Monthly Math Memo by including a designated section in our monthly newsletter to describe ideas and games for parents to support numeracy at home.</p>	Learning Support Teacher(s)/Principal	October 2022 to June 2023	

## 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 thereby making positive contributions to their communities.

**Where we are (currently):**

All staff have been trained how to play disc golf to assist students playing during PE classes and those who wish to play at recess. Gr. 3-6 students created Thrival Kits with our Mental Health Support Worker. 90% of staff participated in a book study: Relationship, Responsibility and Regulation – Trauma Invested Practices for Fostering Resilient Learners by Kristin Souers. One Gr. 3 class participated in the program Sources of Strength and one Gr. 1 class participated in the Sunshine Circles program.

**What we need for:**

**Students:**

We believe that schools benefit from staff who are trained to support healthy emotional development of children. We believe that positive outdoor experience leads to increased attention, improved capacity for learning and a decrease in stress and anxiety. Students need more scheduled activities including intramural sports or other clubs revolving around their interests.

**Staff:**

Require more training to deal with complex mental health issues that arise within our student population. Staff need to continue developing skills to become trauma-informed.

**Community:**

The community needs our school to be a safe and caring environment for everyone. Families need to be provided with more opportunities to learn about mental health and wellness, for themselves and their children, through free online webinars and courses. We will add a wellness section to our monthly newsletter that will contain information for upcoming wellness events or informative websites.

What we will do for:	Who will do it:	When will it be done:	How will we know:
<p><b>Students:</b> We believe student wellbeing is critical for success in academics. We will:</p> <ul style="list-style-type: none"> <li>- Conduct a brief monthly survey for K-6 to measure student well-being.</li> <li>- Implement programs such as Mind-Up and Kids in the Know.</li> <li>- Some classes will create Thrival Kits.</li> <li>- Offer extracurricular activities at breaks such as choir and sports.</li> </ul>	<p>Guidance Counsellor  Teachers</p>	<p>October 2022 – June 2023</p>	
<p><b>Staff:</b> We believe that schools benefit from staff who are trained to support the healthy emotional development of children. We will:</p> <ul style="list-style-type: none"> <li>- Offer staff mental health based in-service options and techniques to aid them in their own mental wellness.</li> <li>- Provide Low Arousal Training for specific educational assistants</li> <li>- Review data from student surveys with staff to facilitate group goal setting around mental wellbeing intervention.</li> <li>- Offer opportunities to collaborate with our Guidance Counsellor and Social Worker to identify ways to support positive mental wellbeing in the classroom.</li> </ul>	<p>Guidance Counsellor  Occupational Therapist  Autism Awareness Centre  Divisional Psychologist  Social Worker</p>	<p>October 2022 – June 2023</p>	<ul style="list-style-type: none"> <li>• School-Based Support Plan Data</li> <li>• Student Survey Data collected via Plickers App</li> <li>• Student Feedback on Learning Experiences</li> <li>• Community Feedback on Learning Experiences</li> <li>• Staff Feedback on Professional Learning</li> </ul>
<p><b>Community:</b> We believe a strong connection with our community is essential to foster an effective partnership. In the last few years, this connection has been challenging to maintain. In order to re-establish this connection, we will look for opportunities to invite the community into the school, such as:</p> <ul style="list-style-type: none"> <li>- An open house</li> <li>- Progress Conversations</li> <li>- Celebration of Learning Events</li> </ul>	<p>Teachers  Administrator</p>	<p>September 2022 – June 2023</p>	