

# Interlake School Division

## School Planning Report 2023/2024

### Grade K – 12

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

<b>Name of School:</b>	Teulon Elementary	<b>Name of Principal:</b>	Sarah Hadfield	<b>Date (yyyy/mm/dd):</b>	2023/09/18
------------------------	-------------------	---------------------------	----------------	---------------------------	------------

<b>Planning Process:</b>
List or describe factors that influenced your school goals: recurring themes when in conversation during monthly staff meetings, staff survey, divisional directives/initiatives
Who was involved in the planning process: all Staff, Teulon Elementary Parent Advisory Council (TEPAC)
How often does your planning team meet: at least once a month (staff meetings and some in-service days)
What data was used in the planning process: Early Literacy Data, Report Card Data, Parent Survey, Staff Survey
Other important information about the planning process (if applicable): one full day in May with all staff is necessary for successful planning

<b>School Goals:</b>
School Goal for <b>LITERACY</b> : Successfully implement <i>Structured Literacy</i> in grades three and four and <i>Balanced Literacy</i> in grades five and six.
School Goal for <b>NUMERACY</b> : Intentionally put the MathUp Program into action in all grade groups (1-2, 3-4, 5-6).
School Goal for <b>WELL-BEING</b> : Consistently provide students with diverse extra-curricular opportunities. Mindfully integrate the points of the T.E.S. compass (Belonging, Purpose, Joy, Growth) into our common language and practices.

## 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:** Successfully implement *Structured Literacy* in Kindergarten to grade four and *Balanced Literacy* in grades five and six.

**To achieve our school goal for LITERACY...**

**Students need** consistency in teaching and assessment methods, classrooms in which there is evident teacher efficacy, positive staff collaboration, and rhythm in the day/week/year.

**Staff need** to know the why (and the research) behind new program directives, time for collaboration with grade-similar colleagues, time for collecting and interpreting data.

**Families need** practical and easy strategies for supporting their children with literacy.

What we will do for:	Who will do it:	When will it be done:	How will we know:
<p><b>Students:</b> Provide teachers who agree to commit to understanding and implementing the Structured Literacy (SL) approaches, and can clearly explain and model key skills.</p> <p>Decrease class size during literacy instruction.</p>	<p>Sarah, with help from Structured Literacy Learning Network</p> <p>50% ELA/math teacher</p>	<p>During inservices throughout the year</p> <p>done</p>	<p>We will gather and analyze:</p> <ul style="list-style-type: none"> <li>• Divisional Assessment Data</li> <li>• Provincial Assessment Data</li> <li>• Provincial Report Card Data</li> <li>• Dibels</li> <li>• Oral Reading Fluency</li> <li>• Maze Reading Comprehension</li> <li>• Words their way</li> <li>• Anecdotal information from parents and TEPAC</li> </ul>
<p><b>Staff:</b> Dedicate time for goal-specific and grade specific learning, study, and collaboration.</p>	<p>Sarah</p>	<p>October 2,3      December 4</p> <p>February 2</p>	

<b>Families:</b> Give consistent and accessible communication to parents via progress conversations, class notes home, TEPAC meetings, and quarterly newsletters.	Professional Staff	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:** Intentionally put the MathUp Program into action in all classroom groupings (start with at least one classroom in 1-2, 3-4, 5-6).

**To achieve our school goal for NUMERACY...**

**Students need** effective tools to build knowledge, confidence, and enjoyment in mathematics.

**Staff need** tried and true mathematics resources that are both grounded in research and practical to use in a diverse classroom. Staff need divisional support and mentorship to implement new programming.

**Families need** children who come home excited about what they are learning in math and who effectively explain their learning.

<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>
<b>Students:</b> Provide engaging open tasks, inquiry based classrooms and spaces where the growth mindset of the teacher and students is evident.	Teachers, Numeracy Support Teacher	Throughout the year	We will gather and analyze: <ul style="list-style-type: none"> <li>• Divisional Assessment Data</li> <li>• Provincial Assessment Data</li> <li>• Provincial Report Card Data</li> </ul>
<b>Staff:</b> Offer MathUp resources and assistance from the Numeracy Support Teacher.	Sarah, Brittany, Numeracy Support Teacher	Begin in September 2023	
<b>Families:</b> We will occasionally send home engaging tasks, problems, and puzzles in which the student has already found success and can share the delight of learning with those at home.	teachers	At least, monthly	

## 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:** Consistently provide students with diverse extra-curricular opportunities. Mindfully integrate the points of the T.E.S. compass (Belonging, Purpose, Joy, Growth) into our common language and practices.

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

**Students Need:**

Children and youth need to feel that they belong at school.

Children need to play at school and feel joy when they are learning.

Children need adults around them that model and teach the growth mindset.

Students at Teulon Elementary need experiences outside of the curricula such as safe free play, adult directed clubs during recesses, and opportunities in the older grades (5-6) to learn and develop skills in sport before entering Teulon Collegiate.

**Staff Need:** Staff need to experience belonging, joy, purpose, and growth at work. Staff need a collective commitment to (and understanding of) Truth and Reconciliation.

**Families Need:** Families need to know their children are safe at school. Parents need their children to want to come to school and who return home with positive stories about their day. Parents need support and/or guidance when it comes to appropriate use of cell phones, social media, videogames, and television.

**What we will do for:**

**Who will do it:**

**When will it be done:**

**How will we know:**

**Students:** Pre and post recess check-ins at a class-level, monthly assemblies at a school level.

Classroom Teachers, Sarah,

Throughout the year

We will gather and analyze:

<p>Model and teach healthy social-emotional behaviour using the zones of regulation. Provide at-break, adult facilitated, clubs.</p> <p>Provide a weekly after school basketball and volleyball practice for 5-6 students.</p>	<p>Stacie (Guidance), with support from teachers in 'Learning Network 1: Regulation in the EY Classroom'</p> <p>Carli</p>	<p>Wednesdays in November, December (possibly longer)</p>	<ul style="list-style-type: none"> <li>• Attendance Data (K-12)</li> <li>• Staff Attendance Data</li> <li>• Anecdotal Evidence from Staff, Students, and families</li> </ul>
<p><b>Staff:</b> Dedicate time to work through the “4 seasons of Indigenous Learning” with professional staff, to ‘authentically undertake a personal learning journey towards Truth and Reconciliation’.</p> <p>Inservice Days will include time for staff to work collaboratively with goal-specific groups and/or time to complete report cards.</p> <p>Professional and Support Staff meetings will include time for well-being check-ins and support in finding joy, purpose, belonging, and/or growth in the workplace.</p>	<p>Professional Staff</p>	<p>During Inservice days throughout the year</p>	
<p><b>Families:</b> Communicate the positive news (in print and in photographs) at TES though our website, newsletter, Instagram, and TEPAC meetings.</p> <p>Offer at least two learning-evenings during the year in which parents can obtain information, resources, and support with managing technology use at home.</p>	<p>Sarah, teachers willing to engage with Instagram</p> <p>Stacie, Debra, Brittany, Sarah</p>	<p>Monthly</p> <p>Possibly November and April</p>	