



Kinuso School

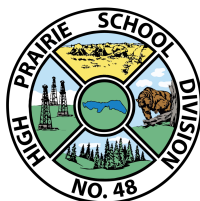
Education Plan 2021-22

Mission

Kinuso School, in conjunction with High Prairie School Division No. 48, is committed to fostering the development of reasoning, responsible, and resourceful citizens within a purposeful learning environment. To nurture an active appreciation for learning, the students, staff, parents, and community must work in concert, fully utilizing available resources.

Vision

At Kinuso School we have pride in our community. We show respect through our actions, words and attitudes. We are united in striving for everyone's success.



**Principal**

Linda Green

Vice Principal

Jodi McMahon

About Us

Kinuso School, a part of High Prairie School Division, is nestled in the Hamlet of Kinuso and is located 48 kilometres west of Slave Lake on the southern shores of Lesser Slave Lake. We are proud to be a hub in a region that is home to a varied and diverse population with rich cultures and backgrounds. The school serves students from kindergarten to Grade 12, offers programming in the arts, education, and extracurricular activities and houses the community library. Our public functions (annual Remembrance Day Ceremony, Italian Knights Supper and celebratory ceremonies), fundraisers and athletic events are well attended and supported by our families and community stakeholders. Our students continue to develop and demonstrate strong leadership through Student Leadership Council and Youth Truth and Reconciliation Council. We are honoured and grateful for our partnership with the Swan River Knowledge Keepers, and the land based learning experiences they are generously sharing with us.

About the Plan

This plan has been developed in consultation with our students, parents, and staff through online and in person surveys and discussion. The plan will be used to guide decision making at the school in order to meet the identified needs of our school community.

Successes

Kinuso School's effectiveness in promoting student learning during these challenging times can be attributed to its committed, flexible team. Our support staff bring stability and community connection. Our teachers focused on building relationships as a precursor to learning. We have learned to work together both in the building and online, as needed throughout the year. Guidelines were developed and shared for online classroom management, assessment, structure & sessions, wellness, scheduling, and support. Safety procedures for being in the building were put into our re-entry plan. We focused on continuing effective education, including partner and group work as well as local field trips and outside guest speakers when possible.

In surveys, we saw positive indicators of improvement as a safe and caring place, with quality education, better preparation for transition rates, and parental involvement and most encouraging - continuous improvement. Students commented on the daily welcome they received from teachers. The percentage of students who reported that bullying was a common experience in school decreased by 21% in Grades 7 to 12 (2019-20 result - 64%, 2020-21 result - 43%). There was also a 9% increase in these students who reported a feeling of belonging at school. Our Learning Support Teacher (LST) worked with teachers and support staff to ensure the needs of individual students were identified and that strategies were put in place such as universal supports through differentiation. We invested in setting up, training, and use of a sensory calming room and sensory pathways, to assist students with regulation. We have also ensured online educational assistants are equipped to continue to meet student needs virtually. Our Wellness Coaches have helped to strengthen students with one-on-one sessions and class presentations (such as Problem Solving, Size of Problem, and Conflict Resolution). Our whole staff participated in Trauma Informed Care professional development (PD), and our Kindergarten to Grade 6 teachers learned about Non Violent Crisis Intervention (NVCI) in the areas of prevention, de-escalation, and disengagement.

Kinuso has a strong focus on Indigenous education and land-based learning. We strived to continue with this during COVID with Tipi Teachings, Dog-sledding, Métis Education, reading of Indigenous texts, Missing and Murdered Indigenous Women & Children Walk, and making dreamcatchers. Staff continue to receive foundational knowledge in virtual Indigenous Education Professional Development sessions with our Indigenous Education Coach (IEC).

Challenges

Mental health is an overarching concern in the current context, affecting students, staff, and families. The level of uncertainty, the unexpected transitions, and the lack of control because of COVID related issues impacted everyone to differing degrees and in different ways. Anxiety rose and resilience was tested.

Families had up to three choices this year between Kinuso, HPSD At Home Learning, Swan River School, and Driftpile School (who extended their grades). We saw a drop in average enrollment from 250 to 190. Attendance also varied during times of COVID response to cases in the school.

We had nine new staff members and multiple longer-term substitute needs, ranging from teachers to support staff to cleaning technicians. This resulted in a year of high demands for training and coaching as well as role shifting. Our school also required consultation and support from divisional personnel due to transition in administration.

Approximately one quarter of our students have additional learning needs, Individual Support Plans, and several students present complex needs. Literacy and numeracy skills require attention as many students are not yet meeting grade level expectations. Assessments (Math Intervention/Programming Instrument -MIPI, Early Years Evaluation - EYE, Right to Read, Fountas & Pinnell individual reading inventory, Ontario Comprehension Assessment - OCA) show that a significant number of our students need help with mathematics and reading comprehension and the foundational skills that contribute to them.

Results of the Successes/Challenges

Whenever possible, we looked for collaborative opportunities and responses. Problem solving in teams, giving people a chance for input, and communication (proactive and follow-up) were made a priority and a regular practice. We planned for Professional Development in the area of trauma informed practice and will continue this to move.

We focused on reaching out to our families on an ongoing basis. We sought information on their situations with technology and preferred methods of communication. We enhanced our tracking and policy on attendance, and consulted other boards and their approaches. Our administration, LST, and IEC found relevant PD on attendance, especially enhancing attendance.

To strengthen our team, orient new staff, and respond to our environment, we developed and continue to enhance our: Staff Handbook, Behaviour Tracking, PD on Crisis Response, NVCI, Behaviour Plans, our School Safety Plan, and Comprehensive School Threat Assessment Guidelines (CSTAG) & Critical Incident Processes. We were committed to supervising and coaching to help new staff to reflect and set goals for effective learning.

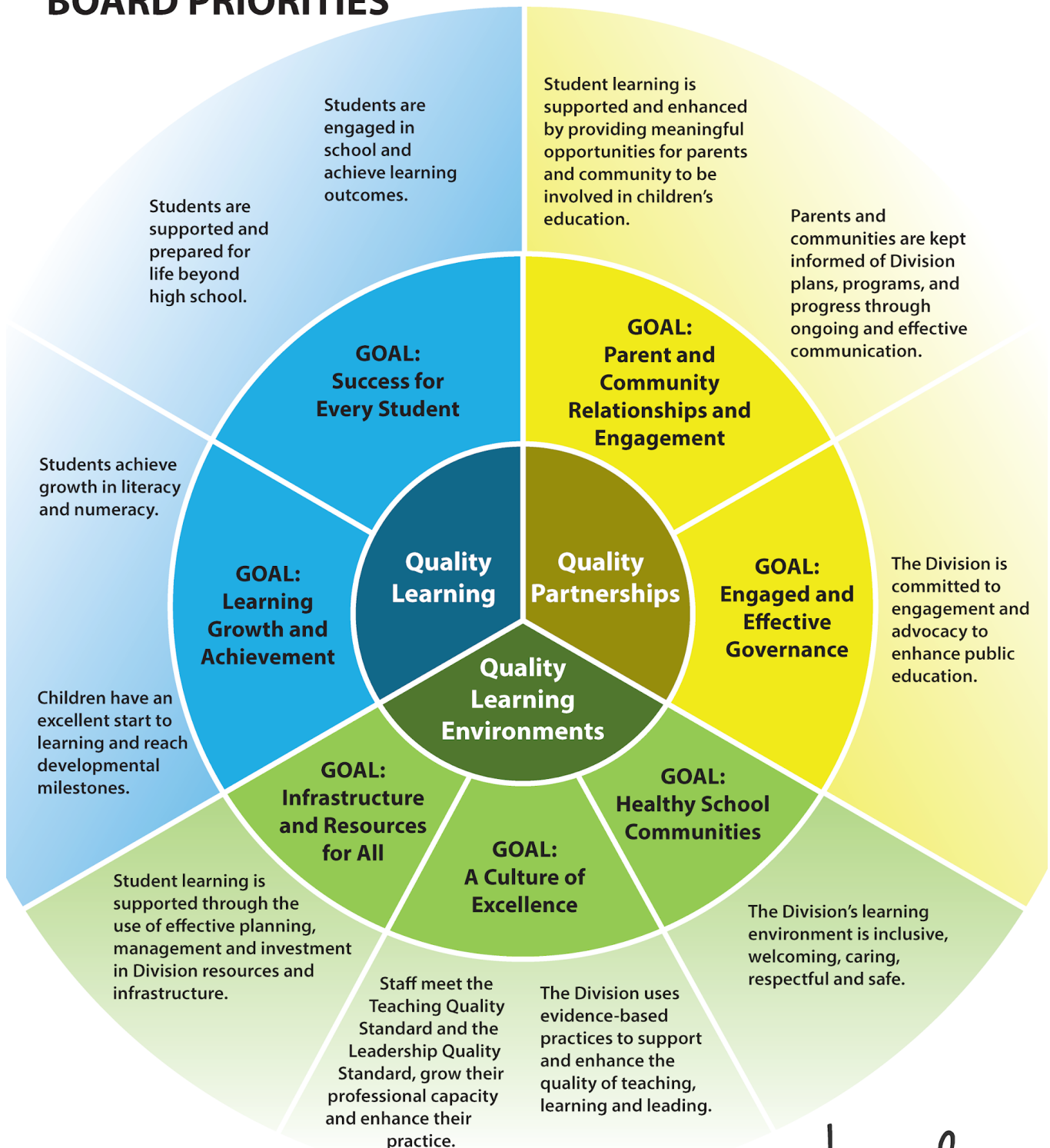
We continue to update our Pyramid of Intervention to articulate universal, targeted and intensive supports for students with needs. Monthly Pyramid Response to Intervention (PRTI)

meetings were held with admin, LST, and coaches. We are working on extending this into a regular practice with our teachers. We held class reviews and grade level meetings as needed to problem solve on the next strategies for student success and meeting individual needs.

For Numeracy, Kinuso School uses MIPI data along with classroom data to inform instruction in addition to Grade 3 SLA and Grade 6 PAT data pre-covid. We will assess our numeracy interventions and research-based universal strategies to promote number sense & numeracy-rich discussions such as Math Talks. We will strive to have students engage with quantitative or spatial information in all curricula.

For Literacy, we scheduled time and collaborative responses using our data sources. This led to professional conversations, a whole school approach to addressing reading in all courses, setting goals, and strong reading challenges that were differentiated for the students from Kindergarten to Grade 8. The guest readers and contests build enthusiasm and motivation for reading that teachers used to springboard deeper literacy programming. As well, we have two staff members who spend a significant part of their role in Levelled Literacy Intervention (LLI).

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



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Effective September 2021

School Goals

1. Building Resilience & Wellness

(aligns with Division priority Quality Learning & Quality Learning Environments, goal Learning, Growth & Achievement- outcome Children have an excellent start to learning and reach developmental milestones, Healthy School Communities -The division's learning environment is inclusive, welcoming, caring, respectful, and safe.)

Strategies

- Collaboration and PD on mental health and wellness with differentiation for staff
- Deepening current staff understanding and implementation as well as orientation for new staff in the area of Trauma Informed practices
- Explicit teaching, role modeling, and practice of wellness and resilience strategies (topics from surveys: understanding feelings, making friends, fixing issues, helping in groups, pushing through challenges, healthy lifestyle, positive communication and interactions, healthy relationships, advocating/asking for help)
- Promote understanding of belonging, perseverance, kindness, confidence, and focus
- Regular scheduling of wellness breaks for students as a universal approach
- Referral to wellness coaches and school counsellor for specific students needs

Performance Measures

- Accountability Pillar Survey – In Safe and Caring Measure Details, percentage of teachers, parents and students who agree that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly in school will increase from 78%(2019 APORI) to 82% or better.
- Accountability Pillar Survey – In Citizenship Measure Details, the percentage of teachers, parents and students who are satisfied that students model characteristics of active citizenship will increase from 57.7% to 66% or better.
- Student survey - the percentage of students who agree or strongly agree that teachers model respectful behaviour will increase by 10% (2020-21 results - 64% in Grades 4 to 6 and 51% in Grades 7-12).
- Student survey - the percentage of students who agree or strongly agree that they feel safe will increase by 10% (2020-21 results: 57% in Grades 4 to 6 and 33% in Grades 7 to 12).
- Student Survey - the percentage of students who report that bullying is a common experience in school will decrease by 10% (2020-21 results - 54% in Grades 4 to 6 and 43% in grades 7 to 12).
- Student Survey - the percentage of students who agree or strongly agree that they feel they belong at school will increase by 10% (2020-21 results - 57% in Grades 4 to 6 in 2020 & 35% in Grades 7 to 12).
- Student Survey - the percentage of students reporting that no one besides friends would notice and miss them if they were absent from school will decrease by 10% (2020-21 results: 32% in Grades 4 to 6 and 51% in Grades 7 to 12).

2. Family & Community Involvement

(aligns with Division priority Quality Partnerships, goal Parent and Community Relationships and Engagement - outcome Student Learning is supported and enhanced by providing meaningful opportunities for parents and the community to be involved in children's education.)

Strategies

- Kinuso school will implement and use the 'unique, valuable, attractive' strategy to increase positive communications about the school and events there.
- Teachers are expected to connect with families and track this in Maplewood, especially to problem solve if the student is at risk of not learning
- Teachers are expected to bring any family communication concerns to admin to assist
- Parent Teacher Interview times are scheduled later in the evening, to encourage greater parent involvement and facilitated centrally through our secretaries for easy "all in one call" booking
- Kinuso School will explore ways to increase parent participation in the annual survey
- Engagement through in person and phone consultation sessions (post COVID)
- Be intentional about collaborating with families to support increased student attendance and engagement and align our policy and procedures accordingly

Performance Measures

- Accountability Pillar Survey – In Parental Involvement, the percentage of teachers and parents who are satisfied with parental involvement in decisions about their child's education will increase from 75.8% to 79% or better.
- Parent responses to our survey will increase by 10% from 2020-21.
- The percentage of families booking Parent Teacher Interviews within a school year will increase by 10% (2020-21 results: 27/124 families total or 22% of families).

3. Reading Comprehension

(aligns with Division priority Quality Learning, goal Learning, Growth, and Achievement - outcome Students achieve growth in literacy, Division priority Quality Learning, goal Success for Every Student, outcome Students are engaged in school and achieve learning outcomes.)

Strategies

- K-12 literacy rich environments
- Read alouds & think alouds are modelled K-12 across all subject areas
- Teachers conferencing with students about their reading
- K-12 students participating in guided and shared reading
- Explicit instruction of comprehension strategies & content area strategies

- Ongoing Professional development for literacy to all teachers in all subject areas
- Professional conversations around the analysis of data and instructional strategies on how to best support our students
- A variety supports and interventions for reading are available to students
- Instruction and supports are informed by student data and staff collaboration
- Literacy interventions are articulated on the school's pyramid of intervention and provided to small groups of students identified by F&P data. Data is tracked, and we are responsive to it.
- Use OCA and F&P benchmarking tools each fall and spring to gather, analyze, and plan from literacy data for all students.
- Provide teachers with opportunities to share successful practices

Performance Measures

- 100% of teachers will have modelled or shared a promising reading comprehension strategy with their peers at a staff meeting, through a classroom lab, or in a coaching situation.
- LLI intervention data will show an increase in reading levels, equivalent to a full grade level, in 70% students between the beginning and end of the intervention.
- OCA comprehension data will show a majority of classes comprehending at an acceptable level (2+) according to the total comprehension averages.
- F&P total comprehension data will show a score of 6+ for the majority of students indicating that they are comprehending at an acceptable level.