



Kinuso School

**Education Plan
2023-24**

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**

Susan Ward

Vice Principal

Kevin Crosby

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 promotes flexible learning. Students have access to regular programming but are also able to access dual credit courses, independent studies and online courses. Our dedicated and long serving support staff bring stability and community connection. Our teachers are focused on building relationships as a precursor to learning. We have learned to work together as a team and support each other to make sure that the needs of our students are being met. We are focused on continuing improvement in education, including partner and group work as well as local field trips and outside guest speakers when possible.

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. We have started to see some bounce back but the effects of these issues still linger.

Approximately one quarter of our students have additional learning needs, Individual Support Plans, and several students present complex needs. Literacy and numeracy skills continue to require attention as many students were not 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 and HLAT) show that a significant number of our students need help with mathematics and reading comprehension and the foundational skills that contribute to them.

Low parental involvement is an area of concern. During the 2022-2023 school year, we were unable to have a School Council because there was little interest in being involved in the council. A parent advisory group was initiated dealing with specific concerns but no parents showed up to voice their opinion with any of the issues brought forward. Parent teacher conferences, other than our "Celebration of Learning" were poorly attended.

Student engagement, especially in the junior/senior high is quite low. Many students are very disengaged in their studies, which can result in low grades and behavior concerns.

Kinuso School did not have a Learning Support Teacher for the 2022-2023 school year. This presented quite a challenge for ISP creation and interventions.

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 are planning for Professional Development in the areas of engagement and assessment.

To strengthen our team and respond to our environment, we developed and continue to enhance our: Staff Handbook, Behaviour Tracking, 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 and experienced staff to reflect and set goals for effective learning.

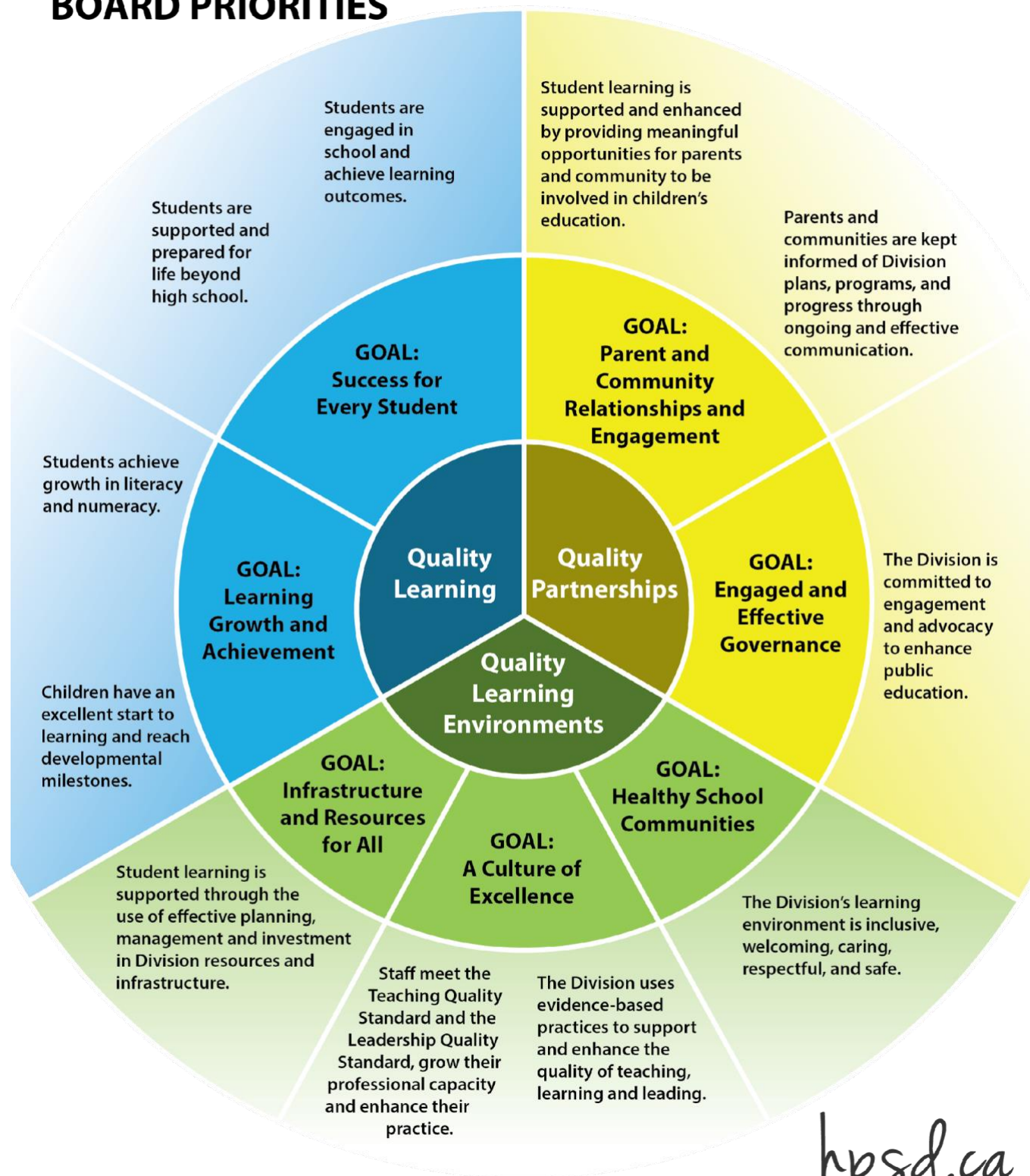
We continue to update our Pyramid of Intervention to articulate universal, targeted and intensive support for students with needs. We have continued to meet collaboratively to plan interventions and will work with the Collaborative Response Model (CRM). We are working on extending this into a regular 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.

We held a “Celebration of Learning” in lieu of formal parent-teacher interviews. This proved to be successful with many people showing up. We have also invited parents/guardians to our school talent show and our school assemblies. We will continue to invite our parents/guardians to come visit our school for positive reasons in order to build relationships, trust and confidence in our school.

For Numeracy, Kinuso School uses MIPI data along with classroom data to inform instruction. 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 have used the Reading Comprehension Assessment (RCAT) and Highest Level of Achievement Test (HLAT) to gather data and adjust our teaching to meet the needs of our students. This led to professional conversations, a whole school approach to addressing reading in all courses and setting goals.

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



Effective September 2023

School Goals

1. Success for Every Student

(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 student's needs
- Staff will engage in Professional Development activities to increase the levels of engagement in their classrooms, which will directly impact the level of achievement
- Staff will continue to work on building relationships with all students

Performance Measures

- In Safe and Caring Measure Details, the percentage of parents who believe that their child is safe at school will increase from 69% to 80% using the HPSD Assurance Survey.
- Education Assurance Measures – In Citizenship Measure Details, the percentage of teachers, parents and students who are satisfied that students model characteristics of active citizenship will increase from 80% to 85% or better.
- Student survey - the percentage of students who agree or strongly agree that teachers model respectful behaviour will increase by 15% (2022-2023 results - 61% in Grades 4 to 6 and 48% in Grades 7-12).
- Student survey - the percentage of students who don't feel safe at school will decrease by 10% (2022-2023 results: 16% in Grades 4 to 6 and 30% 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

- Teachers are expected to connect with families and track this in Edsebli, 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
- Presenting the opportunity for informal parent teacher conferences and inviting the students to come with their parents or guardians in an attempt to increase parent involvement in these conferences. One such idea is to hold another “Celebration of Learning”.
- Kinuso School will explore ways to increase parent participation in the annual survey.
- Inviting parents and guardians to visit the school for events such as our school talent shows, monthly school assemblies and other positive events showcasing our students.
- Be intentional about collaborating with families to support increased student attendance and engagement and align our policy and procedures accordingly.

Performance Measures

- HPSD Assurance Measures – Parents/Guardians agreeing that Kinuso School is a welcoming place to be will increase from 63% to 80%.
- HPSD Assurance Measures – Parents/Guardians agreeing that they are satisfied in the opportunity to be involved in decisions about their child’s school will increase from 78% to 85% and their child’s overall education from 73% to 80%.
- Parent involvement in the HPSD Assurance Survey will increase from 45 parents to 60 parents.

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

- Teachers will be supported in the implementation of new elementary curriculum
- Students will be given regular opportunities to access the school library and engage in literacy rich activities while in the library
- 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 Fountas and Pinnell (F&P) data. Data is tracked, and we are responsive to it.
- Use Ontario Comprehension Assessment (OCA), RCAT and HLAT 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.
- RCAT and HLAT 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.