

Entwistle School Development Plan 2022-2023



Principal's Message



The 2022-2023 school year is one full of hope and optimism at Entwistle School. We have collectively gone through a global pandemic and, although the effects are still apparent, we are able to start the year with a semblance of normalcy. This year we have the opportunity to open our doors, welcome back our parents and community members inside of our building, and bring staff and students together in myriad ways. New programming such as MyPath: Outdoor Pursuits provides exciting challenges and new experiences for our students. We are a unique school and our strength lies in the incredible community connections that make Entwistle School a special place to be. This year we are looking forward to having a strong focus on literacy and numeracy in our classrooms as well as working strategically to ensure that our school is truly the hub of our community.

All the best,

Christine Bileau
Principal
Entwistle School

The Context

Entwistle School is a K-9 school located on the banks of the Pembina River, at the far West boundary of Parkland County. Our school building opened in 1956, and has undergone multiple add-ons and renovations to accommodate the population of our surrounding community. Currently we have 113 students enrolled at Entwistle School, with 13 staff in total. We serve the surrounding community which consists of students living in the Hamlet, on farms and acreages, and across the river in Evansburg and area. We also house the Pembina Playschool. We have had a high turnover in staff this year, including a new principal, and all of our teachers are teaching grade levels that they were not teaching last year. Our library has recently undergone a redesign and we have a mural painted by a local artist on one of its walls. We have a new kitchen which means that we can offer Food Studies classes as well as have ample space for community meals and to prepare food for our students. Parkland School Division has applied for a number of grants which allows us to keep our nutrition nook fully stocked and Brightwood Ranch sponsors our breakfast program. We have a public library and swimming pool within walking distance from the school and we are fortunate to have the Pembina Provincial Park trails directly across from our school grounds.

Areas of Focus for 2022-2023

During the 2022-2023 school year, Enwistle School will focus its resources to build staff capacity and alignment of approach in the following areas:

- A strong focus on literacy and numeracy best practices in instruction with particular attention on small group instruction
- Ensuring that we create an environment that focuses on the health and well being of all students. This will be accomplished by supports in the building as well as expanding our community connections to be able to provide a greater range of opportunities for our students to have a greater breadth of experiences to supplement their learning and foster a strong sense of equity, community and belonging.

These areas of growth and focus are in alignment with Parkland School Division's priorities and support our main priority of creating an environment where students achieve maximum success and learn the skills needed to positively impact the world.

Domain	Assurance Element				
Student Growth and Achievement	Students Demonstrate Success		Students Demonstrate Well-Being		
Teaching and Leading	PSD Staff Build Systems and Structures that Promote Success and Well-Being	PSD Staff Expand Success in Literacy and Numeracy		PSD Staff Develop and Apply Indigenous Foundational Knowledge	
Learning Supports	Support Systems Increase Success and Well-Being	Support Systems Promote Care, Respect and Safety		Support Systems Promote Equity, Community and Belonging	
Governance	Trustees Foster Quality Learning and Wellness to Promote Student Achievement	Trustees Engage, Listen and Advocate	Trustees Demonstrate Responsibility	Trustees Plan for Continual Improvement	Trustees Foster Community Relationships
Local and Societal Context	Staff, Students and Stakeholders Respond to Unique and Diverse Cultural, Social and Economic Factors				

Strategies

Literacy

- **Universal Screening Tools for Literacy Skills: Use of the LeNS, CC3, Words Their Way, Phonological Awareness Screening Test (PAST), Kindergarten Brigance Assessments, RCAT Assessment, Fountas & Pinnell Reading Assessment and the HLAT writing assessments**

All students will take part in the appropriate literacy screening assessments for their grade level. We will use these results to help us identify who will require additional supports and interventions. This

data will also provide a baseline for our staff to use to guide instruction and a means to collect data to show student growth and progress.

Using these tools will help us to better determine who requires literacy interventions as early as possible, and will ensure that we have reliable data to help adapt and adjust our interventions as well as our instruction.

- **Literacy Interventions**

Our focus is on small group instruction within the classroom. With the ongoing support and training of Division staff as well as our Literacy Lead Teacher, our students will benefit from “push-in” interventions that occur within the classroom. Students who are reading well below grade level and who require more support will have the opportunity for one-on-one or small group pull out interventions that will supplement the work done in the classroom.

The expected outcome is that this approach to interventions will build capacity in our teachers as well as create a culture where students at all reading levels are provided with supports inside the classroom. Our students will receive targeted instruction at appropriate levels so that they can progress in their reading ability at a higher rate than they would without these interventions.

Numeracy

- **Universal Math Screening: Brigance, Alberta Education Numeracy Screens, MIPI**

All students will be assessed to determine their proficiency in Mathematics using the appropriate tool for their grade level. We will use these results to help us identify who will require additional supports and interventions. This data will also provide a baseline for

our staff to use to guide instruction and a means to collect data to show student growth and progress.

Using these tools will help us to better determine who requires literacy interventions as early as possible, and will ensure that we have reliable data to help adapt and adjust our interventions as well as our instruction.

- **Math Assessment Interviews**

Our teachers will have training on how to administer and interpret a more in depth, one-on-one assessment in order to gain a deeper understanding of how to best support those students who require numeracy intervention as identified through numeracy screeners. This training will help build teacher capacity as well as provide a greater understanding of the gaps in student learning and how to address these gaps.

- **Math Intervention Groups**

Our focus is on small group instruction within the classroom. With the ongoing support and training of Division staff as well as our Numeracy Lead Teacher, our students will benefit from “push-in” interventions that occur within the classroom. Students who are performing well below grade level in the area of Mathematics and who require more support will have the opportunity for one-on-one or small group pull out interventions that will supplement the work done in the classroom.

The expected outcome is that this approach to interventions will build capacity in our teachers as well as create a culture where students at all numeracy levels are provided with supports inside the classroom. Our students will receive targeted instruction at appropriate levels so that they can progress in their numeracy at a higher rate than they would without these interventions.

- **Increased PD around Best Practices for Numeracy Instruction Collaborative Response Meetings (CRM)**

Our teachers express that they would benefit from increased professional development in the area of numeracy; specifically how to best organize lessons and the classroom for effective numeracy instruction and also how to best plan for, implement, and assess interventions. With the ongoing support from the team at Parkland School Division, as well as training for our numeracy lead teacher, we will provide our teachers with multiple opportunities to increase their knowledge and understanding of best practices as they relate to numeracy instruction.

The expected outcome is that our staff build increased capacity in the area of numeracy and develop a stronger understanding of effective strategies for numeracy intervention. This increased understanding will result in greater success for all students

- **Collaborative Response Model (Literacy and Numeracy)**

In order to ensure that staff have the opportunity to collaborate on best practices, determine needed interventions, discuss the outcomes of these interventions, as well as plan for implementing additional supports. We have embedded weekly CRM meetings into our schedule. K-3 teachers meet for one hour on Tuesday, and 4-9 teachers meet on Thursday.

The expected outcome for this strategy is that we will increase teacher capacity in the areas of literacy, numeracy, and determining ways to best support students with diverse learning needs. This approach will create a greater sense of teacher efficacy and provide opportunities

for professional conversation, collaboration and alignment of research-based instructional practices. As a result, students will have a richer learning experience and experience greater success.

Student Wellness

- **School Focus on PRIDE Virtues (Purposefulness, Resilience, Independence, Dignity and Empathy)**

We hold monthly assemblies where students receive recognition for demonstrating one (or more) PRIDE virtue. All students will be recognized at least once in the school year.

The expected outcome is to build a school culture based on kindness and community, and show our students and their families that their actions matter and we value their contributions to our school community

- **Counsellor**

We have a .2 counsellor on staff who comes to Entwistle every Thursday. The focus of this position is to provide ongoing mental health support for students who would otherwise be unable to access this support due to financial or geographical barriers. The counsellor also works with teachers to create appropriate small group or classroom presentations to help enhance student wellness.

The expected outcome is to build common language, understanding and skill about student wellness throughout the school community, and, by responding to identified needs, help our most vulnerable students find success in learning and life. The goal is for the entire

community to be equipped to support each other emotionally and socially.

- **Breakfast Program, Nutrition Nook, and Hot Lunch**

With the support of grants applied for by Parkland School Division, as well as through Brightwood Youth Ranch, we are able to provide daily breakfasts for all students as well as have an accessible fridge where students can access healthy snacks throughout the day. We believe in meeting our students' basic needs so that they are ready to learn, and know that community helps increase a sense of belonging and fosters an environment of caring. In addition, we have a parent volunteer who liaises with community members and businesses to ensure that all students have a free hot lunch once per week.

The expected outcome is to provide our students with increased readiness to learn effectively as well as ensure that we maintain and grow our connections with our community.

- **Student Leadership and Clubs**

In order to provide a more well rounded educational experience, we will have many opportunities for students to take part in student leadership planning and activities. Students will plan spirit days, lead assemblies and community events, and take part in opportunities to serve the school community. We will have multiple student clubs that promote belonging and physical wellness, and hold school wide events such as carnivals and talent shows to allow students to take part in planning and participating.

The expected outcome is that students will take pride in their school and feel an increased sense of belonging. Students will develop the skills needed to positively impact the community and beyond.

- Community Connections

We will reach out to community members and agencies to provide space for collaboration and opportunities for our students to access knowledge and expertise outside of the classroom. We will invite local professionals into the school to present on their careers and model success for our students. We will work with local businesses and agencies in order to determine creative ways to engage our students in their community and provide ways for them to access services that may otherwise be unavailable.

The expected outcome is that students will develop a greater understanding of their community and see opportunities all around them. These partnerships will enhance Entwistle School’s role as the hub of our community.

Professional Development Plan

Literacy	Numeracy	Wellness
With the support of divisional literacy leaders, teachers will be supported in implementing small group instruction and “push-in” intervention.	Teachers will be equipped to use the results of universal math screening tools to inform classroom instruction. Teachers will receive training in	There will be sessions held by school and Division staff on every Professional Development day to discuss different topics regarding student

<p>In addition, staff will be trained on Words Their Way as well as how to administer and interpret provincial and divisional screening data. This will involve direct training, modelling/feedback loops and release time for observation and professional development. We will also expand our cohort to work with colleagues at another school to complete joint PD and provide opportunities for collaboration and sharing of best practices.</p>	<p>how to perform the math interviews, and will receive training/modelling for how to manage small group math instruction in the classroom and the best practices identified above. This will include both instruction from colleagues and release time to observe best practices in action.</p>	<p>wellness. Release time will be provided for staff to plan and support student leadership activities, where appropriate.</p>
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Support Staff: Support staff will be part of the above learning. For those supporting students with specific needs, training in strategies, equipment and PPE will be provided.