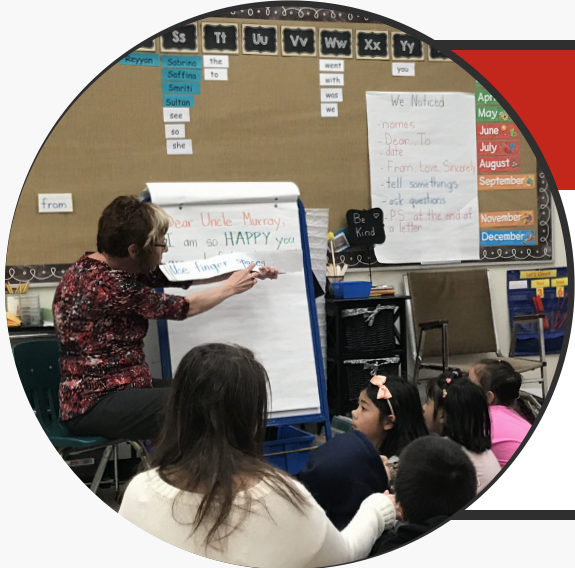


Report to the Community

2018-2019



Literacy

Engaging in collegial dialogue and professional learning to enhance literacy instruction and academic achievement.



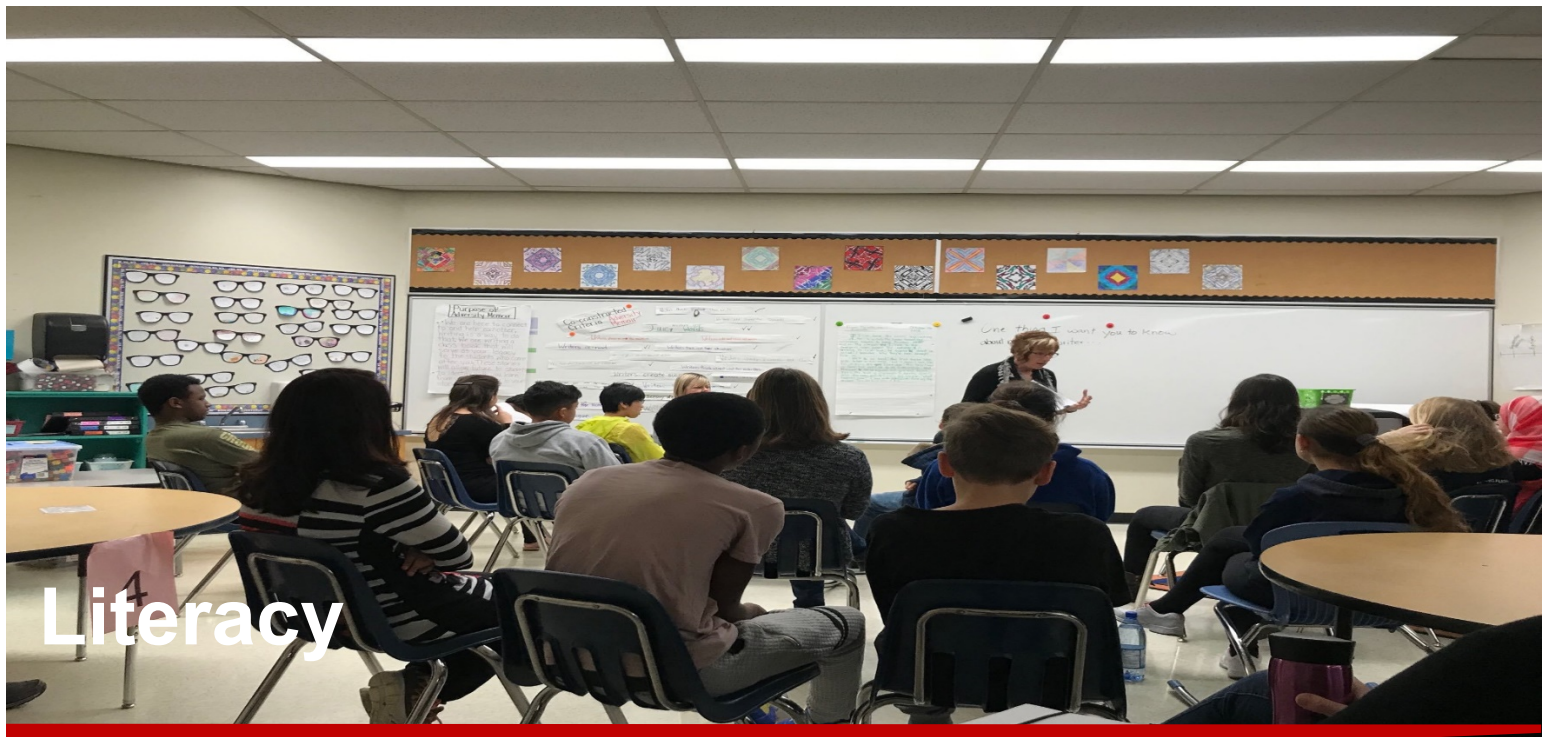
Well Becoming

Supporting the cognitive, emotional, social and physical domains needed for students to learn, grow and develop a positive sense of self.



Education for Reconciliation

Continuing to develop our understanding of Indigenous culture as it relates to our shared history and individual stories.



Literacy

During the 2018-2019 school year, we continued to expand our knowledge and understanding of literacy and literacy instruction in both reading and writing by enhancing our professional practice to support student growth. In the fourth year of school plan focusing on literacy, we dug deeper into literacy data to further understand the impact of our collective learning and instruction on student achievement.

Mastery and Independence

As part of a multi-year school literacy plan, staff had the opportunity to engage in collaborative, job-embedded professional learning opportunities as part of Lesson Study weeks with Brenda Augusta. In addition, staff participated in professional learning related to the Agile Schools model of “Learning Sprints” with Simon Breakspear, to develop increased data literacy as it relates to literacy instruction.

- Lesson Study Weeks
- Learning Sprints
- Professional Learning
- Analyzing Data
- On-Demand Writing
- Divisional Continua
- Authentic Writing

Staff members used these experiences to facilitate student achievement in these key areas:

- Understanding key ideas and messages in a variety of texts
- Interpreting and responding critically to a variety of texts
- Generating, selecting and organizing ideas to support readers’ understanding
- Choosing language to make an impact on the reader
- Using conventions and resources to edit and proofread to make meaning clear
- Providing authentic opportunities for student voice
- Creating collaborative learning opportunities for students and staff





Well Becoming

As part of a multi-year school plan, our work focused on teaching strategies and developing tools to support students and community to establish healthy behaviours that support well-becoming. With representation from staff and community, a Mental Health Promotion Team was created that worked with staff throughout the year to facilitate professional learning opportunities and to engage staff in dialogue about school goals related to well becoming.

Generosity

With results from the Our School Survey, staff were able to recognize a need to support student understanding about well becoming. The Mental Health Promotion Team Staff facilitated a Month of Well Becoming to recognize the importance of positive mental health for students, family and community. Throughout the month, students and staff participated in activities that supported positive physical and emotional well becoming.

With the support of the Mental Health Promotion Team, staff were able to develop increased understanding of well becoming in these key areas:

- Identifying areas of school strength related to the Positive Mental Health Indicator Framework
- Mindfulness as an appropriate strategy to support well becoming
- Recognizing school and community resources available to support students and families in well becoming
- Creating a common language related to well becoming

- Mindfulness
- Roots/Seeds of Empathy
- Mental Health Toolkits
- Well-Becoming Month
- Mental Health Promotion Team
- Breakfast Program
- Clubs



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Education for Reconciliation

Throughout the year, staff, students and community worked together to enhance our collective knowledge and awareness of First Nations, Inuit and Métis history and culture across Canada. We continue to work towards integrating Indigenous perspectives in our daily teaching practices and fabric of the school.

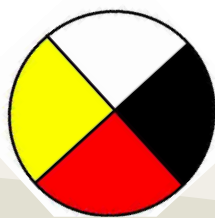
Belonging

Recognizing the diversity that exists within our school community, we strived to create inclusive opportunities for all students. Using the Circle of Courage as a framework and guide in our teaching and learning, we created opportunities for students to have their individual “stories” heard and represented visually within the classroom and school. This model guided staff professional learning as we explored and developed opportunities for Mastery, Belonging, Generosity and Independence in our collective work.

Staff members used these experiences to facilitate student achievement in these key areas:

- Understanding our shared history as it relates to reconciliation
- Implementing curriculum on Indigenous peoples in Canadian history, and the history and legacy of residential schools.
- Building student capacity for intercultural understanding, empathy and mutual respect.

- Cultural teaching nights with divisional Elder
- Community Sharing Circles
- Ojibwe language programming K-2
- Weekly Smudging
- Drumming/PowWow Clubs
- Classroom Treaties



Everyone has a story to tell
~Gakina Awwiya odaniwaa Dibaajimowin~