

# Stony Plain Central School

## Development Plan 2022-2023

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**Principal: Tanya Neuman**

**Assistant Principals: Warren Moody and Darla Villeneuve**



### **Our School**

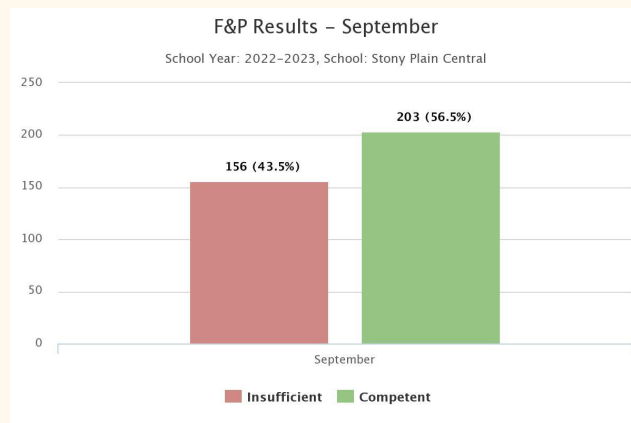
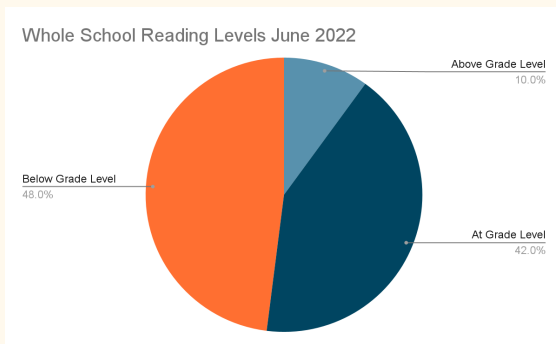
Stony Plain Central School is a K-9 school situated in Stony Plain, Alberta. Stony Plain Central serves approximately 600 students and also provides Early Education programming for approximately 25 additional students. As our school population is expanding, this will be our final year in the current building as we transition to a replacement school in the 2023-24 school year. At Stony Plain Central our purpose is to work collaboratively with our school community to create a positive, respectful learning environment that fosters trusting relationships, pride in accomplishments and develops life-long learners.

## Key Priorities for 2022-2023

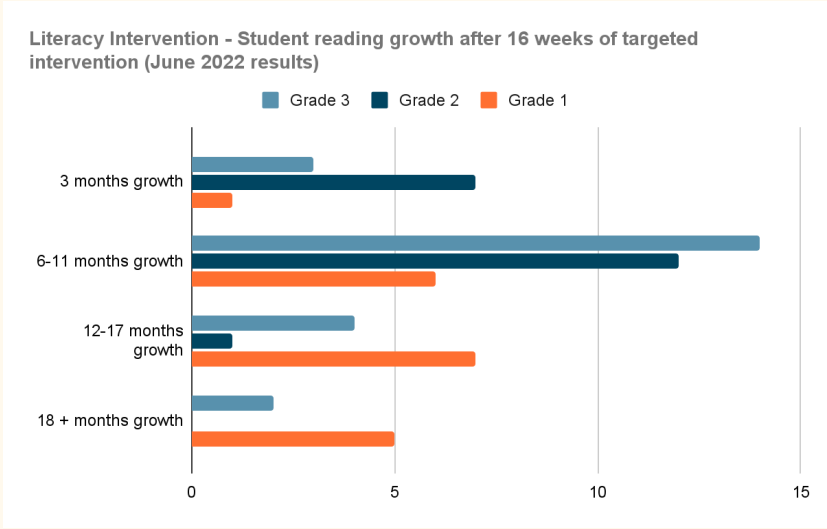
In consideration of the data over the past couple of years we have identified key priority areas that will be central to our work for the 2022-23 school year. We continue to focus on building a solid foundation in Literacy and Numeracy through evidence-based practices and using defined data measures to inform instruction. An additional area of focus will be intentional consideration to promoting Student Wellbeing as we build structures to provide access to various supports and find ways for students to be connected to the school community in meaningful ways.

## Literacy

As a school we continue to engage in school-wide assessments to capture where students are at. Focusing on data collection and analysis to develop an understanding of student strengths and areas for growth. Assessments that are used in our literacy work are the Words Their Way Spelling Inventory, LeNS-Letters and sounds, Castles & Coltheart 3 (CC3), Brigance for our kindergarten students, and the RCAT in Grades 7-9.



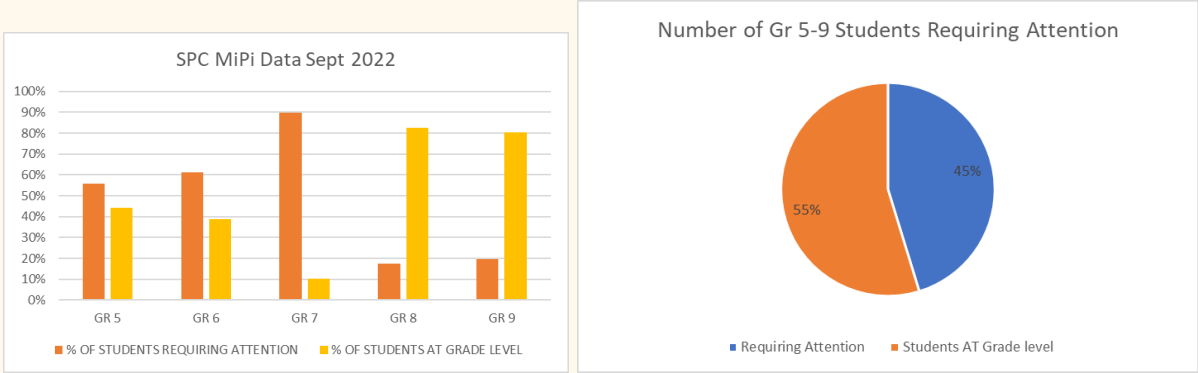
With targeted interventions we saw students gain confidence and ability in their reading. Moving forward, utilizing the expertise of our literacy leads and literacy facilitators, we will focus on building small group literacy groups with a focus on word work, phonological awareness, guided reading and eventually extending to writing. This work we see moving beyond this year as we build resources and capacity.



## Numeracy

Our data school-wide indicates a need to focus on numeracy instruction as evidenced by the increasing gaps in numeracy learning as students get older. As part of our plan, we plan to prioritize school-level numeracy leads to support the implementation of numeracy programming with the support of division numeracy facilitators. Numeracy leads act as a support for best practices to support numeracy. This may be through in-class modeling and classroom visits. Incorporating practices such as number talks and small group instruction will also be a part of the learning based on the numeracy model.

## The Results



## Well-Being

We view education holistically and strive to meet students where they are at. Some of the areas we are focusing on in supporting students are:

- Access to our School Counsellor as needed for students K-9
- Rainbows program (Grade 1-7) and Social Skills Groups
- Student Leadership program connected to the school and community
- Partnership with our division nutrition initiative promoting healthy eating as well as community partnerships with organizations such as the Lions Club and Rotary Club to provide breakfast/lunches for our students
- Extra Curricular Activities and Clubs: Running, Choir, Archery, Various Sports teams (Gr. 6-9), Drama, D & D club, GSA.
- Involvement of our School Council and parents to be a part of our school community

## Professional Development Plan - Site Directed

Learning Focus	Aug.	Oct.	Jan.	Feb	Mar.	Apr.	May	June
Literacy - Small Group Instruction and Data Informed Practice (K-6); Guided Reading Practices		x	x	x		x	x	
Literacy in science and other curricular areas		x	x	x				
Gr.7-9 Reading Comprehension & the RCAT		x	x			x	x	
Writing Focus				x		x		
Analyzing MiPi Data		x						
Building Number Sense in K-4/Numeracy Focus		x	x				x	
Building Thinking Classrooms (Gr. 5-9)		x	x	x			x	

Implementation of K-3 Curriculum and K-6 PEW Curriculum	x	x	x	x	x	x	x	
Baseline Data - training for new assessment tools and analyzing data	x	x					x	
Collaborative Response - Continuum of Supports						x		
New School - Values and Visioning					x	x	x	x
Transition to New School								x

**Indicators of Success:**

- Benchmark Assessments - increase in students reading at or above grade level
- MIPI scores
- Words Their Way Spelling Inventory scores
- Small group targeted instruction
- Staff feedback - survey and anecdotal
- Students participating in extracurricular activities
- Students connected to supports and services

**Potential Hindrances/Roadblocks:**

- The implementation of new curriculum and assessments has a fast-paced learning curve for teachers. This takes time and we anticipate this learning extending into the next year.
- Moving to a new building next year may impact the Professional Development time as the year progresses as we navigate the logistics of moving to a new space