

K-12 FRAMEWORK FOR CONTINUOUS IMPROVEMENT

Reporting for 2023-2024
Submitted October 1, 2023

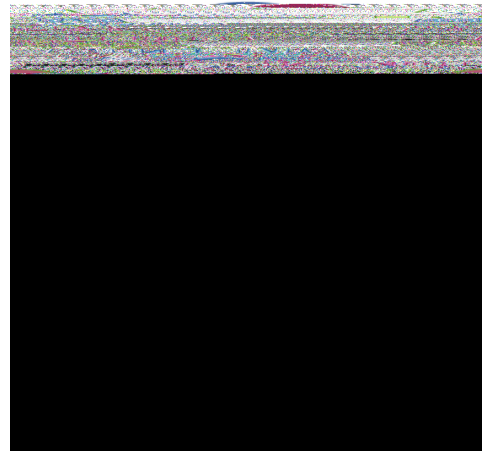
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Student Well-being	Literacy	Numeracy
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Hanover School Division has chosen Literacy, Numeracy, and Student Well-Being as our three strategic areas, and we have also decided to incorporate teaching through deeper learning. Deeper learning is an approach to education that emphasizes the development of important knowledge, skills, values, and dispositions that students need to be successful in life and contributing members of society. This approach focuses on helping students to understand the material they are studying, not just memorize it. By teaching through deeper learning, the Hanover School Division aims to create an environment where students are encouraged to learn our 6C's: think **Writically**, become strong **Wommunicators**, think **Wreatively**, build **Wharacter**, develop **Witizenship** skills, and work **Wollaboratively**.

Deeper learning is designed to help students develop key skills and dispositions essential to success in university, career, and living a wholesome life. This approach emphasizes learning the 6C skills that employers, universities, and colleges highly value. Additionally, by teaching through deeper learning, the Hanover School Division prepares students for future challenges. This approach allows students to apply their knowledge and skills in real-world contexts, essential for success in the 21st century.

By incorporating deeper learning into the curriculum, the Hanover School Division is working to ensure that students are proficient in the core subjects and can think critically, communicate effectively, and solve complex problems. These are important skills that are necessary for success in the future. Additionally, by focusing on literacy, numeracy, and student well-being, the Hanover School Division is creating a positive and supportive learning environment for all students, which can improve academic outcomes and prepare students for the future.



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Effective literacy instruction results in proficient and confident students understanding themselves, others and their world. Literate learners will read, write, listen, speak, view themselves, and represent for meaning-making and meaning-sharing and use these skills to impact their world. These language arts also empower learners to develop and

Word Study: Phonemic Awareness, Orthographic Awareness, Phonics, Spelling
Patterns Reader's Workshop

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Writer's Workshop

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Kindergarten: Heggerty

Grade 1 - Grade 8: Fountas and Pinnell Reading Assessment

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Grade 3: October to December 2023

Grade 8: January to early March 2024

Grade 10: November 2023

Grade 12: Semester 1: January 9 to 12, 2024 and Semester 2: May 27 to 30, 2024

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The following are some of the Professional topics that will be explored during the school year.

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21st-century math skills refer to the mathematical knowledge, concepts and skills necessary for students to succeed in the modern world. They go beyond traditional mathematical knowledge, such as arithmetic and algebra, and focus on developing mathematical thinking, reasoning, and problem-solving skills. These skills are necessary for students to

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The following are some of the Professional topics that will be explored during the school year. Some of these topics are facilitated by HSD staff or the

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ASIST Training

Grade 2	Fountas and Pinnell Reading Assessment	NAP Assessment - hybrid - some interview, some pencil/paper	N/A
Grade 3	Fountas and Pinnell Reading Assessment	NAP Assessment - pencil/paper	Grade 3-5 Panorama Survey
Grade 4	Fountas and Pinnell Reading Assessment	NAP Baseline Assessment	Grade 3-5 Panorama Survey
Grade 5	Fountas and Pinnell Reading Assessment	NAP Baseline Assessment	Grade 3-5 Panorama Survey
Grade 6	Fountas and Pinnell Reading Assessment	NAP Baseline Assessment	Grade 6-9 Panorama Survey
Grade 7	Fountas and Pinnell - see note below	NAP Baseline Assessment	Grade 6-9 Panorama Survey

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To advance and respond to the Truth and Reconciliation Call to Action 62i, all school staff are expected to complete Treaty Education as soon as possible and by December 31, 2025.

Teachers can attend Treaty Education T

can help educators understand Indigenous students' unique needs and experiences and provide support in addressing these needs. The Coach can also help educators implement Mamahtawisiwin and teaching strategies incorporating Indigenous perspectives and knowledge. By doing so, the Coach can help ensure Indigenous students feel represented and included in the classroom, leading to improved academic outcomes and overall well-being.

Moreover, having an Indigenous Education Coach in the Hanover School Division will contribute

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