

# Interlake School Division: School Planning Report (2024/2025)

(Due to Superintendent's Department: September 20, 2024)

The Interlake School Division is committed to supporting students in realizing their full potential as contributing and responsible members of society. Every student will participate in high-quality learning opportunities which are *accessible, equitable, and responsive*.

<b>School:</b>	École Stonewall Centennial School	<b>Principal:</b>	Mr. Tim Lee; Mr. Jeff Levesque	<b>Date (yyyy/mm/dd):</b>	2024/09/20
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<b>Planning Process:</b>
Who was involved in the planning process? School Staff, School Plan Team (T. Lee, J. Levesque, B. Darragh, R. Good, E. Hunnam, R. Pritchard)
When will the plan be reviewed during the school year? First day back at school; quarterly School Plan Team meetings, throughout the year at staff meetings
How will progress be shared with Students/Staff/Families during the school year? Announcements, discussions, emails to families, parent survey, community report

<b>School Goals:</b>
In the next <b>three (3)</b> school years, we want to become a school that: <i>is committed to providing our students with an educational experience that is grounded in the foundations of <u>accessibility</u>, <u>equity</u>, and <u>responsiveness</u>. As a team of learners, we will strive to work towards our school belief statements and high leverage strategies to work towards our goals.</i>
<ul style="list-style-type: none"> <li>• This year, learning opportunities will become more <b>ACCESSIBLE</b> by: Increasing school-wide common learning experiences and instruction.</li> <li>• This year, learning opportunities will become more <b>EQUITABLE</b> by: Establishing common understandings of what is valued in our school community.</li> <li>• This year, learning opportunities will become more <b>RESPONSIVE</b> by: Actively involving students, staff, and community members in our vibrant learning community.</li> </ul>

## ACCESSIBLE

**High-quality learning opportunities are ACCESSIBLE if:** Every learner can and will learn, in their own ways, in their own time.

**Why ACCESSIBILITY matters to our school:** We all benefit when students move forward in their education by having their needs met.

**School Goal for ACCESSIBILITY:** To increase school-wide common learning experiences and instruction.

**Evidence used to determine our school goal for ACCESSIBILITY:** Student/teacher/community feedback on learning experiences, active/engaged participation in activities

**High leverage strategies to achieve our school goal for ACCESSIBILITY include...**

**1:** Create a culture of collaboration through common learning experiences and the sharing of ideas and knowledge.

**2:** Using the Numeracy Achievement Program (NAP) as our guide, we will strive to ensure our students are being exposed to all of the foundational outcomes in the Math curriculum.

Specific actions we will take THIS YEAR to support our high leverage strategies:	Who will do it:	When will this happen:	Baseline Data Source(s):	Summative Data Source(s):
<b>1.1</b> Meeting times for each grade level for teachers to collaborate including sharing and reflection regarding subjects and students.	Teaching staff, SST, Admin	Once a cycle at first break; Admin days	Teacher schedules Meeting notes	Frequency of meetings
<b>1.2</b> Grade level common learning experiences.	Teaching staff, students, EAs, Admin	Once a month	2 in '23-'24 year	Observations/ conversations/ feedback
<b>2.1:</b> Using the tools of the NAP (pacing guide, foundational quizzes, baseline assessment, foundational outcome posters) to drive and center instruction in the classroom.	Math teachers, SST, Admin	4 – ½ day PD sessions, in-class instruction	'23-'24 baseline data	Foundational quizzes, classroom assessment

## EQUITABLE

**High-quality learning opportunities are EQUITABLE if:** Every learner is valued and authentically represented in their education.

**Why EQUITY matters to our school:** We need to establish a common understanding of what is valued in our school community to guide our interactions and priorities.

**School Goal for EQUITY:** To establish common understandings of what is valued in our school community through a list of school-wide belief statements.

**Evidence used to determine our school goal for EQUITY:** a collaboratively created list that is implemented in our school community, observations, feedback, reflection

**High leverage strategies to achieve our school goal for EQUITY include...**

**1:** Develop a list of school belief statements as a staff and use them to enhance our school community through consistency and caring.

**2:** Implement Indigenous learning experiences/perspectives for our staff and students.

Specific actions we will take THIS YEAR to support our high leverage strategies:	Who will do it:	When will this happen:	Baseline Data Source(s):	Summative Data Source(s):
<b>1.1</b> Create school belief statements.	All staff	First day of school		Belief statements; reflections
<b>1.2</b> Share belief statements with students/families	Admin	First month of school(handbook), assemblies	Student survey, parent survey	Observations
<b>1.3</b> Revisit and refine belief statements.	Staff and students	Staff meetings and Admin days	Survey 2x/year	Discussions; reflections
<b>2.1</b> Indigenous learning experiences for grade level groups and whole school. (Includes use of Treaty Education Kits.)	Staff and students	Throughout the year	List of previous activities	List of this year's completed activities

## RESPONSIVE

**High-quality learning opportunities are RESPONSIVE if:** Every learner experiences relevant and responsive curriculum and programming.

**Why being RESPONSIVE matters to our school:** We believe that being responsive to student and community needs will create the path towards increased engagement.

**School Goal for being RESPONSIVE:** To actively involve students, staff, and community members in our vibrant learning community.

**Evidence used to determine our school goal for being RESPONSIVE:** student engagement in both classroom activities and extra-curricular activities, parent feedback through Parent Group and polls

**High leverage strategies to achieve our school goal for being RESPONSIVE include...**

**1:** Whole class strategies with multiple entry points involving tailoring instruction to meet individual student needs.

**2:** Engage and connect with the community to celebrate student success.

**3:**

Specific actions we will take THIS YEAR to support our high leverage strategies:	Who will do it:	When will this happen:	Baseline Data Source(s):	Summative Data Source(s):
<b>1.1:</b> Initial assessments will be used so teachers can design multiple paths of learning through flexible grouping.	Teachers	September (baseline) Ongoing progress monitoring throughout the year	Initial assessments, (Dibels, NAP, other teacher initiated), observations	Observations, ongoing assessment (NAP, Dibels)
<b>1.2</b> Students will have multiple ways to demonstrate their learning.	Teachers, students	Throughout the year	Discussion	Discussion, observations
<b>2.1:</b> Celebration of Learning evening	All staff, students	February 20th, 2025	Parent survey prior to	# of attendees, discussions, feedback
<b>2.2:</b> Consistent communication home from school office/admin highlighting current and future events involving our students.	Principal	Emails home every 2-3 weeks		# of emails
<b>2.3:</b> Social media presence to highlight student learning.	Principal, office staff	Weekly		Ongoing pictures uploaded throughout the year highlighting students work and achievements

## APPENDIX 'A': School Planning Progress Report Template

Note: This document is for internal use only

School Name: École Stonewall Centennial School	Progress Report Date: Sept.20 / 2024	Progress Report		
		Not Yet	In Progress	Complete
<b>ACCESSIBLE</b>				
1.1: Meeting times for each grade level for teachers to collaborate including sharing and reflection regarding subjects and students.				
1.2: Grade level common learning experiences.				
2.1: Using the tools of the NAP (pacing guide, foundational quizzes, baseline assessment, foundational outcome posters) to drive and center instruction in the classroom.				
<b>EQUITABLE</b>				
1.1: Create school belief statements.				
1.2: Share belief statements with students/families				
1.3: Revisit and refine belief statements.				
2.1: Indigenous learning experiences for grade level groups and whole school.				
<b>RESPONSIVE</b>				
1.1: Initial assessments will be used so teachers can design multiple paths of learning through flexible grouping.				
1.2: Students will have multiple ways to demonstrate their learning.				
2.1: Celebration of Learning evening				
2.2: Consistent communication home from school office/admin highlight current and future events involving our students.				
2.3: Social media presence to highlight student work.				

## APPENDIX 'B': School-Based Inservice Planning Template

Note: This document is for internal use only

<b>School-Based Inservice Planning (2024-2025)</b>			
<b>When</b>	<b>What (Planning or Professional Learning)</b>	<b>Where</b>	<b>Summary of Planned Activity</b>
09/03/2024	Full Day: Planning	ÉSCS	Staff orientation, URIS, crafting school beliefs statements, “what works well.....what doesn’t work well” activity
09/04/2024	Half Day (PM):	ÉSCS	School Planning workshop – group divided into 3 groups, revising/editing draft plan, and discussing implications for the year.
09/27/2024	Full Day: Divisional Treaty Education Training	Not Applicable	Not Applicable
10/25/2024	Full Day: Self-Directed Professional Learning	Not Applicable	Not Applicable
11/08/2024	Half Day (PM):	ÉSCS	Classroom profile meetings
02/03/2025	Full Day:	ÉSCS	AM: Staff Team Building / School Plan check-in          PM: J. Bock – practical assessment strategies
03/03/2025	Half Day (PM):	ÉSCS	T2 report card writing, assessment sharing
04/21/2025	Half Day (PM):	ÉSCS	Blanket exercise – K. Simcoe. If time: Learning network follow-up / progress check
05/20/2025	Full Day: Planning	ÉSCS	School Planning Day: recapping current year’s progress, and setting direction for ’25-’26
06/27/2025	Full Day: Planning	ÉSCS	Year-end wrap up, transition meetings
Example 1	Half Day (PM): Planning	Sample School	PM: URIS training with whole staff (60 minutes), followed by grade-group meetings to review initial assessment data (90 minutes). Finish up with independent work on classroom profile documents (30 minutes).
Example 2	Half Day (AM): Professional Learning Half Day (PM): Planning	Sample School	AM: Whole-staff session with Elder Mary to continue learning about well-being from an Indigenous perspective (75 minutes), followed by subject-area PLCs to work on incorporating the learning into classrooms (75 minutes). PM: Whole staff session to review term two report card data (60 minutes), followed by subject-area breakout groups for data review (60 minutes). Finish up with individualized planning time (30 minutes).

\*Note: School-Based inservice planning totals must equal a minimum of one (1) day of ‘Professional Learning’ and up to five (5) total days of ‘Planning’.