

# 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>	Grosse Isle	<b>Principal:</b>	Chris McCluskey	<b>Date (yyyy/mm/dd):</b>	2024/09/20
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## Planning Process:

Who was involved in the planning process? Teachers, Educational Assistants and Divisional Support Teachers

When will the plan be reviewed during the school year? At each reporting period, progress conversations and monthly staff meetings.

How will progress be shared with Students/Staff/Families during the school year? The plan will be shared on the Grosse Isle School website. Updates will be shared with families by email.

## School Goals:

In the next **three (3)** school years, we want to become a school that: Ensures all students have equal access to resources and support for their academic and personal growth.

- This year, learning opportunities will become more **ACCESSIBLE** by: Ensuring that all students have equal opportunities to learn and succeed by designing courses and teaching methods that meet the diverse needs of our students.
- This year, learning opportunities will become more **EQUITABLE** by: Ensuring every student, regardless of their background, sees themselves in their learning and has access to the resources, support, and opportunities needed to reach their full potential and succeed.
- This year, learning opportunities will become more **RESPONSIVE** by: Creating a dynamic learning environment where teaching strategies are continuously adapted to meet the evolving needs and understanding of each student, ensuring their academic and personal growth

## 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:** Accessibility matters to our school because it ensures every student can fully participate, succeed, and have equal opportunities in an inclusive learning environment.

**School Goal for ACCESSIBILITY:** To ensure our school is fully accessible, providing all students with the necessary resources and support to participate and succeed in their education

**Evidence used to determine our school goal for ACCESSIBILITY:** Formal staff feedback and observations, student surveys, and input from our parents and community.

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

**1. Using Differentiated Instruction to implement teaching strategies that cater to diverse learning styles and paces.**

**2. Increase community engagement so that all students and their families feel valued and supported.**

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):
1.1 Varied Instructional Methods: Use a mix of direct instruction, collaborative learning, and independent study. This will cater to different learning styles to assist in keeping students engaged.	-Teachers -Divisional Support Teachers	September 2024 to June 2025	- Increased student engagement and participation. - Improved academic performance across diverse student groups. - Positive feedback from students and parents on learning accessibility.	-Surveys and questionnaires for students and parents. -Report card data -Assessment data -Foundational quizzes
1.2 We will use flexible scheduling to allow for varied class times and personalized learning plans, while also increasing opportunities for collaborative programming between staff.	-Teachers -EAs -Student Learning Support	September 2024 to June 2025 (Ongoing)  Allot time during school-based PD days.	- Increased student engagement and participation. - Improved academic performance across diverse student groups - Positive feedback from students and parents on learning accessibility.	-Surveys and questionnaires for students and parents. -Report card data -Assessment data

2.1 Inclusive Events: Organize events that celebrate the diversity of the school community, such as family centred events and community service projects.	-Staff -Students, -Parents - Community members.	September 2024 to June 2025	-Higher participation numbers -Positive School Climate -Higher parent involvement	-Feedback from PAC -Student/Parent Surveys - Staff surveys
2.2 Student-Led Initiatives: Empower students to take the lead in community engagement projects to help fosters leadership skills and ensure that the initiatives are relevant to the student body and curriculum.	-Staff -Students, -Parents -Community members. -Community organizations	September 2024 to June 2025	-High levels of student involvement -Positive school climate -Involvement in community projects	-Feedback from PAC -Student/Parent Surveys - Feedback forms -Report card data

## EQUITABLE

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

**Why EQUITY matters to our school:** Equity ensures every student has the same chance to succeed, no matter their background and it helps us create a supportive and fair environment where all students feel valued, and see themselves reflected in their learning.

**School Goal for EQUITY:** To use the Mamatahwiisiwin document, Treaty Education Kits, and the Circle of Courage Model to promote student engagement, authentic participation, and enhance inclusivity.

**Evidence used to determine our school goal for EQUITY:** Looking at student grades, attendance, surveys from students and parents, and how resources are shared and used in the school

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

**1: Implement a curriculum that incorporates diverse cultures and perspectives, while offering continuous training for staff on equity, diversity, and inclusion**

**2: Provide ongoing professional development and training for all staff on equity, diversity, and inclusion.**

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):
1.1 Infuse into the curriculum content that embraces and represents a variety of cultures, and viewpoints.	-Staff -Divisional Indigenous Support Teacher -	September 2024 to June 2025  -Schedule guest presenters and workshops throughout the year.	-Higher levels of student satisfaction and sense of belonging. -Reduction in achievement gaps among different student demographics. -Positive school climate and culture as reported in surveys.	-Student presentations -Student reflection surveys -Student report cards -Staff surveys
2.1 Provide training, and education for staff in diverse literature integration, inclusive math strategies, and Indigenous perspectives in education.	-Staff -Guest Presenters -Divisional indigenous Support Teacher -Literacy/Numeracy Support Teachers	September 2024 to 2025  -Divisional PD days - Professional Learning groups	-Higher levels of student satisfaction and sense of belonging. -Positive school climate and culture as reported in surveys.	-Student feedback -Student report cards -Assessment data -Staff surveys

## RESPONSIVE

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

**Why being RESPONSIVE matters to our school:** It helps to meet the diverse needs of our students, creating a supportive and engaging environment where every student feels valued and can succeed, while ensuring every learner experiences a relevant curriculum and programming.

**School Goal for being RESPONSIVE:** Customizing instruction to meet diverse needs while aligning with curriculum outcomes, addressing individual academic and behavioral needs, creating an inclusive environment, and clarifying expectations to help students become responsible citizens

**Evidence used to determine our school goal for being RESPONSIVE:** Staff observations, student surveys, student reports cards and input from our parents and community.

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

**1: in a timely manner, each student will be provided with the resources and support they require to thrive academically, recognizing that these needs can vary greatly from one individual to another.**

**2: Regular feedback with students, parents, and teachers to assist in adapting and improving student programming.**

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):
<p><b>1.1:</b> Students who require them will be provided with the necessary adaptations to ensure their success as learners</p>	<ul style="list-style-type: none"> <li>-All staff</li> <li>-Learning Support Teacher</li> </ul>	September 2024 to June 2025	<ul style="list-style-type: none"> <li>-Observation and documentation of student's needs.</li> <li>-Learning Support Teacher testing results</li> </ul>	<ul style="list-style-type: none"> <li>-Student specific plans</li> <li>-Observational data.</li> <li>-Assessment data.</li> <li>-Report Cards</li> <li>-Student specific plans.</li> <li>-Foundational Quizzes</li> </ul>
<p><b>1.2:</b> Students will benefit from a structured literacy program for reading and writing, along with numeracy instruction that fosters critical thinking. This approach will empower them to actively engage in their community.</p> <p>Example: Thinking Classrooms</p>	<ul style="list-style-type: none"> <li>-All staff</li> <li>-Learning Support Teacher</li> </ul>	September 2024 to June 2025	<ul style="list-style-type: none"> <li>-Literacy assessment data to guide literacy group placement.</li> <li>-Numeracy assessments to guide math groups and instruction.</li> <li>-Foundational Quizzes</li> <li>-NAP results</li> <li>-UFLi Results</li> </ul>	<ul style="list-style-type: none"> <li>-Student specific plans</li> <li>-Observational data.</li> <li>-Assessment data.</li> <li>-Report Cards</li> <li>-Student specific plans.</li> <li>-Foundational Quizzes</li> </ul>

<p>2.1 Parents will receive opportunities to review students' adapted learning plans, self-regulation plans. Parents will also receive communication from school regarding what content students are learning, and what skills are being practiced.</p>	<ul style="list-style-type: none"> <li>-Teachers/Parents</li> <li>-Learning Support Teacher</li> <li>-Admin</li> </ul>	<ul style="list-style-type: none"> <li>-Ongoing</li> <li>-At reporting periods</li> </ul>	<ul style="list-style-type: none"> <li>-ALPs</li> <li>-Self-Regulation Plans</li> <li>-Manitoba Curriculum documents</li> </ul>	<ul style="list-style-type: none"> <li>-Assessment data</li> <li>-Observational data.</li> </ul>
<p>2.1 Students will receive an opportunity to provide feedback on teaching strategies (e.g. carousels, group work, independent work) and consider how these strategies impact their learning.</p>	<ul style="list-style-type: none"> <li>-Teachers/Students</li> <li>-Learning Support Teacher</li> </ul>	<ul style="list-style-type: none"> <li>November, February, May</li> </ul>	<ul style="list-style-type: none"> <li>-Student questionnaire</li> <li>-Inclusive classroom feedback and dialogue</li> </ul>	<ul style="list-style-type: none"> <li>-Assessment data</li> <li>-Observational data.</li> </ul>