

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*.

School:	Brant-Argyle	Principal:	Marlo Jeffery	Date (yyyy/mm/dd):	2024/09/20
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Planning Process:

Who was involved in the planning process? Staff, students, Parent Advisory Council, families and community members.

When will the plan be reviewed during the school year? At each reporting period during staff meetings.

How will progress be shared with Students/Staff/Families during the school year? The plan will be shared on the Brant-Argyle website. The plans progress will be shared with families by email.

School Goals:

In the next **three (3)** school years, we want to become a school that fosters student learning, success and empowerment through an inclusive environment.

- This year, learning opportunities will become more **ACCESSIBLE** by: **Making learning accessible and inclusive for each student's diverse learning needs.**
- This year, learning opportunities will become more **EQUITABLE** by: **Fostering success and empowerment through students receiving what they need in an inclusive environment.**
- This year, learning opportunities will become more **RESPONSIVE** by: **Providing appropriate adaptations for students to become successful learners and clarification of expectations around behaviours in order to become responsible citizens.**

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:

- Supports the diverse learning needs in our multi-age classrooms by providing multiple points of access.
- Gives students independence when needing to access spaces/materials/equipment.
- Build inclusive societies (helps to cultivate learners that value diversity and inclusivity, positively impacting society as a whole).
- Make it easier for parents to participate in school activities and support their child’s education.

School Goal for ACCESSIBILITY: Make learning accessible and inclusive for each student’s diverse learning needs.

Evidence used to determine our school goal for ACCESSIBILITY: Observation, student report card data, student survey data, divisional assessment data, provincial assessment data

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

1: Will enhance accessibility by ensuring that our instructional materials, physical spaces, and digital content work toward meeting accessibility standards thereby promoting an inclusive environment for all students.

2: Transform spaces that students need to access to promote independence.

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: Ensure instructional materials are accessible to students with diverse learning needs.	-Teachers -Student Services Team -Clinicians -Divisional Support Teachers	-Ongoing throughout the 2024-2025 school year	-Staff feedback/observation -Student feedback	-Report card data demonstrates growth. -Students are engaged in their learning.
1.2: Use technology to allow all students to communicate effectively (speech to text, immersive readers).	-Teachers -Educational Assistants -Student Services Team -Clinicians -Divisional Support	-Ongoing throughout the 2024-2025 school year	-Staff feedback/observation -Student feedback	-Report card data demonstrates growth. -Students complete tasks as assigned.

	Teachers			
2.1: Organize Gym Equipment Room and Mindfulness Room to allow students to safely access these areas (supplies, materials, equipment).	-Teachers -Educational Assistants -Student Services Team	-By November 2024	-Staff feedback -Student feedback -Observation	-Students safely accessing these spaces regularly and independently.
2.2: Enhance playground by adding more choice for students during outdoor play, provide opportunities for structured play through guided games and explicit instruction of conflict resolution strategies (WITS).	-Teachers -Educational Assistants -Student Services Team -Parent Advisory Council	-By November 2024	-Collect verbal/survey feedback from students. -Documentation of behaviours during outdoor times.	-Less conflicts and increased engagement. observed/reported.

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 means all students finding success and empowerment through receiving what they need in an inclusive environment.

School Goal for EQUITY: Use of the Mamahtawisiwin document, the Circle of Courage and guiding questions to promote student engagement, authentic involvement, inclusivity and wellness.

Evidence used to determine our school goal for EQUITY: Observation of the school environment and unstructured times, student interviews, grade 8 exit interviews, feedback from families.

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

1: Use of the Mamahtawisiwin document to promote greater belonging, generosity, mastery and independence through authentic involvement.

2: Promotion of wellness through student engagement, inclusivity and authentic involvement.

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: Contact with Kathy Simcoe/Mona Moaquin for professional learning on the Mamahtawisiwin document for staff.	-All staff -Kathy Simcoe -Mona Moaquin	-2024-2025 school year	-Staff feedback -Student feedback -Parent/Community feedback	-Observation of the use of the document in lessons and classrooms. -Feedback from students around the Circle of Courage and guiding questions. -Feedback from staff. -Feedback from parents/families.
1.2: Guidance of an Indigenous Elder who will connect with Brant-Argyle to assist in developing a Medicine Garden project to improve our schoolyard and incorporate Indigenous perspectives.	-All staff -Kathy Simcoe	-Ongoing throughout the 2024-2025 school year	-Staff feedback -Student feedback -Parent/Community feedback	-Progress made on the Medicine Garden. -Observation of student involvement in the project. -Feedback from staff. -Feedback from parents/families.

<p>2.1: Provide meaningful, engaging lessons and activities that create opportunities for authentic involvement.</p>	<ul style="list-style-type: none"> -Teachers -Learning Support teacher -Educational Assistants 	<p>-Ongoing throughout the 2024-2025 school year</p>	<ul style="list-style-type: none"> -Student feedback -Parent feedback -Teacher feedback 	<ul style="list-style-type: none"> -Observation of student engagement. -Assessment data. -Report card data. -Feedback from staff. -Feedback from families. -Assessment data. -Report card data.
<p>2.2: Provide opportunities for Indigenous family and community members to share their knowledge with students and staff.</p>	<ul style="list-style-type: none"> -Student Services Team -Teachers -Community members -Administration 	<p>-Ongoing throughout the 2024-2025 school year</p>	<ul style="list-style-type: none"> -Survey of community and family members who have Indigenous background and are willing to share knowledge. -Collection of data from community survey 	<ul style="list-style-type: none"> -Observation of student participation and engagement. -Feedback from families and community. -Feedback from staff. -Feedback from students.

RESPONSIVE

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

Why being RESPONSIVE matters to our school: Being responsive means that each student receives what they need to be successful learners and responsible citizens.

School Goal for being RESPONSIVE:

- Identifying and responding to individual student’s academic and behavioural needs.
- Creating an inclusive environment where all staff support student’s unique needs.
- Students will receive clarification of expectations and consequences of their behaviours, in order to become responsible citizens.

Evidence used to determine our school goal for being RESPONSIVE: Observation, parent feedback, documentation, clinical recommendations, report card data, assessment data

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

1: Students will receive what they need to be successful learners, which may look different from student to student.

2: Students and families will be given clear expectations and consequences around behaviours.

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: Students, who require them, will receive appropriate adaptations to be successful learners.	-Teachers -Student Services Team -Clinicians	-2024-2025 school year	-Observation and documentation of student’s needs.	-Assessment data. -Report card data. -Observational data. -Student specific plans.
1.2: Students will receive a structured literacy approach to reading and writing and numeracy instruction that promotes critical thinking, which will allow them to be active participants in their community.	-Teachers -Student Services Team -Divisional Professional Learning Networks -Numeracy Support Teacher -Literacy Support Teacher	-2024-2025 school year	-Literacy assessment data to guide literacy group placement. -Numeracy assessments to guide math groups and instruction.	-Assessment data. -Report card data. -Observational data. -Student specific plans.

<p>2.1: Creation of a school-wide behaviour document identifying level one, two and three behaviours, which will be shared with families.</p>	<ul style="list-style-type: none"> -Teachers -Student Services Team -Educational Assistants 	<p>-September 2024</p>	<ul style="list-style-type: none"> -Observation and documentation of behaviours. -Incident reports 	<ul style="list-style-type: none"> -Documentation of behaviours and consequences. -Feedback from students and families. -Observation and discussion of students' understanding of consequences.
<p>2.2: All staff made aware of the expectations and consequences around negative behaviours using the behaviour protocol.</p>	<ul style="list-style-type: none"> -Teachers -Student Services Team -Educational Assistants 	<p>September 2024</p>	<ul style="list-style-type: none"> -Observation and documentation of behaviours that have negative impacts on learning, well-being and safety. 	<ul style="list-style-type: none"> -Documentation of behaviours and consequences. -Feedback from students and families. -Observation and discussion of students' understanding of consequences.