

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:	Hutterian Locations	Principal:	Helen Ladyka	Date (yyyy/mm/dd):	2024/09/15
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Planning Process:

Who was involved in the planning process?

- All staff
- Community members through liaison meetings
- Students, through feedback

When will the plan be reviewed during the school year?

- Staff meetings
- Principal meetings
- Admin visits

How will progress be shared with Students/Staff/Families during the school year?

- Feedback at Open Houses
- Student/Parent/Teacher conferences
- Newsletters

School Goals:

In the next **three (3)** school years, we want to become schools that:

- Incorporate differentiated instruction in all areas of the curriculum
- Emphasises explicit literacy instruction for all grades
- Utilise good teaching practices

This year, learning opportunities will become more **ACCESSIBLE** by:

- Creating inclusive learning experiences that accommodate a wide range of learning preferences, abilities, and needs.

This year, learning opportunities will become more **EQUITABLE** by:

- Implementing purposeful, intentional lesson planning tailored to specific school environments.

This year, learning opportunities will become more **RESPONSIVE** by:

- Using prompt feedback, engaging academics, and effective classroom management

ACCESSIBLE

High-quality learning opportunities are ACCESSIBLE if: Every learner can and will learn in their own way and at their own pace.

Why ACCESSIBILITY matters to our school: *All students have the ability to learn and will succeed in their unique ways.*

School Goal for ACCESSIBILITY:

Creating inclusive learning experiences that accommodate a wide range of learning preferences, abilities, and needs.

Evidence used to determine our school goal for ACCESSIBILITY:

- Structured literacy lessons have previously led to improved results.
- Direct small group instruction engages students at their level.

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

1: Explicit Teaching following a progressive scope and sequence.

2: Direct teaching of core numeracy skills in response to student data and progress

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: Systematic small group Structured Literacy instruction in all K- 6 classrooms	Teacher/SST/Early Literacy teacher	Daily	Initial assessments in September	Nov/Feb and May assessments
1.2: Craft, choose, and adjust content to enhance reading comprehension and writing proficiency.	Teacher	Daily	Weekly/Monthly assessments	Cold writes
2.1: Guided math rotations in response to student progress	Teacher	Daily	Baseline assessments in May/September	Progress monitoring
2.2: Using hands-on materials and step-by-step models is crucial for enhancing students' understanding of math problems.	Teacher	Daily	Assessments	NAP results

EQUITABLE

High-quality learning opportunities are EQUITABLE if: Every student is important and deserves to be included in their educational experience.

Why EQUITY matters to our school: *In our schools, every learner is respected and represented.*

School Goal for EQUITY:

Implementing purposeful, intentional lesson planning tailored to specific school environments.

Evidence used to determine our school goal for EQUITY:

- Gathering student questionnaires, parent feedback, and teacher responses was essential for getting a comprehensive view of our educational programs.

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

1: Incorporating Teacher Clarity and Success Criteria into all subject areas

2: Infusing our students' distinctive culture into classroom environments, resources, and learning experiences.

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: Learning intentions clearly outline the specific knowledge and skills students are expected to acquire during the learning process.	Teacher	Weekly	Initial Assessments	Final assessments
1.2: Students will utilize specific success criteria to evaluate their own work and progress.	Students/Teacher	Weekly	Clear explanation of teaching goals	Exit slips
2.1: Teach relevant vocabulary for each subject area.	Teacher/SST	Daily	Initial assessments	Cold writes
2.2: Incorporate the mRLC Numeracy Pacing Guide into Grades 4-9, ensuring all schools are on track	Teacher	Daily	Baseline assessment/Unit reviews	Final assessments

RESPONSIVE

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

Why being RESPONSIVE matters to our school: *Every student experiences relevant education*

School Goal for being RESPONSIVE:

Using prompt feedback, engaging academics, and effective classroom management

Evidence used to determine our school goal for being RESPONSIVE:

- Evidence from student questionnaires, parent meetings and staff input.

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

1: Building relationships and clear expectations of classroom behaviour

2: Delivering concepts in an engaging manner that directly integrates students' current abilities with their future skill requirements while providing prompt feedback

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: Consistent teacher expectations of behaviour, attendance and work	Teacher/SST	Daily	Parent meetings/Student surveys	Attendance/progress conversations
1.2: Consistent organisational routines that allow for differentiation	Teacher	Daily	Initial assessments	RGR assessment results
2.1: Connecting classroom instruction with culturally appropriate lessons	Teacher	Daily	Liaison meetings/student surveys	Student engagement
2.2: Using rubrics, anchor charts and assessment guidelines to allow for prompt feedback	Teacher	Weekly	Parent meetings/Student surveys	Improved assessments