

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:	Woodlands School	Principal:	Alison Marttila	Date (yyyy/mm/dd):	2024/09/20
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Planning Process:
Who was involved in the planning process? Staff and parents
When will the plan be reviewed during the school year? At monthly team meetings, and the May School Planning Day
How will progress be shared with Students/Staff/Families during the school year? In classes and via emails and PAC meetings

School Goals:
In the next three (3) school years, we want to become a school where students, staff and families understand The Good Life and what that entails. What is The Good Life? Why does it matter to us and how can we achieve it? We want students, staff and families to be better able to answer Justice Murray Sinclair's 4 questions about The Good Life for themselves. Who am I? (Belonging) Where do I come from? (Meaning) Why am I here? (purpose) Where am I going? (hope)
<ul style="list-style-type: none"> • This year, learning opportunities will become more ACCESSIBLE when each student can improve their literacy skills in their own way, in their own time. • This year, learning opportunities will become more EQUITABLE when students have a better understanding of themselves and see themselves reflected in the culture and community of our school. • This year, learning opportunities will become more RESPONSIVE when each student has their needs met through relevant and responsive numeracy programming.

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: Students are all at different places in their learning and understanding. Students learn best when in their zone of proximal development, so we want to meet and teach them there. While this goal focuses on k-2, all students will benefit from an accessible literacy program.

School Goal for ACCESSIBILITY: Continuing our goal from 2023-2024, K-2 students will improve their phonological awareness.

Evidence used to determine our school goal for ACCESSIBILITY:

Phonological awareness is the base building block of reading, and what our students need to master to begin their reading journey.

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

1: Using formative assessment to target learning needs.

2: Setting learning goals for the whole class and students who need extra support.

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. Small group instruction of phonological awareness skills, based on goals	Classroom teachers, Early Literacy Co-teacher, students	September to June, in class	Early Literacy Program assessments	Early Literacy Program assessments
2. Whole group instruction of phonological awareness skills, based on goals	Classroom teachers, Early Literacy Co-teacher, students	September to June, in class	Early Literacy Program assessments	Early Literacy Program assessments

New School Goal for ACCESSIBILITY: January 2025 Fluency skills for students in 2-4 will improve				
Evidence used to determine our school goal for ACCESSIBILITY: Oral reading fluency is connected to reading comprehension and a good predictor of reading comprehension. Currently, 40% of our grade 4 students, and 38% of our grade 3 students are approaching or not meeting expectations in the Words Correct section of the Oral Reading Fluency assessment. We want this to improve.				
High leverage strategies to achieve our school goal for ACCESSIBILITY include...				
1: Using formative assessment, including classroom assessments and observations, to target learning needs.				
2: Setting learning goals for the whole class and students who need extra support.				
3: Teachers learning about how to teach fluency.				
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. Small group instruction of fluency skills, based on goals	Classroom teachers, students	February to June, in class	Early Literacy Program assessments	Early Literacy Program assessments
2. Modelling of fluency skills, based on goals	Classroom teachers, students, parents	February to June, in class and at home	Early Literacy Program assessments	Early Literacy Program assessments

EQUITABLE

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

Why EQUITY matters to our school: In our search for The Good Life, we need to answer 4 questions. Who am I? (Belonging) Where do I come from? (Meaning) Why am I here? (purpose) Where am I going? (hope).

School Goal for EQUITY: Students will have a better understanding of themselves and see themselves reflected in the culture and community of our school. Our students will demonstrate respect for world views, values, identities and traditions. They will value and celebrate differences.

Evidence used to determine our school goal for EQUITY: Student, staff and parent surveys at the beginning and end of each year. 30% of our students are Metis, so Metis Culture and history will be one area of learning.

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

1: Creating an inclusive and culturally safe learning environment

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. Teach students to demonstrate respect for world views, values, identities and traditions	Staff, students	All year, in class, in assemblies, on field trips	Student and staff surveys	Student and staff surveys, anecdotal evidence
2. Infuse and model valuing and celebrating differences into everything we do	Staff, Students	All year, in class, in assemblies, on field trips	Student and staff surveys	Student and staff surveys, anecdotal evidence

RESPONSIVE

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

Why being RESPONSIVE matters to our school: Grade 5 to 8 Foundational Outcomes are the base building blocks for understanding the rest of the math curriculum, and therefore what our students need to master. While this goal focuses on grades 5-8, all students will benefit from a responsive numeracy program.

School Goal for being RESPONSIVE:. Each grade 5-8 student will have their needs met through relevant and responsive numeracy instruction. Students will master the Foundational Outcomes for their grades.

Evidence used to determine our school goal for being RESPONSIVE: Foundational Outcomes quizzes starting in February.

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

1: Using formative assessment to target learning needs.

2: Setting learning goals for 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):
1.1: Small group instruction for reach back based on mastery of foundational outcomes	Classroom teachers, Learning Support teacher (gr 6/7)	February to June	Foundational Outcomes quizzes, classroom assessments	Classroom assessments
1.2 Whole group instruction of all outcomes, focusing on mastery of foundational outcomes	Classroom teachers, Learning Support teacher (gr 6/7)	All year	Classroom assessments, Foundational Outcomes quizzes	Classroom assessments