

**Interlake School Division
School Planning Report 2020/2021
Grade K – 12**

(Due to Superintendents Department: September 30, 2022)

Name of School:	Teulon Collegiate	Name of Principal:	Myles Blahut	Date (yyyy/mm/dd):	2022/09/30
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Planning Process:

List or describe factors that influenced your focus area(s):

- **Academic Achievements** Ensuring that all students are given the opportunity to be successful, whatever needs they have (Appropriate adaptations)
Providing Staff with the tools necessary to meet all student needs (PD)
To enrich the learning experience by looking to shift to greater critical thinking within all classes
- **School Wide Behaviour** Examining attendance policy and data and correlation between attendance and academic achievement
- **Wellness** Provide on-going whole class, small group and individual supports as well as wellness for staff

Who was involved in the planning process: School staff---professional and non-professional, Parent Advisory Council

How often did your planning team meet: School plan was discussed at monthly staff meetings and more in-depth during PD days throughout the year

What data was used in the planning process: Report Cards, PowerSchool Attendance Records, PowerSchool Log Entries, OSS, Surveys of students, teachers and parents

Other important information about the planning process: Interlake School Division’s focus on Critical Linking Classrooms and the supports being provided by our Curricular Support branch

School Focus Area(s):

Focus Area #1: School Wide Behaviours---Attendance---Examine Attendance data and student progress, develop new attendance policy, look at ways to improve

Focus Area #2: Literacy/Numeracy---Providing support for staff to develop critical thinking approaches/ Examining alternate assessment tools for students who need adaptations/modifications

Focus Area #3: Wellness--- Providing whole class, small group, one-on-one supports based on data from Our School Survey, parent/teacher observations and student requests/needs, improving staff wellness

School Wide Behaviours

Attendance---We believe that classrooms should be engaging, inviting places to be. For students to be successful, regular attendance is essential.

Attendance--- Students’ attendance impacts student learning.

Where we are currently with Attendance---Revisiting the existing attendance policy, developing a new attendance policy, and developing a baseline of “regular attendance” data.

What we need for:

Students: to see the importance of regular attendance and how it affects their academic progress

Staff: To develop engaging and inviting classrooms, to establish communication practices with parents that keeps them up to-date with their child’s attendance

Community: Communicate with community our attendance initiative

What we will do for:	Who will do it:	When will it be done:	How will we know:
<p>Students: Provide engaging and inviting classrooms that will entice students to be in school, redevelop the importance of regular attendance and increase use of our Assignment Completion Center to help improve assignment completion which should in-turn, decrease unexcused absences</p>	Staff	Throughout the year	<p>We will gather and analyze:</p> <ul style="list-style-type: none"> Starting baseline attendance data from 2018-2019 Attendance data comparisons throughout the year Engagement data/visits to ACC/Assignment completion rate By June 2023, progress will be made to have 100% of students have regular attendance By June 2024, we will have 100% of our students attain regular attendance
<p>Staff: Develop new attendance policy, Communicate with parents in a timely manner re- attendance concerns and assignment completion, consistent use of Assignment Completion Center</p>	Staff, Admin	<ul style="list-style-type: none"> Develop new attendance policy by September 2022 Establish baseline data, develop a data collection metric to determine student engagement Examine data on types of absences 	
<p>Community: Provide opportunities for community to see what we are doing to improve student attendance</p>	Staff, Admin	At PAC meetings, Information Session(s), Newsletters	

NUMERACY / LITERACY (Critical Thinking)

Staff have started the journey to increasing critical thinking in their classes. Supports will be provided to staff to continue to increase their comfort levels and use of critical thinking activities in their classrooms.

What we need for:

Students: To provide instruction that looks to increase their critical thinking skills in numeracy/literacy

Staff: To actively participate in the PD sessions on Critical thinking. Focus Professional Growth goals on developing their comfort with and use of critical activities in their classrooms.

Community: Supply information to our PAC and general community about our staff's journey along the Critical Thinking journey

What we will do for:	Who will do it:	When will it be done:	How will we know:
<p>Students: Develop engaging instructional practices to increase their critical thinking skills</p>	Teachers	During PD sessions, Book studies, Team meetings with SST	<p>We will gather and analyze:</p> <ul style="list-style-type: none"> • Attendance at PD • Sample Lessons • Classroom observations • Student Feedback on Learning Experiences • Teacher Feedback on Professional Learning Experiences • Observations made during team meetings
<p>Staff: Provide opportunities for staff to seek out the appropriate supports (peer interactions, classroom visits, Divisional Supports, PD)</p>	Teachers, Admin, Curriculum Support, PD	Throughout the year at PD sessions and personal PD days	
<p>Community: Provide opportunities for community to see what we are doing to develop students' critical thinking literacy/numeracy skills at TCI</p>	Staff, Admin	At PAC meetings, Information Session(s), Newsletters	

NUMERACY / LITERACY (Adaptive Assessments)

Students learn in a variety of ways. How student learning is assessed should reflect the multiple ways that students learn.

What we need for:

Students: To provide appropriate assessments for students who require adaptations and modifications in the classroom

Staff: To continue to examine their assessment tools and, in conjunction with our SST, work towards providing assessments that provide students who have adaptations to be assessed while meeting their individualized needs

Community: Supply information to our PAC and general community about our staff's work on providing adaptations.

What we will do for:	Who will do it:	When will it be done:	How will we know:
Students: Provide appropriate assessments tools that meet their learning needs	Teachers, SST	Meeting with SST, individualized PD, peer mentoring	We will gather and analyze: <ul style="list-style-type: none"> • Observations made during team meetings • Staff will create adapted assessment tools • Observations made at our team (teacher, SST) meeting to examine current practices • Measure teachers comfortability in providing adaptations • Meetings between admin and teaching staff to examine assessment examples in comparison to student's learning plan
Staff: Provide appropriate assessment tools for students with adaptations	Teachers, Admin, Curriculum Support, PD	Throughout the year at PD sessions and personal PD days	
Community: Provide samples of different assessment tools	Staff, Admin	At PAC meetings, Information Session(s), Newsletters	

WELL-BEING

What WELL-BEING is: Well-Being is the conscious, self-directed and evolving process of achieving health, happiness, resilience, and satisfaction.

Why WELL-BEING matters: Healthy citizens are able to achieve their goals and realize their potential. Healthy citizens possess a range of skills and strategies to live happy and resilient lives and thereby make positive contributions to their communities. In order to live well, our students must learn well.

Where we are (currently): Self-assessments of current level of programming and awaiting new data from Our School Survey

What we need for:

Students: An understanding of their needs so appropriate programming and supports can be put in place so they can feel safe at school and have skills to use outside the classroom to support their well-being

Staff: Support for dealing with identified needs of their students (pd, in-class support, debriefing time with SST), provide opportunities to increase staff wellness

Community: To provide support for families (and when necessary community partners) in supporting children

What we will do for:	Who will do it:	When will it be done:	How will we know:
Students: Identify student's/staff wellness needs and provide appropriate supports	Staff, SST, Divisional Supports	Throughout the year	We will gather and analyze: <ul style="list-style-type: none"> • Report Card Data • Engagement Survey Data • Our School Survey • Student needs • Staff Needs • Parental Inputs (requests, emails, meetings) • Survey of staff needs
Staff: <ul style="list-style-type: none"> • Provide support (PD, interventions) for staff in dealing with students who are struggling with their social emotional well-being • Through PD, develop an understanding of students, staff, and community in creating healthy environments • Participation in activities that will enhance staff wellness 	SST, Division Supports, Outside Agencies	Throughout the year (focus at staff meetings and school PD days)	
Community: Provide opportunities for the community to hear about our Wellness Initiatives that support student needs	SST, Division Supports, Outside Agencies	PAC meetings, Information evenings, website	