

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:	Teulon Collegiate	Principal:	Kristin Smith	Date (yyyy/mm/dd):	2024/09/09
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Planning Process:

Who was involved in the planning process? Staff, students, and parents

When will the plan be reviewed during the school year? Monthly at staff meetings, assemblies and PAC meetings

How will progress be shared with Students/Staff/Families during the school year? Assemblies, PAC meetings, staff meetings

School Goals:

In the next **three (3)** school years, we want to become a school that: Values the voices of all stake holders and has policies, procedures and celebrations that reflect those voices and are accessible to all.

- This year, learning opportunities will become more **ACCESSIBLE** by: **building capacity in Teulon Collegiate's teachers to create an inclusive school environment that allows every student opportunity to learn and succeed with their peers.**
- This year, learning opportunities will become more **EQUITABLE** by: **eliminating biases and barriers that may impact student growth and learning.**
- This year, learning opportunities will become more **RESPONSIVE** by: **changing assessment practices to be triangulated and include more regular feedback.**

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: Teulon Collegiate has 33% of students on one or more student plans. It is our belief that students learn best in different ways and strong classroom communities require collaboration to help teachers design inclusive learning opportunities.

- **School Goal for ACCESSIBILITY:** to build capacity in Teulon Collegiate’s teachers to create an inclusive school environment that allows every student opportunity to learn and succeed with their peers.

Evidence used to determine our school goal for ACCESSIBILITY: classroom observations, student and parent feedback, Power School data

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

1: co-teaching and modeling to provide teachers with more tier one intervention strategies to differentiate instruction and assessment.

2: sharing of strategies/ideas to make curriculum accessible to all 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 Build a comprehensive list of tier 1 strategies that teachers can use in their classrooms as part of best teaching practices. Produce a recording form to be used regularly by teachers to document strategies tried and timelines.	SST/Classroom teachers	September 2024 and ongoing	Admin and SST observations SST conversations with teachers	Admin and SST observations SST conversations with teachers
1.2 Learning Support and Admin. will work with a selection of staff to model and co-teach to build capacity for differentiating instruction and assessments	Kristin, Chelsea, and Amber	Starting in September 2024 and ongoing all year	Admin and SST observations	Teacher feedback, SST observations, student surveys
2.1: meet with teachers in small groups to share ways that they have used to make their curriculum accessible to all.	Kristin/Chelsea to facilitate All teachers to participate	October, January, March, May	Teacher feedback	Teacher feedback
2.2:				

EQUITABLE

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

Why EQUITY matters to our school: We believe that all students in Teulon Collegiate’s diverse population (both socioeconomical and cultural) deserve to see themselves represented positively in their learning community.

School Goal for EQUITY: to eliminate biases and barriers that may impact student growth and learning.

Evidence used to determine our school goal for EQUITY: Our School Survey, conversations with students, participation and engagement, and attendance

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

1: Formation of a committee to focus on ensuring that every learner is valued and authentically represented in their education.

2: Examine current policies and procedures of Teulon Collegiate to determine their fairness and equity (Discipline practices, assessment practices, and how and what we celebrate and assemble for.

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 to audit procedures and practices currently used at TCI to ensure that we have eliminated biases and barriers. (discipline practices, assessment practices)	Chelsea and Kristin (committee)	September 2024 and ongoing through the year	Number and category of suspensions (previous years), attendance (previous years), previous Our School Survey data	This year’s: number and category of suspensions, attendance data, our school survey data
1.2 to examine and identify our beliefs and values as a school community to ensure that all feel valued. (staff and student voices included)	Chelsea and Kristin with student and staff voice	September 2024 and ongoing through the year	Existing beliefs and bottom lines	New beliefs and bottom lines
2.1: Use our “for learning” portion of staff meetings to share research and best practice with staff	Chelsea and Kristin	Monthly at staff meetings	Teacher feedback	Teacher feedback
2.2:				

RESPONSIVE

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

Why being RESPONSIVE matters to our school: We believe that how we create our lessons and how we teach students is just as important as what we teach. We believe that we can't respond to student's learning until student's feel that we can respond to them genuinely and feel safe in their learning community.

School Goal for being RESPONSIVE: to change assessment practices to be triangulated and include more regular feedback with an opportunity to revise.

Evidence used to determine our school goal for being RESPONSIVE: Final assessment data in comparison to term marks, conversations with students

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

1: Using a Professional Partner model within our building and/or within our Division to support teachers in their learning around providing effective feedback to students.

2: Divisional Professional Development on assessment

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 Use of pacing guides and reach back strategies in numeracy	All Math instructors	Starting in September and ongoing	Teacher feedback from the previous year Report card data	Teacher feedback from this year Report card data
1.2 Use of PD time to learn about and apply triangulated formative assessment practices in every course. (observations, conversations, and products)	All teachers	Starting in September and ongoing	Admin. Observations from last year Teacher feedback	Admin. Observations from this year Teacher feedback
2.1: Have all teachers visit another classroom at least once throughout the year and have their partner visit their classroom. These visits should focus on assessment.	All teachers	Starting in September and ongoing	Teacher feedback	Teacher feedback
2.2:				