

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 Elementary	Principal:	Sarah Hadfield	Date (yyyy/mm/dd):	2024/09/20
----------------	-------------------	-------------------	----------------	---------------------------	------------

Planning Process:
Who was involved in the planning process? All TES staff (at May 2024 school planning day), TES Parent Advisory Council
When will the plan be reviewed during the school year? At monthly staff meetings, specific group meetings following PLNs, Detailed review at May 20 th , 2025 School Planning Day
How will progress be shared with Students/Staff/Families during the school year? At monthly assemblies, staff meetings, TEPAC meetings, in quarterly newsletter (intentional dedication to School Plan in afternoons following PLNs throughout the year)

School Goals:
In the next three (3) school years, we want to become a school in which all learners receive the support and accommodations they need to meet their learning goals, a school that practices meaningful, purposeful inclusion, multi-level learning approaches, and provides a variety of opportunities for culturally-rich experiences. In the next three (3) school years, we want to become a school that provides a variety of opportunities for belonging and healthy living.
<ul style="list-style-type: none"> • This year, learning opportunities will become more ACCESSIBLE by: Creating physical learning spaces (indoors and outdoors) that are available to all. • This year, learning opportunities will become more EQUITABLE by: Strengthening the opportunities and support systems TES students have access to. • This year, learning opportunities will become more RESPONSIVE by: Fine-tuning our teaching practices, learning supports, and school traditions to support all students.

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 Elementary students vary widely in terms of learning styles, abilities, and experiences. Accessible classrooms and playgrounds support all students academically, socially, and emotionally. Learning environments that are accessible also promote independence, autonomy, and empathy, making our school a better place for all.

School Goal for ACCESSIBILITY: Remove barriers from work and play and ensure meaningful participation in all subject areas.

Evidence used to determine our school goal for ACCESSIBILITY: Following our May 2024 school planning day, conversations in SST meetings, and meetings with TEPAC, it is evident we are lacking in wheelchair accessible areas of our playground and in strategies for best inclusion practices. Teachers and students also reported a need for sensory-calming spaces as dysregulated behaviour patterns in the classroom are increasing.

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

1: Collaborative learning for teachers in the area of meaningful and purposeful inclusion.

2: Multi-sensory instruction and physical spaces for students to re-group, re-set, and re-join.

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: Work closely with SST and divisional clinicians to develop plans and strategies for meaningful and purposeful inclusion in core subject areas.	SST, OT, SLP, PT, SSW	By April 2025	Early Literacy Data Student Support Plan Data Photographic Evidence	Report Card Data
1.2 Form a committee that includes staff, students, and TEPAC parents to plan for a wheelchair accessible area of the playground.	Principal, Teacher Lead	November 2024	Staff and Parent Survey	Final Project
2.1: Design and create a sensory circuit for our hallways.	Principal, Teacher Lead	By April 2025	Staff Feedback	Report Card Data (Learning Behaviours)

<p>2.2: Create and provide a calming indoor space for grades 5-6 students to support co- and self- regulation and meaningful and healthy peer connections.</p>	<p>Guidance Counsellor</p>	<p>By October 2024</p>	<p>Previous Report Card Data (Learning Behaviors) Staff and Student Feedback</p>	<p>Report Card Data (Learning Behaviours)</p>
---	----------------------------	------------------------	---	---

<p style="text-align: center;">EQUITABLE</p>				
<p>High-quality learning opportunities are EQUITABLE if: Every learner is valued and authentically represented in their education.</p>				
<p>Why EQUITY matters to our school: Equity in our school will give way to resources for all students, encourage authentic involvement in school and community events, and ensure consistent opportunities and support for all students.</p>				
<p>School Goal for EQUITY: Promote equity in school support systems and a sense of belonging for all students.</p>				
<p>Evidence used to determine our school goal for EQUITY: The positive feedback we received from staff, students, parents, and community following the “Bring a Grand-Friend” days encouraged us to set actions that involve community. Beginning our work with Mamahtawisiwin, it was also apparent we have work to do regarding Indigenous ways of knowing, being, and doing. “Crews” are something teachers have wanted to try for years, and came about at our school planning day in May 2024.</p>				
<p>High leverage strategies to achieve our school goal for EQUITY include...</p>				
<p>1: Use effective questioning and collaborative learning to support a sense of belonging for Indigenous students and families.</p>				
<p>2: Use project-based learning to ensure equality in the support systems students have access to.</p>				
<p>Specific actions we will take THIS YEAR to support our high leverage strategies:</p>	<p>Who will do it:</p>	<p>When will this happen:</p>	<p>Baseline Data Source(s):</p>	<p>Summative Data Source(s):</p>
<p>1.1: Partner with Elders, knowledge keepers, Teulon Collegiate, and community members to create an outdoor space that incorporates indigenous plants, provides an outdoor space for gathering and sitting in circle, and beautifies our grounds.</p>	<p>Indigenous Ed Support Teacher TES, TCI Principals</p>	<p>October 2024 – complete garden by May 2025</p>	<p>Student and Community Feedback</p>	<p>Assessment Tools from Mamahtawisiwin document</p>

	Action Committee Members		Assessment Tools from Mamahtawisiwin document	
1.2: Learn and implement programming strategies in reading to connect content (in Mamahtawisiwin, Social Studies and Science curricula) to comprehension.	Indigenous Ed Support Teacher Literacy Support Teacher ELA Teachers in Action Committee	By February 2025	Early Literacy Assessment Data Student Work Samples Assessment Tools from Mamahtawisiwin document	Assessment Tools from Mamahtawisiwin document
2.1: Create “Crews” that consist of multi-age students and staff that meet once a month to participate in projects, activities, meals, and team-building events.	Principal, Teachers	By October 2024	Student and Teacher Feedback	School Wide Survey
2.2: Provide intergenerational connections via community involvement initiatives such as the “Human Library”, odd job squad, and bring a grand-friend days.	Principal, Teachers, TEPAC	By January 2025	Student and Parent Feedback	School Wide Survey

RESPONSIVE

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

Why being RESPONSIVE matters to our school: Responsive teaching is crucial for teacher and student success because students vary widely in their learning styles, previous knowledge, and needs.

School Goal for being RESPONSIVE: We will be responsive in our teaching: we will ensure we are listening to students, tailoring to needs, and offering students diverse ways to show what they know.

Evidence used to determine our school goal for being RESPONSIVE: There is currently a lack of evidence to show true Multi-Level Practices. Play as the antidote for dysregulation, recess conflict, and disengagement has also reduced behaviour related negative incidents last year (anecdotally) and we would like to test this with baseline and summative data collection.

High leverage strategies to achieve our school goal for being RESPONSIVE include...				
1: Differentiation of instruction and Multi-Level Learning Practices in all subject areas.				
2: Responding to reluctant and/or struggling learners through play.				
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: Form a in-school committee consisting of teachers interested in studying and implementing Multi-Level Learning.	Principal, Learning Support Teacher	November 2024	Report Card Data Student Work Samples Student Support Plans	Report Card Data
1.2 Collect class and school-based data on each student's strengths and learning preferences to create project-based learning in at least one (1) classroom.	Teacher, School Support Team	By April 2025	Class and Student Discussions Student Work Samples Student Support Plans	Report Card Data Final Project Samples
2.1: Create a play-cart that can be used by all classes.	Principal, Guidance Counsellor	By October 2024	Behaviour and Recess Incident Data	Report Card Data (Learning Behaviours)
2.2: Add tables and chairs for small people on playground, construct outdoor play areas such as kitchens, a playhouse, and/or gazebo.	Principal, TEPAC, Member of Action Committee	By June 2025	Behaviour and Recess Incident Data	Report Card Data (Learning Behaviours)