

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:	Warren Elementary School	Principal:	Morag Ivany	Date (yyyy/mm/dd):	2024/10/22
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Planning Process:
Who was involved in the planning process? Professional Staff, Support Staff, WEPAC, families, students
When will the plan be reviewed during the school year? Beginning of school year, reviewed at end of each term at staff in-services, in-depth reflection at May school-planning in-service
How will progress be shared with Students/Staff/Families during the school year? Monthly reflections from principal, Weekly emails from principal, Community Report, WEPAC Meetings
School Goals:
In the next three (3) school years, we want to become a school that has developed and grown in the areas of accessibility, equity, and responsiveness by expanding our competency with technology, by further developing the physical features inside and outside of the school , and by building our sense of community with resources and materials that celebrate diverse perspectives.
<ul style="list-style-type: none"> • This year, learning opportunities will become more ACCESSIBLE by: Supporting each learner so that they can learn in their own way and in their own time by incorporating technology appropriately and enhancing the physical features of our school environment to meet the needs of all students. • This year, learning opportunities will become more EQUITABLE by: Ensuring that every student feels valued and authentically represented in their education by not only continuing to develop our sense of school community, but also by reaching out further to connect and build relationships with the greater community. • This year, learning opportunities will become more RESPONSIVE by: Providing opportunities for every learner to experience relevant and responsive curriculum and programming by enhancing the variety of materials and resources available to all students, while also incorporating knowledge learned from diverse perspectives.

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:

- At WES we believe that all students have the right to receive their education in a manner that is accessible for all learning styles. We believe that by providing access to learning through the use of technology and by creating spaces that support all learners, we are increasing opportunities for all students to fully participate and to be engaged in their educational experience.

School Goal for ACCESSIBILITY:

- To develop staff knowledge of available technology that will support all learners and to enhance the physical layout of our school environment to meet the diverse needs of our student population.

Evidence used to determine our school goal for ACCESSIBILITY:

- Lack of confidence/knowledge of available learning apps in Early Years classrooms
- High level of interest in Middle Years technology project, however staff would benefit from guidance of an expert to create.
- Outdoor learning space requires attention in order to maximize potential use by all classrooms.
- Students with sensory needs would benefit from having more features in the school that would support their needs

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

1: Increase Staff Knowledge of Available Technology

2: Dedicate a Team to Research and Design Specific Physical Features of the School

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):
<p>1.1: Dedicated team of teachers (EY) will research and pilot specific learning apps for numeracy and literacy and implement as part of their learning plans.</p>	<ul style="list-style-type: none"> - Tech Team - Classroom Teachers - Learning Support 	<ul style="list-style-type: none"> - Research during dedicated time Nov. 08 - Implemented by Dec. 2024 - Additional research during dedicated in-service time. 	<ul style="list-style-type: none"> - Initial survey of classroom teachers/specialists 	<ul style="list-style-type: none"> - Reflective survey of classroom teachers/specialists - Admin observation of EY classroom lessons (skills learned)
<p>1.2: School-Wide Technology-based project with guidance from an expert - Artist in Schools</p>	<ul style="list-style-type: none"> - Admin - Staff - Students - Partnership with WCI 	<ul style="list-style-type: none"> - April-May 2025 	<ul style="list-style-type: none"> - Staff discussion - WEPAC discussion 	<ul style="list-style-type: none"> - Conversation with MY students (engagement) - Demonstration of completed project (skills learned)
<p>2.1: Revamp and enhance existing Outdoor Learning structures for classroom teachers to implement in learning plans.</p>	<ul style="list-style-type: none"> - MY Staff - MY Students - Admin - SST 	<ul style="list-style-type: none"> - Plan created Apr. 2024 - Implemented May, 2025 	<ul style="list-style-type: none"> - Lack of use in learning space - Staff discussion - Community observations 	<ul style="list-style-type: none"> - Increased use of learning space - Teachers share lesson plans specific to that space
<p>2.2: Design and Create our own nature-themed Sensory Path, with support from Divisional OT, to implement in our K-2 Hallway.</p>	<ul style="list-style-type: none"> - Admin - SST - Admin Asst - OT for support 	<ul style="list-style-type: none"> - Research and Design complete by Jan. 2025 - Order placed with company to create vinyl pieces by Mar. 2025 - Install of Path during summer of 2025. 	<ul style="list-style-type: none"> - Observation of current school hallways - Research supporting use of sensory paths in meeting student needs. 	<ul style="list-style-type: none"> - Successful use of sensory path in both structured and unstructured events. - Student feedback - Observations of Learning Support and OT

EQUITABLE

High-quality learning opportunities are EQUITABLE if:

- Every learner is valued and authentically represented in their education.

Why EQUITY matters to our school:

- At WES we believe that every student will find a sense of belonging and inclusion if we create equitable opportunities for each of them to be a part of our community.

School Goal for EQUITY:

- To build relationships within our school community and to make connections to the greater community.

Evidence used to determine our school goal for EQUITY:

- Students shared that they enjoyed opportunities for whole-school activities.
- Felt that it created a sense of “togetherness” throughout the building.
- Open House and first term progress conversations are often only time we see families to connect with them, wanted to create more opportunities.
- Staff wanted families to feel that they had more opportunities to be heard and informed, to strengthen and support communication between school and home.

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

1: Increase opportunity for student leadership and voice while participating in team-building activities.

2: Provide opportunities for families to connect and share their knowledge and experiences with the school community.

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):
<p>1.1: Dedicated team of teachers will organize House Teams, comprised of students from kindergarten to Grade 8, who will remain in these teams throughout future school years, participating in whole-school team-building activities bi-monthly.</p>	<ul style="list-style-type: none"> - Classroom Teachers - SST - Admin - Students 	<ul style="list-style-type: none"> - At specific events throughout the school year, beginning with Halloween Activities on Oct.31 	<ul style="list-style-type: none"> - High level of engagement in previous whole-school team events. - MY looking for opportunities as leaders 	<ul style="list-style-type: none"> - End of year student engagement survey - Teacher observation of engagement - Discussions with families.
<p>1.2: Classrooms will be involved in bi-monthly Whole-School Assemblies, supporting one assembly each throughout the school year.</p>	<ul style="list-style-type: none"> - Admin - SST - Classroom Teachers - Students 	<ul style="list-style-type: none"> - At specific dates of importance throughout the school year, beginning with Truth & Reconciliation on Sept. 26 	<ul style="list-style-type: none"> - Student/Teacher feedback from previous assemblies 	<ul style="list-style-type: none"> - End of year student engagement survey - Teacher observation of engagement - Discussions with families.
<p>2.1: Invitation will be shared to specific events to families and extended families throughout the school year.</p>	<ul style="list-style-type: none"> - Classroom Teachers 	<ul style="list-style-type: none"> - At specific events during the school year, beginning with Terry Fox Run on Sept. 20. 	<ul style="list-style-type: none"> - Conversations with community members/families - Welcome back family survey - WEPAC 	<ul style="list-style-type: none"> - End of year family survey - Reflective survey of classroom teachers
<p>2.2: Classrooms will return to Student-Led format for Parent-Teacher Conferences, intentionally providing opportunities for increased family engagement.</p>	<ul style="list-style-type: none"> - Classroom Teachers - Students 	<ul style="list-style-type: none"> - Oct. 2024 - Feb. 2025 	<ul style="list-style-type: none"> - Observations from 2023/2024 progress conversations - Discussions with families 	<ul style="list-style-type: none"> - Conversations with students - End of year family survey

RESPONSIVE

High-quality learning opportunities are RESPONSIVE if:

- Every learner is provided the opportunity to experience relevant and responsive curriculum and programming.

Why being RESPONSIVE matters to our school:

- At WES we believe that we must remain continuously and consistently observant of the needs of the mind, the body, and the spirit of our students and that it is our responsibility to address these needs by infusing care, sensitivity, and attention into the school environment.

School Goal for being RESPONSIVE:

- to provide not only a variety of resources and materials to meet diverse needs, but also to provide opportunities for all students to make authentic connections with nature, history, and culture.

Evidence used to determine our school goal for being RESPONSIVE:

- inventory of library/classroom reading materials indicated that many were outdated and were not culturally diverse
- classroom teachers shared that they lacked resources to meet needs of diverse learning styles.
- conversations with Indigenous Ed. support teacher indicated that there was room for growth and development when incorporating Indigenous culture throughout classrooms
- staff shared that they valued guidance and support from experts in Indigenous ways of learning.

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

1: Providing a variety of current resources and materials that meet the diverse needs of our students and families.

2: Developing staff knowledge of Indigenous Perspectives and Land-Based teachings, while seeking guidance and support from experts.

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):
<p>1.1: Researching, purchasing and implementing updated resources, including decodable texts to support K-4 literacy, manipulatives for hands-on activities, and library books.</p>	<ul style="list-style-type: none"> - Classroom Teachers - Library Clerk - SST - Admin Asst 	<ul style="list-style-type: none"> - Inventory taken in Sept/Oct 2024 - Research Nov. 2024 - Materials purchased by Dec. 31/2024 	<ul style="list-style-type: none"> - Conversations with classroom teachers - Inventory of materials in 2023/2024 school year. 	<ul style="list-style-type: none"> - Successful implementation of materials - Student engagement - Classroom teacher observations
<p>1.2: Improving our school to home communication with families by creating and sharing documents that are more visual and less text-heavy, for example, the WES Student handbook.</p>	<ul style="list-style-type: none"> - Admin - ISD tech support 	<ul style="list-style-type: none"> - Sept. 2024 (handbook) - November 2024 (school expectations) 	<ul style="list-style-type: none"> - Welcome back family survey - WEPAC 	<ul style="list-style-type: none"> - End of year family survey - Conversations with families - WEPAC
<p>2.1: Dedicated team of teachers will prioritize the learning of Indigenous Perspectives and Land-Based teachings and share knowledge gained with colleagues.</p>	<ul style="list-style-type: none"> - Classroom Teachers - Guidance Counsellor (school-based liaison) - Div. Indigenous Ed support teacher 	<ul style="list-style-type: none"> - Research during dedicated time Nov. 08 - Staff meetings - Additional research during dedicated in-service time. 	<ul style="list-style-type: none"> - Mamàhtawisiwin Framework school reflection tool. - Classroom teacher conversations - Observations of Div. Indigenous Ed support teacher 	<ul style="list-style-type: none"> - Mamàhtawisiwin Framework school reflection tool. - Classroom teacher conversations - Observations of Div. Indigenous Ed support teacher
<p>2.2: Increased opportunities to learn from experts with knowledge of Indigenous culture, including collaboration with other schools and guests such as Red River Metis Jigging.</p>	<ul style="list-style-type: none"> - Classroom Teachers - Admin - Support of Div. Indigenous Ed support teacher 	<ul style="list-style-type: none"> - Research during dedicated time Nov. 08 - Staff meetings - Additional research during dedicated in-service time. - Events will occur at specific dates/times throughout school year. 	<ul style="list-style-type: none"> - Mamàhtawisiwin Framework school reflection tool. - Classroom teacher conversations - Observations of Div. Indigenous Ed support teacher 	<ul style="list-style-type: none"> - Mamàhtawisiwin Framework school reflection tool. - Classroom teacher conversations - Observations of Div. Indigenous Ed support teacher