

Interlake School Division

School Planning Report 2022/2023

Grade K – 12

(Due to Superintendent's Department: September 26, 2022)

Name of School:	Collège Stonewall Collegiate	Name of Principal:	Jason Cassils	Date (yyyy/mm/dd):	2022/08/31
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Planning Process:
List or describe factors that influenced your focus area(s): ISD Continuous Improvement Plan, input from staff members during school planning days, input from our students
Who was involved in the planning process: Staff, students, parents
How often did your planning team meet: During the school planning day, PD days, informally with students during the year, and in PLC groups on Early Dismissal Days
What data was used in the planning process: Our School Survey, staff planning forms, staff input sheets, school PATH, data from guidance counsellors, student at-risk reports, suspension list, data from AFM counsellor, and student interviews
Other important information about the planning process:

School Focus Area(s):
Focus Area #1: Improve the mental health and well-being of our students and staff
Focus Area #2: Improve the engagement of students in school and the community
Focus Area #3: Improve the numeracy and literacy skills of our students

LITERACY

What LITERACY is: The ability, confidence and willingness to engage with language in order to acquire, construct and communicate meaning in all aspects of daily living.

Why LITERACY matters: Literate citizens are active participants in their communities and understand that each community has particular ways of acquiring, constructing and communicating meaning. Literate citizens are able to understand, think, apply, and communicate effectively in a variety of ways for a variety of purposes.

Where we are currently with LITERACY: Continuing to find ways to improve the engagement in reading activities and improve literacy skills.

What we need for:

Students:

- Increase interest in reading, support students with literacy needs, and provide engaging material.
- Provide more critical thinking opportunities in classes.
- Infuse more indigenous perspectives and teachings and improve awareness of different cultures and beliefs.

Staff:

- Provide more access to reading materials, support classroom teachers with literacy supports, and provide professional development.
- Provide time for staff to collaborate and share teaching strategies.

Community:

- Promoting our literacy initiatives in the community via different media sources.
- Working with other schools in our community to demonstrate the love of reading.

What we will do for:	Who will do it:	When will it be done:	How will we know:
Students: <ol style="list-style-type: none"> 1. Provide reading materials that are engaging based on students' interests and with a variety of perspectives. 2. Identify students in need of literacy support and provide the necessary learning support 3. Infuse more indigenous perspectives and teaching practices in school 	<ol style="list-style-type: none"> 1. Classroom teachers and Library staff 2. Staff 3. Staff (Staff focus group) 	<ol style="list-style-type: none"> 1. Throughout the year 2. Throughout the year September and October, then in February for semester 2 3. Throughout the year 	We will gather and analyze: <ul style="list-style-type: none"> • Initial Assessment Data • Provincial Assessment Data • Grade 9 Credit Acquisition Data • Report Card Data • Student Feedback on Learning Experiences

4. Improve critical thinking skills in classes	4. Teachers	4. Throughout the year	<ul style="list-style-type: none"> • Teacher Feedback on Professional Learning Experiences • Community Feedback on Learning Experiences
Staff: <ol style="list-style-type: none"> 1. Provide more reading material for teachers' classrooms and the library (including online resources) 2. Meetings with teachers to identify literacy needs 3. Professional development with colleagues from division 	<ol style="list-style-type: none"> 1. Admin, teachers and Library staff 2. Admin and teachers 3. Teachers 	<ol style="list-style-type: none"> 1. Throughout the year 2. Throughout the year 3. During PD days throughout the year 	
Community: <ol style="list-style-type: none"> 1. Promote literacy initiatives within the school 	<ol style="list-style-type: none"> 1. Admin, teachers, Promotions class, Admin Assistants 	<ol style="list-style-type: none"> 1. Throughout the year 	

NUMERACY

What NUMERACY is: Numeracy is the ability, confidence, and willingness to engage with quantitative or spatial information to make reasoned decisions in all aspects of daily living.

Why NUMERACY matters: Numerate citizens are active participants in their communities and think critically about the challenges facing each community. Numerate citizens successfully apply mathematical concepts and strategies with thoughtful perseverance to address issues in society and the natural world.

Where we are currently with NUMERACY: Continuing to find ways to improve student engagement in math and improve numeracy skills.

What we need for:

Students:

- Provide students more opportunities to improve their numeracy skills in an engaging manner.
- Improve the abilities for students to problem solve and think critically about math problems.

Staff:

- Provide staff time to work together to share ways that are working in their classes to improve numeracy skills.

Community:

- Share numeracy websites and links so that parents/guardians can help support students in math.

What we will do for:

Who will do it:

When will it be done:

How will we know:

Students:

1. Provide students more time to talk math with each other in class and work together to solve problems (thinking classroom)
2. Designate a resource block to provide support for students in grades 9-12 math classes to access help
3. Provide more opportunities for students to practice mental math strategies
4. Provide numeracy activities to make math more relevant

1. Teachers
2. R. Brewster
3. Teachers
4. Teachers

1. Throughout the year
2. At lunch and in period 3 throughout the year
3. Throughout the year
4. Throughout the year

We will gather and analyze:

- Initial Assessment Data
- Provincial Assessment Data
- Grade 9 Credit Acquisition Data
- Report Card Data
- Student Feedback on Learning Experiences
- Teacher Feedback on Professional Learning Experiences
- Community Feedback on Learning Experiences

Staff:

1. Provide PD opportunities for staff to collaborate and use the resources from Peter Liljedahl on the Thinking Classroom

1. Math teachers at

1. Throughout the year
2. Throughout the year

<p>2. Create opportunities for math teachers to share ways that they are improving mental math skills and making math more relevant</p>	<p>Divisional PD</p> <p>2. Math teachers</p>		
<p>Community:</p> <p>1. Provide families with math resource links on our website</p>	<p>1. Admin and R. Brewster</p>	<p>Beginning of the year and continued throughout the year</p>	

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): Following the pandemic, our students and staff require a focus on improving mental health and wellness and engaging in more activities.

What we need for:

Students:

- Provide mental health and wellness supports for students, provide appropriate recovery learning plans for students in need, and improve our students’ sense of belonging.

Staff:

- Provide staff wellness supports and improve teacher efficacy.

Community:

- Provide communication for parents and community on school wellness initiatives.
- Provide more opportunities for our staff and students to work with and support community groups.

What we will do for:

Who will do it:

When will it be done:

How will we know:

Students:

1. Increase awareness of mental health supports in the classrooms
2. Providing more opportunities for students to participate in school activities
3. Provide opportunities for students to engage in community ventures
4. Provide mental health supports for our students through Project 11

1. Student Support Team
2. Staff, leadership team, promotions class, and student groups
3. Staff
4. Staff

1. September
2. Throughout the year
3. Throughout the year
4. Throughout the year

We will gather and analyze:

- Attendance Data
- Report Card Data
- Grade 9 Credit Acquisition Data
- Grade 12 Graduation Data
- School-Based Support Plan Data
- Student Feedback on Learning Experiences
- Staff Feedback on Professional Learning Experiences
- Community Feedback on Learning Experiences

Staff: <ol style="list-style-type: none"> 1. Improve staff presence in the hallway to create a positive school environment 2. Enhance the relationships between students and staff through classroom activities 5. Minimizing the number of students in the hallways during class time 6. Promoting student work 7. Providing professional development to staff on Project 11. 	<ol style="list-style-type: none"> 1. Staff 2. Admin 3. Staff 4. Staff 	<ol style="list-style-type: none"> 1. Throughout the year 2. Throughout the year 3. Throughout the year 4. Throughout the year 	
Community: <ol style="list-style-type: none"> 1. Provide parent information group meetings 2. Provide more communication to families and community 3. Increase student and staff involvement in community ventures 	<ol style="list-style-type: none"> 1. Admin 2. Staff 3. Staff, leadership team, promotions class, and school groups 	<ol style="list-style-type: none"> 1. Every two months throughout the year 2. Every month 3. Throughout the year 	