

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:	Collège Stonewall Collegiate	Principal:	Jason Cassils	Date (yyyy/mm/dd):	2024/09/20
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Planning Process:

Who was involved in the planning process? CSC Admin, teachers, support staff and students

When will the plan be reviewed during the school year? November, February and April

How will progress be shared with Students/Staff/Families during the school year? CSC Update emails, Parent Information Group, Leadership Team meetings and staff meetings

School Goals:

In the next **three (3)** school years, we want to become a school that continues to work collaboratively to program for all learners and be responsive to their varying needs.

- This year, learning opportunities will become more **ACCESSIBLE** by: meeting the needs of all learners through a variety of teaching methods
- This year, learning opportunities will become more **EQUITABLE** by: providing a variety of ways for students to learn and be assessed
- This year, learning opportunities will become more **RESPONSIVE** by: constantly assessing where students are at to program effectively

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: Every student deserves confidence in their ability to learn, recognizing that multiple paths can lead to success.

School Goal for ACCESSIBILITY: Develop diverse strategies for student success and ensure clear communication of our efforts.

Evidence used to determine our school goal for ACCESSIBILITY: Brightspace accounts, CSC Updates, Subject Area PD Group summaries, gradebook data, student surveys/interviews and parent surveys

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

1: Utilize technology platforms to transparently communicate learning intentions with students, families, and the community ensuring everyone is informed and engaged.

2: Provide a variety of entry points for different types of learners to ensure that lessons and assessments are inclusive and adaptable to diverse learning needs.

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: Utilize technology platforms like Brightspace, Office 365, French Immersion software, and CSC Updates to effectively communicate learning targets, share notes for flexible access, and maintain consistent home communication.	Teachers and Admin	<p>Brightspace – daily starting September 20, 2024</p> <p>Office 365 – All students access Office 365 on laptops and at home</p> <p>French Immersion software regularly used in classes throughout the semester</p> <p>CSC Updates – monthly</p>	<p>Teacher Brightspace accounts Surveys – How are you using it and how do you plan to increase use in the future.</p> <p>Student survey in October – Determine the impacts of Brightspace on their learning, frequency of use of Brightspace and Office 365 and other technology platforms used in classes</p>	<p>Review Brightspace accounts and do another survey with teachers in May to see what content teachers have added and how they think this is helping student learning</p> <p>Student survey in May on the effects of Brightspace on their learning, frequency of use of Brightspace and Office 365</p> <p>Parent survey(s) and PIG meeting feedback</p>

<p>2.1: Provide in-school PD opportunities for subject area groups to develop a variety of ways to assess student learning for diverse learning needs.</p>	<p>Admin, Teachers and Divisional Supports</p>	<p>Each Subject-Area group will participate in one session in each semester along with opportunities during PD Days with the focus on improving assessment methods in their classes,</p>	<p>2023-2024 Assessment Plans</p> <p>Teacher survey in October to determine what formative and summative assessment methods are used in classes.</p> <p>Gradebook entry data</p>	<p>2024-2025 Assessment Plans</p> <p>Admin classroom visit summaries</p> <p>Subject-Area Group meeting summaries (online forms completed)</p> <p>Gradebook entries</p> <p>Gradebook data – comparing current grades to grades prior to assessment changes</p>
<p>2.2: Collaborate with students to enhance their engagement and self-direction in learning by piloting the MyBlueprint program, thereby supporting personalized educational pathways.</p>	<p>Teachers and Support Staff and BluePrint Staff</p>	<p>Grade 12 – Semester 1 Pilot Grade 12 Essentials Math – Career Life Project Grade 11 – Semester 2 Course Selection Pilot Grade 10 – WEX course S1 and S2</p>	<p>PowerSchool data</p> <p>Classroom visits (see what choice is provided in lessons)</p> <p>Course selection data from 2023-2024</p>	<p>MyBluePrint data in May – Number of students accessing this program</p> <p>Course change data (how many changes were made next year)</p> <p>Classroom visit summaries</p> <p>Parent/student survey(s) on effectiveness of MyBlueprint</p>

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 every learner in our school needs to feel a sense of belonging and see themselves in their learning.

School Goal for EQUITY: Create a safe and inclusive school environment where students feel a sense of belonging and see themselves reflected in their education.

Evidence used to determine our school goal for EQUITY: School activity participation numbers, student interviews/surveys, field trip data, teacher interviews/surveys, Our School Survey Data, and gradebook data

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

1: Develop activities to foster an inclusive learning environment for students and staff.

2: Integrate learning with students' lives, interests and community connections.

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: Facilitate high-impact school-wide initiatives that cultivate a positive and inclusive school culture.</p>	<p>CSC Staff, Leadership Team, Divisional Indigenous Lead Teacher</p>	<p>Spirit Weeks / Gym Riots – Every 2 months</p> <p>School events that involve community every 2-3 months (Evening of Excellence, concerts, and charity events.)</p> <p>Daily announcements and school promotions from our promotions and business classes</p> <p>Indigenous cultural activities at least once in each semester</p>	<p>Number of school events last year with participation numbers</p> <p>Our School Survey results</p>	<p>Number of school events this year with participation numbers</p> <p>Our School Survey results at the end of the year</p> <p>Student surveys on the impact of activities and groups in school.</p> <p>Feedback from parent surveys and PIG meeting</p>

		Guidance programs, school clubs and groups offering a variety of options for students to belong to.		
1.2 Establish a transparent recognition system that highlights diverse achievements amongst all groups.	CSC School, Students, Leadership Team	<p>Daily Announcements</p> <p>Monthly staff meetings where we highlight achievements</p> <p>Monthly CSC update emails</p> <p>Bulletin board updates monthly</p> <p>Highlighting achievements on the CSC website</p>	<p>Bulletin board displays</p> <p>2023-2024 CSC Update data</p> <p>Our School Survey data</p>	<p>Staff meeting agendas – opportunities to share achievements</p> <p>Bulletin boards pictures and review at the end of the year.</p> <p>Number of CSC Updates</p> <p>Student Survey/Our School Survey data on the impact of sharing achievements compared to last year</p>
2.1: Collaborate with the school community to offer impactful connections with role models, career opportunities (guest speakers), French language experiences, and Indigenous leaders.	Teachers, Admin, Students, Divisional Indigenous Support	<p>Assemblies – At least twice a year</p> <p>Each classroom teacher trying to connect with an outside guest at least once during the year.</p> <p>Providing students French language opportunities in Winnipeg and surrounding areas or bringing outside guests to our school at least once a semester</p> <p>Working with our divisional Indigenous supports to meet with Indigenous leaders or bring them</p>	<p>2023-2024 Presenter data</p> <p>Review field trip data from 2023-2024</p> <p>Teacher survey to see how many times students in their classes were connected to these experiences last year.</p>	<p>2024-2025 Presenter data and feedback</p> <p>Our School Survey feedback</p> <p>Review field trip data from this year</p> <p>Teacher survey to see how many times students in their classes were connected to these experiences this year.</p>

		in to share with our students and staff at least twice a semester.		
2.2: Design impactful opportunities for students to connect learning beyond the classroom through field trips, walking tours, outdoor education, and Indigenous education.	Teachers, Admin and Divisional Indigenous Support	Provide students enriching learning opportunities multiple times during the school year through different course or school learning activities and events.	2023-2024 Field Trip data Mamàhtawisiwin document review with staff in November Staff survey in October to identify what opportunities were provided to their students in the 2023-2024 school year	2024-2025 Field Trip data Mamàhtawisiwin document review with staff at the end of the year. Our school survey or student survey results on connecting learning beyond the classroom

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 in designing effective programs tailored to our students' diverse learning needs.

School Goal for being RESPONSIVE: Develop engaging and adaptive classroom environments best suited to student needs.

Evidence used to determine our school goal for being RESPONSIVE: Classroom visits, meetings with teachers, Our School Survey Data, student surveys, summaries from Subject-Area PD sessions, gradebook/report card data, attendance data, and parent surveys/interviews

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

1: Utilize assessment tools and pacing guides to strategically guide next steps in classrooms.

2: Translate learning opportunities into impactful real-life applications.

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: Facilitate targeted Subject-Area PD sessions to refine assessment methods and pacing guides, ensuring student progress tracking and next steps planning.</p>	<p>Admin, Teachers and Divisional Lead Teachers and Supports</p>	<p>Once in each semester along with time during PD days</p> <p>Math teachers will be reviewing their Pacing Guides monthly</p>	<p>Number of meetings and meeting minutes from 2023/2024 PD sessions</p> <p>Teacher survey – what they are using for assessment tools and methods currently and what outcomes they have not completed in previous years</p> <p>2023-2024 Math grades and gradebook entries – track student cohorts and course to course data</p>	<p>Number of Subject-Area meetings and meeting minutes from 2024/2025 PD sessions</p> <p>Teacher surveys in May- How have their teaching practices changed after these PD opportunities</p> <p>2024-2025 Math Grades and gradebook entries – track student cohorts and course to course data</p>

			<p>Gradebook entries</p> <p>Student attendance data</p> <p>Use 2023-2024 NAP results to compare this year's and to track students grades in Grade 10 Math.</p>	<p>Teachers – Formative and summative assessment data</p> <p>Gradebook entries</p> <p>Student Attendance data</p> <p>NAP final assessment data</p>
<p>1.2 Guide impactful lesson planning during divisional PD sessions to directly enhance classroom instruction.</p>	<p>Teachers, Admin, Divisional Lead Teachers and Supports</p>	<p>During Divisional PD days and in Subject-Area meetings (4 x year)</p>	<p>Have teachers review current lesson plans and complete a survey in October stating what they currently have in their lesson plans</p> <p>Student surveys on engagement in classes and understanding using Our School Survey results</p>	<p>New lesson plans and feedback from classroom trials</p> <p>Student surveys on engagement in classes and understanding using Our School Survey results at the end of the year</p> <p>Review gradebook data at the end of the year and compare grades from Q1 to Q2 and Q3 to Q4</p> <p>Classroom visits and teacher meetings</p>
<p>2.1: Integrate classroom activities with real-world events for impactful learning experiences.</p>	<p>Teachers, Support Staff, Community members,</p>	<p>During classes throughout the year</p>	<p>Teacher Survey - Connections made during classes in 2023/2024</p>	<p>Teacher Survey - Connections made during classes in 2024/2025</p>

	Indigenous and cultural leaders		<p>2023/2024 field trips</p> <p>Classroom observations and displays</p> <p>Student surveys – what graduates last year attended post-secondary or joined the workforce. Identify the various programs or types of careers</p>	<p>2024/2025 field trip data</p> <p>Classroom observations and displays</p> <p>Student surveys and Ours School Data Surveys in May.</p> <p>Survey current Grade 12's and find out how many are pursuing post-secondary and how many are joining the workforce (and the types of programs and careers)</p> <p>Parent surveys/interviews along with PIG meeting feedback</p>
<p>2.2: Develop initiatives in the classroom that spark student curiosity and foster collaboration, effectively preparing them for future careers or post-secondary studies.</p>	Teachers and Support Staff	<p>Critical Thinking activities during classes in each semester</p> <p>Use real-life examples to spark interests and curiosity in students multiple times in a semester</p>	<p>Classroom observations</p> <p>Subject-Area Groups summaries from last year</p> <p>Our School Survey data from last year</p> <p>Attendance data</p>	<p>Classroom observations</p> <p>Subject-Area Group PD summaries at the end of the year</p> <p>Attendance data</p>