

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 Collegiate	Principal:	Tyler Oliver	Date (yyyy/mm/dd):	2024/09/20
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Planning Process:

Who was involved in the planning process? Teachers and Educational Assistants

When will the plan be reviewed during the school year? Plan will be reviewed at each quarter

How will progress be shared with Students/Staff/Families during the school year?

We are planning on having monthly newsletters to families. Progress will be shared at staff meetings.

School Goals:

In the next **three (3)** school years, we want to become a school that:

This year, learning opportunities will become more **ACCESSIBLE** by: All teachers implement at least three accessible assessment or evaluations strategies. A majority of students see themselves in their evaluation.

This year, learning opportunities will become more **EQUITABLE** by: Implement at least three equity proposals from student focus group.

This year, learning opportunities will become more **RESPONSIVE** by: All teachers consistently use differentiated instruction strategies.

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: Warren Collegiate believes that all students have the ability find success in their learning through accessible assessment and evaluation practices.

School Goal for ACCESSIBILITY: All teachers implement at least three accessible assessment or evaluations strategies. A majority of students see themselves in their evaluation.

Evidence used to determine our school goal for ACCESSIBILITY: Percent of teachers implementing identified accessible assessment and evaluation strategies. Student survey on assessment practices (baseline and EOY)

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

1: Educate teachers on accessible and evaluation practices and require implementation.

2: Monitor assessment practices with student feedback.

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: Teachers attend professional development of accessible assessment and evaluation practices.	Teachers.	Division PD Days.	Attendance Sheets	Attendance Sheets
1.2 Create a list of accessible assessment and evaluation practices.	School Leadership and staff.	October.		List is posted.
1.3: Each semester, teachers consistently use at least three accessible assessment practices found on the list.	Teachers.	Ongoing.	Staff survey. Principal observation start-of-year.	Staff survey. Principal observation end of year.
2.1: A survey to determine student perceptions of the correlation between assessment and evaluation co-created with students and then implemented.	Student leadership. School Leadership.	November and ongoing.	Mid-year survey.	End of year survey.

EQUITABLE

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

Why EQUITY matters to our school: As a school with a diverse population, our students want to see themselves in their learning, to be represented in what is happening in our learning environments.

School Goal for EQUITY: Implement at least three equity proposals from student focus group.

Evidence used to determine our school goal for EQUITY: Student focus group ideas are considered regularly at staff meetings and implemented as appropriate and as possible.

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

1: Implement a student focus group on curriculum relevance whose ideas are considered and acted upon as appropriate.

2: Bring ideas from the student focus group to staff meetings.

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: Student focus group is created and meets regularly.	Student leadership and select students.	Quarterly	Focus group interim reports	Focus group final report
1.2: Suggestions of the focus group are brought back to staff meetings for consideration and possible implementation.				List of implemented suggestions.
1.3 Measure student wellbeing through OurSchool Survey.	Students	November and May	Wellbeing measure	Wellbeing measure

RESPONSIVE

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

Why being RESPONSIVE matters to our school: As a high school, we are responsible for equipping our students with skills that will support their success. Students need to see themselves in their learning to find belonging which matters to the staff of Warren Collegiate.

School Goal for being RESPONSIVE: All teachers consistently use differentiated instruction strategies.

Evidence used to determine our school goal for being RESPONSIVE: Percentage of teachers using identified Differentiated Instruction strategies.

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

1: Inform and educate teachers of differentiated instruction practices.

2: Require teachers to implement differentiated instruction practices.

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: Create a list of high-leverage differentiated instruction practices.	School leadership and staff.	September		List is posted.
1.2: Monitor the use of differentiated instruction in classroom.	School leadership	Ongoing	Observational checklists.	Summary of observations.
2.1: Create grade profiles including differentiated instruction strategies for the grade.	School staff.	September and June	June profile	September profile