

**SCHOOL PLAN 2023-24**

FOCUS OF IMPROVEMENT (complete by Oct. 13)				ROLES AND RESPONSIBILITIES (complete by Oct. 13)		COMMUNICATING SUCCESS (complete by June 28)			
Identify Action Area	Broad Area of Focus	Desired Student Products and Performance	Required Student Knowledge, Skills, and Dispositions	Desired Teacher/Team Products and Performance	Required Teacher/Team Knowledge and Disposition (Teacher's individual learning)	Broad Area of Focus	Desired Student Products and Performance	Desired Teacher/Team Products and Performance	Anticipated Next Steps
Using evidence, the school identifies an action area related to the Strategic Plan focus areas. "Evidence of X tells us Y".	The school determines its goal(s) and outlines the "why" behind the goal. Goals are developed with <b>student learning</b> as the focus. "Because we know Y, we hope to improve Z (goal)".	The school: 1. determines the specific outcome it seeks for <b>students</b> . 2. highlights the evidence (formative & summative) that will guide in determining if students are improving (e.g., high quality common tasks, conversations, observations, products)? 3. confirms when this evidence will be analyzed & interpreted. The evidence of X informs on the progress	The school determines the learning required for the <b>student</b> to achieve the outcome. What does it look like/ sound like/ feel like?	The school: 1. determines what fresh approaches, strategies, practices <b>teachers/teams</b> will try/apply that will impact student learning. Chosen approaches should be informed by research. 2. develops plans of action in an inquiry process.	The school determines the learning required for the <b>teacher/team</b> to implement the plan of action. What does the <b>teacher/team</b> learning look like/ sound like/ feel like?	What did the school hope to improve?	How did the <b>learners</b> do in relation to the specific outcome the school set out to improve? What evidence was used and what story does it tell? "Evidence of X tells us Y"	How did the <b>teachers/team</b> do in trying/applying fresh approaches? What evidence was used and what story does it tell? "Evidence of X tells us Y"	How the school will respond to the results and why.
Social and emotional skills	Increase student confidence to take risks (help with French language proficiency), use of co-regulation to teach self-regulation, increase resiliency, build problem solving skills, increase critical thinking, building empathy	That students will be comfortable in taking risks in class, learning from mistakes, growth mindset, speaking French and accepting that making mistakes is how we improve which is learning. Students will learn how to regulate themselves by increasing their ability to calm their mind and regulate in reading, writing, and speaking. Students will be more engaged in reading, writing and speaking in French and in English. Students will be more willing to participate in classroom activities they were less willing to participate in.	Learning required for the student looks like: students	Teachers and Teams will: co-teach lessons focused on mindfulness, introspective strategies, and self-regulation. As a result, teachers will	The teacher/team meet during their CAP time to review the impact of co-teaching, student leadership and how it impacts student learning				
Literacy foundations in both French and English to increase writing, speaking, and reading in both languages	Promote a strong foundation of language skills at an early level		This sounds like students speaking in French	Teachers/Teams are using UFLI when teach	Collaboration, time to meet to plan, implement, and revise. Teachers discuss what has/has not worked to inform their next steps.				
Representation of mathematical thinking	To build students' confidence and understanding of mathematical concepts to promote a deeper understanding and comprehension of math	Students will be able demonstrate Math concepts in a variety of ways wh	Students have math manipulatives available	Teachers/teams will determine the key conc	Teachers to meet with Lisa Page during CAP times (when needed) to review the school goals, assess where teachers and students are at, and to check-in. Teachers have time designated to				
Using continuums in literacy and numeracy to assess where students are and to monitor progress	To ensure all teachers on staff have a solid understanding of what is expected at each grade level and using exemplars to use as a guide. This will be	Students will be able to have a specific understanding of what they are a	Students feel comfortable to share their work	Teachers/Teams are using UFLI when teach	Collaboration, time to meet to plan, implement, and revise. Teachers discuss what has/has not worked to inform their next steps.				

PROFESSIONAL DEVELOPMENT (complete by Oct. 13)		
PD Plans and Dates (2023-24):	Professional Learning Goal/ Outcome	Reflection (to be completed by June 28): What was the learning Feedback: What is Needed Next?
October - writing samples and writing continuum. November - Student self-efficacy, increasing student confidence. December - North-Star to work with staff on student writing samples focused on Bison	Teachers feel comfortable implementing common mental health strategies. Teachers feel supported to teach all learners in their classrooms. Staff are united in school goals and how we are going to meet them for student learning.	
Each teacher has chosen PD for MTS PD Day that suits their needs in their classrooms.		