



2024-2025 SCHOOL PLAN

This is a working document that will evolve to address the changes and growth within our community.

School Priorities

Literacy and Numeracy

Education for Sustainable Development

Indigenous Education

LITERACY AND NUMERACY

Our goal is to strengthen all students' literacy and numeracy skills. Teachers will practice on-going assessment to monitor students' progress and plan their instruction appropriately to meet the learning needs for each student. Students' strengths will be honored and fostered to support their growth and unique qualities.

Action Plan:

Literacy

- Story books and novels with a focus on the cultures of the Indigenous peoples of Canada as well as the diverse cultures in Canada will be intentionally used in classrooms. We will continue to collect books on the topics of anti-racism and make them visible in all the classrooms and the school library. Storybooks written in languages other than English and French will be added to our classroom and school library. Story telling will be reinforced as a critical component of literacy. Ojibwe language phrases commonly used in our school routines will be used school wide.
- All students will continue to strengthen their Digital Citizenship- as contributors and not only consumers of knowledge through technology.

Numeracy

- We will continue to use 'Open Questions' for Rich Math Lessons in classrooms to engage students in rich mathematical thinking. We will continue exploring JumpMath with the help of Liz Barrett.
- Students will continue to explore and engage in multimodal mathematical learning experiences including math in our environment and hands-on activities.
- Assessment and collecting data will help guide our literacy and numeracy instruction and students' learning.

Professional Development and Teacher Collaboration and Dialogue:

- Teachers will continue to engage in Professional Development and Dialogue with a focus on the new ELA curriculum and practice teaching critical thinking skills. Teachers will engage in literacy conversations during Teacher Talk Time.
- Teachers will review and use specific math assessments for children at different developmental ages/grade levels – (focusing on the counting principles) to guide instruction planning.

EDUCATION FOR SUSTAINABLE DEVELOPMENT

We are committed to promoting a welcoming, safe and caring environment. Staff, students and families will continue to strive to maintain continuous learning and practice healthy living habits. We foster diversity, inclusion and celebrate cultural differences. We strongly promote the awareness of protecting the earth and its environment.

Action plan:

- The Indigenous phrase, “Mino Pimatisiwin” (Living a Good Life) will guide our day-to-day life at school, and it will be reflected in classroom instruction, students’ learning, and their wellbeing.
- We will learn and get an understanding of what “Mino Pimatisiwin” means for staff and students reinforcing the Seven Sacred Teachings as a guide to ‘Living a Good Life’.
- Land based education will be focused on – delving deeper into learning from the land and teaching our students using the land as a classroom.
- Our school will continue to participate with ‘Learning for Sustainable Future Schools’ (LSFS). Classrooms will focus on a sustainable future goal outlined by United Nations, and build strong partnerships within our community to work together toward a specific goal (example, Clean water for all, No poverty, Responsible consumption and production, etc.)
- The pre-school program will continue to engage in outdoor learning in partnership with Learning for Sustainable Future Schools.
- Students will continue to learn about planting and taking care of the trees on our school grounds. Students will continue to engage in vegetable gardening. Composting/recycling will continue as a school commitment.
- Staff and students will continue to practice healthy habits like eating healthy foods, engage in our school wide physical movement, yoga, take community walks, and use zones of regulation.
- snack bowls will be provided to students throughout the year along with occasional hot lunches.
- Discussions around 2SLGBTQ will continue in all classrooms and families will be engaged through open dialogue and parent learning opportunities

Professional Development, collaboration, and teacher dialogue:

- Staff will engage in discussions around Learning for Sustainable Futures Schools during Teacher Talk Times.

INDIGENOUS EDUCATION

We are committed to learn and increase all staff's, students' and parents' understanding of Indigenous history in Canada. Indigenous perspectives and ways of knowing will be integrated into all curricula areas as we continue to work toward Reconciliation.

Action plan:

- Staff and students will continue to practice smudging on Mondays and Fridays
- Staff and students will learn and gain a deeper understanding of the land acknowledgement and go beyond **'We are on treaty one land and that we are all treaty people'**. Teachers will learn about how to develop their own land acknowledgement, class acknowledgement, and develop a meaningful school Land Acknowledgement that will be used.
- Morning announcements will include greetings in Ojibwe and Cree.
- The Medicine Wheel and the Seven Sacred teachings will continue to be our focus in the classrooms and our school community as we work toward "Mino Pimatisiwin" (Living a Good Life). Use the boards and students' written pieces on the wall in the hallway to guide daily school life and values.
- We will continue to purchase books on Indigenous perspectives and stories for both the school and classroom libraries. Power and agency in relation to the Indigenous peoples of Canada will be critically taught to our students. Books written in Indigenous languages will be added to our school and classroom libraries.
- Elders will be invited into the classrooms and community events to share their knowledge about Indigenous history and culture.
- Indigenous artists, authors will be invited to engage with staff and students in learning about Indigenous ways of knowing.
- Pow Wow club will continue. The children will participate in dancing as well as learn about the Pow Wow ceremonies.
- Indigenous perspectives will be reflected in music and gym classes
- Students and staff will learn about the four medicines – sage, sweetgrass, tobacco and cedar, that were planted in our medicine garden as well as learn about their individual medicine they use to keep them balanced – walk, exercise, yoga, breathing exercises, music, dance, etc.
- **Professional Development, collaboration, and teacher dialogue:**
- Classrooms will reinforce their land-based learning by spending time outdoors and taking field trips to Aki Centre.
- School planning will involve an elder to guide us in our work toward reconciliation.

Assessment plans:

- On-going student observation, Grade 3 Literacy/Numeracy Assessment data, anecdotal notes and student work samples/student reflections will be practiced.
- Tell Them From Me survey will be done by grade 4/5 students
- Various parent survey results will inform our practice.
- Students' Pow Wow club attendance, extra curricula student attendance
- Classroom students' social grams – showing each individual student's connectedness will be done by teachers in Fall and Spring (Classroom Profiles).