

SCHOOL REPORTING for <2023-2024> and PLANNING for <2024-2025>

Identification

Name of School Division Seven Oaks School Division	Name of School Margaret Park	Name of Principal Yolanda Czerwonka	Date (yyyy/mm/dd) 2024/09/20
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School Profile

(Complete the following using FTE as of Sept 30th.)

Number of Teachers	Number of Students 207	Grade Levels K-Gr. 5	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? Yes
What is your mission statement? We are a community of learners committed to the work of healing and reconciliation with Indigenous people and the land we live on. We acknowledge and celebrate the stories of all students and school community along with their gifts. We are committed to providing a holistic education that focuses on learning experiences that provide opportunities for generosity, belonging, mastery, and independence. At Margaret Park School, You Belong Here!			Year Revised 2021

SCHOOL REPORT for <2023-2024>

School Priorities

1. Indigenous Land Base Education and Revisiting our commitment to the Treaties
2. Whole school Writing Prompts and Learning Walk
3. Continued partnership with Jump Math and Math Minds around teaching of Numeracy
4. Specialized Learning and training to support children living with Autism
5. Sustainable Living, from Awareness to Action (whole school waste and compost audit, antiracism education and activism, outdoor experiential learning)

Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes.

Expected Outcomes

Results (status, data or anecdotal evidence). Feel free to attach file with results, if needed.

1. Increase students' abilities to learn math and demonstrated skills in numeracy and problem solving	The dedicated efforts of our teachers, our partnership with JUMP math and professional dialogue have been essential to enhancing student performance. Utilizing CAT 4 assessments we can effectively identify learning gaps. We have consistently met and surpassed both our divisional standard averages and the Canadian norm.
2. Increased student and staff understanding and responsibilities to treaties	With dedicated support and teachings from Elders together with PD opportunities students and teachers have increased their understanding and responsibility to treaties which is evident in their everyday teaching and is visible around the school. Individual classrooms have also participated making their own classroom Treaties as well as writing individual land acknowledgments.
3. Use of Mamahtawisiwin: The Wonder We Are Born With – An Indigenous Education Policy Framework	Teachers participated in a self evaluations/a scan of where they and their students are at and have utilized this document and resources to move them along the path of teaching and learning.

4. Using whole school write to notice students' ability to write for all grade levels	Teachers worked at developing a continuum of writing samples and grade level expectations. Teachers collaborated on next steps to meet each student where they are and move them forward in their writing.
5. Celebration of literacy learning using learning walks	Data gathered through CAP assessments and grade level observations. Each grade level will look at student work which provided teachers with snapshots of where the whole class literacy strengths and needs are. Teachers utilized this data to plan for their next steps in their literacy teaching.

SCHOOL PLAN for <2024-2025>

Planning Process

List or describe factors that influenced your priorities.
 June year end planning with staff (collection of successes and next steps). Divisional goals. Individual teacher input. Professional learning and questions of teachers through individual classroom teacher meetings with administration and teacher talk groups. Student survey and parent feedback.

Describe the planning process and the involvement of students, staff, families and the community. Who was involved?
 Students, staff, divisional liaison superintendent, clinicians, Elders and families.

How often did you meet?
 Twice a month as a committee and staff members.

What data was used?
 Data collected from the year-end of June. Literacy Survey, CAT5, and CAP assessments to identify next steps in teaching literacy and numeracy. Tell Them From Me Survey, individual teachers, teacher questionnaire/feedback.

Other highlights?
 Grade group cohorts planning and meeting once every school day cycle to talk about children's learning, teaching and professional goals.

School Priorities

1. Literacy and Numeracy
2. Sustainability
3. Indigenous Education
4. Antiracism
5. Equity and Inclusion

School Plan

Expected Outcomes What specifically are you trying to improve for student learning? (observable, measurable)	Strategies What actions will you take?	Indicators How will you know that learning is improving?	Data Collection By what means will you collect evidence of progress toward learning?
1. Enhance students' reading and writing skills across all grade levels and improve mathematical understanding and problem-solving skills.	Integrate diverse texts that reflect various cultures and experiences. Attend workshops on best practice in literacy instruction. Implement reading intervention programs and regular assessment of reading and writing skills. Emphasize real-world applications of math concepts. Participate in workshops on differentiated math instruction. Offer math clubs and tutoring programs and utilize formative and summative assessments.	Increased student engagement in writing activities and greater confidence solving math problems.	Using CAP assessments, literacy learning walks, CAR, Numeracy Survey assessment, and formative assessment to identify children's mastery by grade level, report card data, student and teacher assessments.
2. Embed sustainability principles into school culture and curriculum.	Integrate environmental education across subject areas. Attend workshops on sustainable practices and green technologies. Establish a student-led sustainability committee and partner with local organizations on sustainable projects.	Students are adopting sustainable practices both in school and at home.	Complete a school environment audit that evaluates current practices. Track participation in sustainability events, workshops and extra curricular activities.
3. Promote understanding and appreciation of Indigenous cultures, histories, and perspectives.	Incorporate Indigenous perspectives and content into all subjects. Treaty training for all staff. Celebrate Indigenous language, culture, and ceremonies through events and activities.	Deeper knowledge and respect for Indigenous traditions and contributions fostering a more inclusive school environment.	Classroom observations to observe student learning through the lens of the Circle of Courage as well as continued discussion and teacher reflection with the rubric in the Mamahtawisiwin document.
4. Create an inclusive school environment that actively opposes racism.	Embed antiracist principles into all areas of the curriculum. Attend training on recognizing and addressing bias and racism. Facilitate discussions and activities on race and diversity. Establish clear procedures for reporting and addressing incidents of racism.	Awareness and participation in anti-racism initiatives with students and staff. A greater sense of belonging and diversity within the school community.	Regular classroom observations and discussions during teacher team meetings that focus on student interactions and anti-racism initiatives within the school.
5. Ensure all students have access to the resources and support they need to succeed.	Differentiate instruction to meet diverse learning needs and neuro-divergent learners. Attend workshops on equity and inclusion and implement targeted support for underserved and marginalized students. Foster strong partnerships with families and community organizations.	When students are better equipped to meet their individual learning needs academic performance and overall confidence will improve.	Classroom observations, student work, and student participation will help us identify gaps in supports received.