

MULTI-YEAR STRATEGIC PLAN – ÉCOLE MARIE-ANNE-GABOURY – 2023-27

Priority 1 – Fostering Independence of Students of All Abilities

Goals:

- a) Deepen understandings of neurodiversity, trauma and other influences on learning.
 - *1.3. Reinforcing developmentally and trauma sensitive practices to address prejudice and barriers that impede belonging.*
 - *3.3. Developing a framework to assist staffs' shared responsibility to support the neurodiversity and diverse abilities in our classrooms.*
- b) Identify needs of students as soon as possibly in primary: assessments, observation, etc.
 - *2.3. Employing and refining universal early screening and monitoring to ensure a preventive and proactive approach to teaching and systemic interventions.*
- c) Plan learner-centered environments and activities that are accessible to all.
 - *2.1. Strengthening a learner-centered approach that emphasizes the interconnectedness between cognition, metacognition, social-emotional learning, academic learning, and well-becoming to ensure instruction is tailored to meet and build on the unique needs, interests, aptitudes, and abilities of individual learners and communities of learners.*
 - *4.1. Building safe, modern, and accessible indoor and outdoor learning and work environments in all schools and workplaces.*

Possible Indicators:

- Completion of divisional literacy and numeracy assessments and related interventions
- Creation of diverse and accessible spaces and activities in the school
- Attendance levels (at school and in class) of students with the greatest needs

Priority 2 – Enriching French Communication

Goals:

- a) Increase and improve opportunities to live, speak and have fun in French.
 - *2.5. Increasing equitable access to the French Immersion program.*
 - *3.6. Enhancing Project-Based Learning ... to all K-12 English and French Immersion classrooms.*
- b) Provide a variety of authentic opportunities for writing in French.
 - *3.6. Enhancing Project-Based Learning ... to all K-12 English and French Immersion classrooms.*
- c) Ensure consistency of assessment practices for oral and written French.
 - *3.1. Focusing on formative and dynamic learner assessment to promote learner agency and potentiality as well as support more accurate grading.*
 - *3.4. Developing a framework to assist staffs' shared responsibility to support multilingual learners in becoming proficient in English and French in the context of French Immersion schools.*

Possible Indicators:

- Number/percentage of C, U, S, R indicators for *Engagement in French* on report cards

- Number/percentage of 4, 3, 2, 1 in *Writing* in Français on report cards
- Creation of expectations, rubrics and/or a continuum for oral and written French
- Frequency and richness of French conversations among students

Priority 3 – Promoting Wellness by Supporting Mental Health and Social-Emotional Learning

Goals:

- a) Review vocabulary with students to understand key mental health terms.
- b) Increase the number of ***Mental Health Days*** organized by and for the students.
 - *2.1. Strengthening a learner-centered approach that emphasizes the interconnectedness between cognition, metacognition, social-emotional learning, academic learning, and well-becoming to ensure instruction is tailored to meet and build on the unique needs, interests, aptitudes, and abilities of individual learners and communities of learners.*
- c) Establish a menu or continuum of SEL lessons at each grade level.
 - *2.4. Creating and implementing a curriculum to nurture social and emotional competencies in all Kindergarten to Grade 12 classrooms.*

Possible Indicators:

- Creation of a menu/continuum of strategies, resources and lessons
- Results for Belonging, Anxiety and Depression on the OurSchool survey
- Number of students with chronic absences

Priority 4 – Infusing Meaningful Indigenous and Multicultural Perspectives

Goals:

- a) Collaborate with divisional Indigenous Education Team to support lessons and activities.
 - *1.4. Kindergarten to Grade 3 Indigenous Languages Exposure curriculum*
- b) Celebration of cultural events and recognition of indigenous approaches at school.
- c) Land-Based learning at all grade levels.
 - *4.1. Building safe, modern, and accessible indoor and outdoor learning and work environments in all schools and workplaces.*
 - *4.5. Involve the whole school in learning and teaching the United Nations' Sustainable Development Goals and the United Nations Declaration on the Rights of Indigenous Peoples, with an emphasis on Indigenous worldviews and land-based education.*

Possible Indicators:

- Evidence of activities: at school, in classes, in report card comments, etc.
- Presence of diverse knowledge keepers and guest speakers sharing their perspectives