

École Sage Creek School Multi-Year Strategic Plan 2023-2027



Our Multi-Year Strategic Plan (MYSP) helps shape our educational journey, laying the foundation to ensure that our students thrive academically, socially, and emotionally. Crafted with foresight and collaboration, the MYSP is a roadmap that charts our course over several years. At its core, the MYSP is a framework designed to identify and prioritize our long-term and short-term strategic goals while also selecting strategies and approaches related to “how we plan to get there”. Through collaboration and communication, we transform the MYSP from a mere document into a catalyst for achievement. In essence, our Multi-Year Strategic Plan is a promise to the future—a commitment to the continuous enhancement of our educational environment, ensuring that every step forward brings us closer to the realization of our educational vision. Our MYSP has four priorities based on the four quadrants of the Circle of Courage.



Belonging

Focusing on inclusion to foster well-becoming to ensure students and staff are welcomed, accepted, valued, healthy, and safe while at school.

Mastery

Focusing on supporting student learning by ensuring that teaching approaches and practices are sensitive to students’ individual circumstances so that students thrive and realize their full potential.

Independence

Focusing on engagement and innate curiosity to nurture responsibility, empower self-directed learners, and inspire life-long learning.

Generosity

Focusing on the ethics of care and hospitality to support thriving learners and flourishing communities.



Quadrant Priority	Goal	Strategies and Initiatives
<p>Belonging Focusing on inclusion to foster well-becoming to ensure students and staff are welcomed, accepted, valued, healthy, and safe while at school..</p>	<p>Continue to develop sense of belonging and “Coyote Pride” at ÉSCS for students, staff, and parents. Compared with 2022-2023 Our School Survey results (for Grades 4 and older) where 82% of students shared having a positive sense of belonging, we will see an increase in students’ sense of belonging to 87% by 2026-2027.</p>	<ul style="list-style-type: none"> • By providing a variety of clubs for students (Lego club, games club, crafts club, choir, GSA club, language clubs, book club, etc.). Further suggestion that clubs be offered at lunchtime on the same day of the week or same day of the cycle so that students have a wide range of clubs to choose from. • By June of 2024, reinstate Explorations; start with two or three sessions. • By June of 2024, offer at least six opportunities for students in grades 5 & 6, as opposed to five last year, to participate in sports or activities in the form of clubs/extra-curricular activities. • By June of 2024, grades 1 & 2 students will have the opportunity to participate in four cross grade activities. <ul style="list-style-type: none"> ○ Wellness day ○ 100 day ○ Halloween centres ○ Outdoor day ○ Teacher offered exploration session (art, cooking, card games, etc.) • By June of 2027, grades 1 & 2 students will have the opportunity to participate in one self-selected exploration based activity each school year. • By June of 2024, we will have had at least ten school-wide activities to promote a sense of belonging. Sample activities can include: Terry Fox activities, Coyote-wear Fridays, Remembrance Day assembly, Generosity initiatives, Spirit Weeks, Winter Concerts, Field Days, Music Monday, Festival du Voyageur Assembly/Concert, Festival du Voyageur Pancake Breakfast, Harvest Manitoba Food Drive, Exhibition Evening, Clubs, End of Year BBQ, etc. • More short and smaller assemblies (K-2) and (3-6) similar to this year’s Terry Fox assembly and some whole-school assemblies. • Cross-grade Learning Buddies. • Time for sharing about ourselves in the classroom during activities such as morning meeting and sharing circles. • Coyote “Pride” (Coyote Wear Friday and more consistent use of the term “Coyote”).

Quadrant Priority	Goal	Strategies/Initiatives and their Timelines
<p>Belonging Focusing on inclusion to foster well-becoming to ensure students and staff are welcomed, accepted, valued, healthy, and safe while at school.</p>	<p>Continue to enhance student, staff, and parent understanding of diversity, equity, and inclusion, including Indigenous Perspectives.</p>	<ul style="list-style-type: none"> • The various individual age appropriate “class created” Land Acknowledgements are read during the announcements every day. • All Kindergarten classes will participate in the Indigenous Languages and Cultures Exposure Program. • By Spring Break of 2023-24, all Kindergarten students will participate in the creation of a classroom-based land acknowledgment while all other classes have an opportunity to update their acknowledgement. • Continue to maintain and increase focus on Indigenous Education including residential schools, treaties, TRC Calls to Action, etc. in our curriculum and lessons throughout the year (not only in September before Orange Shirt Day, although we use this day as a teaching opportunity). • Incorporate the use of the Circle of Courage in all classes and have a poster up in each classroom. • To create a network of students who speak the same languages/share the same cultures, to share their languages and their cultures with the school. • Continue to offer “Blue Shirt Day” in April to celebrate Autism Acceptance and all students with Neurodiversities. • By June of 2024, all students in Grades 4 to6 will have the opportunity to access a GSA club/meeting space at least once a cycle as a safe space to provide resources, support, understanding, advocacy, and school-wide awareness. <ul style="list-style-type: none"> ○ Contact Rainbow Resource Centre for support. Start by having at least one team member take the course "GSA how to start, maintain, and sustain". ○ Start by having at least one team member attend the Counsellors Association MTS PD day that has a focus on 2SLGBTQ+ support.

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<p>Mastery Focusing on supporting student learning by ensuring that teaching approaches and practices are sensitive to students' individual circumstances so that students thrive and realize their full potential.</p>	<p>Continue to enhance our ÉSCS Structured Literacy Approach.</p> <p><u>Kindergarten - English and French Immersion Programs</u> By June of 2024, 80% of the students will be able to identify all lowercase letters and identify at least sound for each lowercase letter.</p> <p><u>Grades 1 & 2 English Program</u> By June of 2027, compared with 68% in 2022-2023, the number of students receiving a 3 or 4 in the reading indicator will increase to 75%.</p> <p><u>Grades 1 & 2 French Immersion Program</u> Grade 1: By June 2024, 75% of students will have knowledge of the competencies presented in units 1 to 18 of the divisional structured literacy document and can apply this knowledge with support to their reading and writing. Grade 2: By June of 2024, 90% of students will be able to read decodable texts in French with at least 70% accuracy.</p> <p><u>Grades 3 & 4 English Program</u> Compared with the 2022-2023 Power BI Writing Data, we will see an increase for student's writing indicator on their report card to 80% of students receiving a 3 or a 4 by 2026-2027.</p> <p><u>Grades 3 & 4 French Immersion Program</u> By June of 2024, 75% of students will progress to an indicator of 4 on the report card in French reading.</p> <p><u>Grades 5 & 6 French Immersion Program</u> By June of 2027, 80% of students will improve the quality of their writing (based on the Writing indicator in the report card) using the science of reading framework.</p>	<p>Continued school-wide teaching team conversations and PD related to Structured Literacy and the Science of Reading while exploring the following:</p> <ul style="list-style-type: none"> • common expectations about essential teachings and learnings while following the Scope and Sequence and the French “document d’appui”, • continuity in programming between grade level teams, • common assessment practices, • use and implementation of various literacy resources including Orton Gillingham, Kilpatrick, Heggerty, UFLI Foundations, Bridge the Gap, LRSD Teaching and Learning Portal, LRSD Literacy Project Modules, Words their Way, Daily 5, Reading Eggs, Handwriting Without Tears, LRSD Writing Continuum, Grammaire en 3D, Verbathon, etc., • student reading material including levelled books and decodable books, • authentic writing experiences using the Optimal Learning Method, • conversations about Home Reading approaches, • reading groups and literacy centers, • updated grade-level student literacy profiles, • screeners including CTOPP, LeNS, CC3, Dibels, EYE, etc., • the table for alignment of reading levels and report card indicators • small group intervention • use of literacy data generated by Power BI, and • the creation and use of common report card comments.

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<p><u>Mastery</u> Focusing on supporting student learning by ensuring that teaching approaches and practices are sensitive to students' individual circumstances so that students thrive and realize their full potential.</p>	<p>Focusing on supporting student learning by ensuring that teaching approaches and practices are sensitive to students' individual circumstances so that students thrive and realize their full potential.</p>	<ul style="list-style-type: none"> • By June 2024, all students with exceptional needs will have the opportunity to participate in at least three special activities and will have the opportunity to invite neurotypical buddies. Sample activities that we will organize include: Special Olympics (as well as ÉSCS "In house" Special Olympics Lunch club), cooking, shopping, walks, Developmental Music, recess buddies, and school wide activity playgroups. • Consider creating "cross grade buddies" involving students with exceptional needs from various grades (movement breaks, various activities, etc.) • By January of 2024, students will increase their comprehension and inclusion of students with exceptionalities by participating and listening to presentations, reading books, watching videos, etc. with a goal of having more students comprehend the various exceptionalities that students may have. • Celebrate neurodiversity once a year to coincide with Autism Acceptance Month by participating in activities, presentations, walks, blue shirt day, and fundraising for Manitoba Possible. • By spring break of 2024, increase the number of students who will be able to communicate effectively by either using their iPads, their words, their body language, following their before and after folder, etc. so that by spring break, students with exceptionalities will be able to effectively communicate with their peers and teachers. • Ensure PD for staff (EAs and Teachers) to support communication. • Provide students with exceptional needs opportunities to participate purposefully in classroom activities at their developmental level. • By November of 2023, all students with exceptional needs will have student specific IEPs with clearly defined areas of focus, goals, resources, and tools. Classroom teachers(CT), Student Services Teachers (SST), Educational Assistants, and Clinical Services team members will collaborate on the plan. This will include planning time with CT/SST and families, creation of "at-a-glance" action plan for CT and EAs. Plans will be shared with families and will outline the responsibilities of the people involved in implementing the plan. Ensure students are aware of their plan and strategies used to assist them. Normalizing and demystifying IEPs, allowing all students to be familiar with the format. • When planning, include plans for Music and Physical Education. • Create a database / toolkit of pre-K resources such as cutting skills, fine motor activities. • Try to ensure private and accessible physical spaces to help meet the sensory needs. • With permission, share information with neurotypical classmates regarding their classmates with exceptional needs. • Ensure flexible support plans which balance inclusion in the classroom and the need to have the students participate in activities out of the classroom. • Whole goal lessons to plan for reporting with frequent evaluations to monitor progress as well as self-evaluation to ensure that lessons are meeting the needs of the students. • Grading for equity. • Provide students with more options to help them learn in the classroom, the music room, and the gym; varied seating options, action or job posters with pictures/words, equipment and instrumentation based on developmental and physical needs, more movement or handheld manipulatives as options, earplugs/ear protectors.

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<p>Independence Focusing on engagement and innate curiosity to nurture responsibility, empower self-directed learners, and inspire life-long learning.</p>	<p>Improve our French Immersion students' "Engagement à parler en Français".</p> <p>Grades 1 & 2 French Immersion: By June of 2024, 90% of students will say the basic French sentences according to their grade.</p> <p>Grades 3 & 4 French Immersion: By June of 2024, 90% of students will receive an indicator of "C" or a "U" in Learning Behaviours in "Engagement in Using French".</p> <p>Grades 5 & 6 French Immersion: By June of 2027, 85% of students will receive an indicator of "C" or a "U" in Learning Behaviours in "Engagement in Using French".</p>	<ul style="list-style-type: none"> • Grades 1 & 2: Create a list of basic French sentences according to their grade. • Celebrate when speaking French • Have students identify and celebrate each other's successes when speaking French • Exposing students to French culture and creating their identity as a French learner (music, Idélo, ciné mentale, Manitoba Museum, stories, celebrations, etc.) • Morning meetings • Oral French games • Increase literacy activities in French (writing lyrics/words/poetry in French) • Clear communication with students of what a learning behaviour indicator of R, S, U, and C looks like in the classroom every day • More French exposure in the school (announcements, assemblies, interactions at the office, library, etc.) • Using Approche Intégrée resources from Éducation Manitoba to correct student errors in French • Provide increased opportunities for authentic speaking opportunities in class (60% of the Grades 5 & 6) • Authentic opportunities for speaking French in the community and with community members • Listening to popular French music to support discovering music that the students will listen to in their free time and at home • More frequent communication with families when there is a lack of engagement in speaking French. • Physical Education : By the end of the 2023/2024 school year, establish a word wall with a minimum of 40 specific French terminology and vocabulary for equipment, movement, sports, and activities. • Music: <ul style="list-style-type: none"> ○ more students speaking French in music class ○ students are more aware of French music to listen to in their free time ○ students to have a more expansive French music vocabulary ○ students can describe and react to music in French ○ Lots of singing in French

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<p><u>Generosity</u> Focusing on the ethics of care and hospitality to support thriving learners and flourishing communities.</p>	<p>Students and staff will continue to show care and concern for others.</p>	<ul style="list-style-type: none"> • Being kind, caring, and responsive • Take time to connect with others; say “Hello/Bonjour” in the hallways. Teach and model greetings • Lessons and discussions with Empathy picture books • Random Acts of Kindness / Kindness Projects • Consistently refer to the Circle of Courage • Co-creation of classroom contract/agreement/treaty • Implement strategies of the Responsive Classroom approach • Build reciprocity in our school community. Finding authentic opportunities for students, staff, and families to talk about, think about, and do service learning in the school, community, and beyond • Terry Fox assembly and fundraiser • Socktober for Main Street Project • United Way fundraising activities for staff and students • United Way workplace campaign for staff • Remembrance Day Ceremony • Breakfast collection for LRSD school breakfast programs • Christmas Cheer Board • Harvest Manitoba • Grades 5 & 6 Lunch Monitors • Recycling • Learning Buddies • Riel-Evate fundraiser