CENTREVILLE COMMUNITY SCHOOL'S SCHOOL PLAN

2025-2026

Data Snapshot Summary:

- 2024-2025 School Plan Year End Monitoring Report: Wabanaki Education goal was labelled as 'not yet met'
- Low diversity at CCS (2024-2025 Student Perception survey, identifying as indigenous: grades 4-5: 2.6%; grades 6-8: 2.3%; staff: <1%)
- 100% of staff felt they wanted to learn/do better.
- Low comfort level among staff

Goal: *CCS is a school that continues to support the learning of all students and staff as we grow our understanding, exploration and engagement with Wabanaki history, cultures and world views.*

Positive Learning and Working Environment Component: ☐ Safety ☐ Relationships ☒ Teaching and Learning ☒ Institutional Environment ☐ Improvement Process

Indicators of Success:

Looks like: sharing our experiences and resources; risk-taking and then comfort with intentional instructional planning; visuals representing Wabanaki perspective and values are present

Sounds like: use of common vocabulary among staff and students; confidence in use of vocabulary; then confidence in our pronunciation; Wabanaki culture and world views represented in lessons; developing understanding and empathy for truth and reconciliation

Feels like: safe; accepted in our journey to learn to do better; scaffolding processes to engage in through which staff have voice in how we move forward as goals are reached; multiple entry points, not "one way" of engaging in this work

Future vision: the New Brunswick Curriculum Framework shared tenet *Wabanaki History and Culture* -- all learners in New Brunswick will develop an understanding and appreciation for Wabanaki histories, cultures, languages, and ways of being, knowing, and doing -- is embedded in teaching and learning at CCS.

STRATEGIES/ACTIONS			MONITORING PLAN			MONITORING UPDATES	
Strategy/Action	**Responsibility**	**Timeframe**	**Evidence**	**Accountability**	**Frequency**	**Impact**	**Next Steps**
(List the strategies and actions for realizing this goal, each in a new row.)	*(Who is implementing this strategy/action?)*	*(In what timeframe/date range will implementation occur?)*	*(What evidence will be examined?)*	*(Who is examining the evidence?)*	*(At what frequency will the evidence be examined?)*	*(What has been the impact of this strategy/action toward achievement of the goal?)* ***Start each impact statement with a monitoring date.***	
Explore the shared tenants and how to apply across learning blocks and subject areas. Anchor ourselves in the shared tenants, including Wabanaki History and Culture, to then understand what next steps could look like for stated goal.	Lauren with support from Jane and Katie	December 5 PL Day	Preliminary understanding of the shared tenants and their role in the NB Curriculum Framework as a means of better understanding the way in which these permeate our classrooms and instructional practice.	Faculty – primarily through CLT and Team Meeting discussions survey question	Monthly After each 100ish days of implementation	January: This action created conversations around the tenets and descriptors. It created opportunity to recognize great things that are already happening at CCS and see alignment with current practice. Teachers are more familiar with the curriculum framework. Collected data from teachers and support staff on November 10th shows 100% feels "CCS fosters a respectful and inclusive environment for staff to engage with Indigenous knowledge" and diversity of responses across the other 4 questions.	☐ embedded ☒ continue ☐ refine or revise ☐ abandon ☐ not yet implemented
Connect with ASD-W indigenous learning leaders to probe questions around learning opportunities and how we best frame our needs and wishes contextually and respectfully when seeking support.	Julie	Set Teams or F2F meeting within next 2 weeks and report back to CLT at January meeting.	We have a better understanding of pathways that we can follow to increase of safety and learning, including how to seek support.	CLT can seek supports on behalf of staff and/or staff are comfortable reaching out.	November and then on-going	November: Julie met with Sarah and Richard, who helped map a pathway forward including Richard's on-going support. January: Richard's facilitation on Jan 16 was impactful and highly regarded – we heard, we saw, we did. He shared immediately accessible/usable tools and	☐ embedded ☒ continue ☐ refine or revise ☐ abandon ☐ not yet implemented

							resources to implement; he made it safe for all; he showed activities, gave tools to use and offered to further support with activities. In the days that followed, there was visible impact in multiple classes as teachers actioned activities and learning that were shared or suggested. March: Julie and Richad continued dialogue about our pathway forward.	
Nurture and celebrate each other's learning journey and continue the conversation in team meetings each time.	Teacher Teams, lead by CLT members	On-going, with deliberate check-ins on Team Meeting days.	Meeting minutes. Informal conversations.	CLT members and Faculty	Monthly		January: Conversations are happening. We will revise the prompts in the Meeting template to align with prompts for Character Strong monitoring (our previous School Plan goal.) February: New prompts were used in team meetings.	☐ embedded ☒ continue ☐ refine or revise ☐ abandon ☐ not yet implemented
Share and celebrate learning and actions as a result of Jan 16 learning in Faculty meeting. Select indigenous language for 'share and celebrate' and embed this language in our team and faculty sharing	Teachers	Next Faculty Meeting	Meeting minutes	Faculty and Staff	Monthly in Teams; Once per term as full Faculty		March: Lauren will lead the share and celebrate at March faculty meeting, including the growth in the survey and other things as well as invite others to share individual celebrations. Brett sent an email (shortly after our meeting) to remind of resources Richard shared. March: Julie reached out and Richard is supporting CCS in the selection of language for the 'share and celebrate' practice as well as	☐ embedded ☐ continue ☐ refine or revise ☐ abandon ☒ not yet implemented

						the language of the goal. He will get back to us after he consults language keepers.	
Re-survey on Feb 13 pilot day to measure impact of work since, including the Jan 16 pilot day, for any shifts in data.	Julie on behalf of CLT	February 13	Survey data available	CLT	After each survey (3 times this year)	March 11: There is a visible 'shift to the agree' side of the responses in the survey from November to February. The wording of the fourth survey question allows for multiple understandings (ie. 'curriculum materials' and 'regularly'.) We will encourage unpacking that statement in face to face meetings to allow for opportunities and growth that may not be reflected in the survey to come to light.	☐ embedded ☒ continue ☐ refine or revise ☐ abandon ☐ not yet implemented
Support visibility and access to Indigenous books with School Improvement funding provided by EECD ($570). Invite teachers to create wishlist of books from Goodminds.com and order.	Julie on behalf of CLT will email teachers to send wish lists to Kelly.	Within one week and to meet February out of province spending deadlines	More Indigenous books in classrooms	Adults and students	March 2026	March 11: Books arrived and Kelly distributed them to classrooms. In the March Faculty meeting, we can encourage read-alouds and student access to these books as part of the 'regularly using curriculum materials.'	☐ embedded ☒ continue ☐ refine or revise ☐ abandon ☐ not yet implemented

Data Snapshot Summary: This year, we will intentionally be exploring data points more intentionally to identify what next steps should be in our view for on-going strategic improvement

Goal: We will not 'wait' until the above goal is achieved to decide 'what next?'

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