

FOCUS OF IMPROVEMENT <i>(complete by October 17, 2025)</i>		ROLES AND RESPONSIBILITIES <i>(complete by October 17, 2025)</i>	
Identify Action Area	Area of Focus (Desired Student Products and Performance)	Desired Teacher/Team Products and Performance	Required Teacher/Team Knowledge and Disposition (Teacher's individual learning)
Using evidence, the school identifies an action area related to the Strategic Plan focus areas. "Evidence of X tells us Y" SJASD high- leverage data sets are gathered as catalyst data for teams to uncover student learning inequities. Leadership supports a fulsome inquiry into the evidence to learn with specificity, what students are in most need of the improvement focus.	The school determines its goal(s) and outlines the "why" behind the goal. Goals are developed with student learning as the focus. "Because we know Y, we hope to improve Z (goal)" A compelling case for change is stated and goals are developed ("z") with student learning as the focus. Clear targets, timelines, and metrics are set for monitoring student success and are clearly documented in classroom, grade level, discipline, and school level plans.	The school: 1. determines what fresh approaches, strategies, practices teachers/teams will try/apply that will impact student learning. Chosen approaches should be informed by research. 2. develops plans of action in an inquiry process. "If we do A & B, we will have an impact on Z" Improvement efforts include fresh approaches to teaching and learning ("A & B"), which are cited by research and supported by Provincial, divisional, and school professional learning structures. Significant time is set aside at this stage for researching and exploring what promising practices are best suited to address the identified student learning needs.	The school determines the learning required for the teacher/team to implement the plan of action. What are the adult learning needs and how will we ensure the implementation and effectiveness of "A+B are resulting in Z" Targeted knowledge and skills are learned and implemented in a reflective process. Coherent and robust implementation includes clear communication and commitment from all staff who are involved in the improvement process.
Success for Each Learner: Relevant and meaningful literacy instruction across the curriculum. Evidence of initial assessments and observations informs us that our students are struggling with foundational literacy skills.	Students in Kindergarten - Grade 5 will develop and strengthen foundational language skills by engaging in explicit, differentiated, and developmentally appropriate instruction in phonology, morphology, syntax, semantics, and orthography.	All Grade 1-2 students will be screened using the Acadience screener. Students in K-5 will be administered the Common Core Divisional Assessments. The school team will have the opportunity to analyze the school data and plan for next steps. Students in grades 3 - 5 will participate in developmental word study for phonics, vocabulary, and spelling that is differentiated with cross classroom groupings for explicit instruction. Grade 1 & 2 teachers will learn and provide Tier 1 strategies to support decoding, fluency, and comprehension. All classroom teachers will be connecting assessments to effective classroom teaching in Tier 2 and 3 interventions. Students' oral language will be enhanced through rich language experiences. Centres in the kindergarten classroom, that include SLP, OT, resource, and classroom teachers will occur weekly. These centres will work on further developing oral language skills, fine motor skills, phonology, morphology, syntax & semantics, and orthography. Students in K - 5 will be actively involved in whole class, small group, and individual opportunities to practice reading and spelling using systematic instruction as well as further develop their oral vocabulary.	Grade 1 & 2 teachers will learn how to administer the Acadience screener and the Divisional common Core assessments to identify struggling learners. Literacy support teacher will be provided professional development to analyze and interpret screening results. Professional development and support will be provided to classroom teachers regarding small group literacy interventions. Classroom teacher, literacy support teacher, resource teacher, PIA, and SLP working with small groups on Tier 2 and 3 interventions. Focus for our learners will be to support direct vocabulary instruction in every subject area through front-loading, visuals, and experiences. Staff will learn about utilizing appropriate visuals, vocabulary and instruction to support learners and share findings with each other. EAs will be provided with professional development by the literacy coaches on how to best assist students in K - 5 classrooms. Teachers will work with literacy coaches on planning and co-teaching.

Success for Each Learner: Relevant and meaningful numeracy instruction across the curriculum. Evidence from common core assessments, report card data, grade 3 provincial assessment data, teacher observations, and conversations between educators in PLCs tells us that learners are struggling in numeracy in the area of communicating their mathematical thinking. We began working on this goal in the 2023-2024 school year and will continue our focus in this area in the 2025-2026 school year and beyond.	All students will increase in their ability to represent their mathematical thinking, concretely, orally, pictorially, and/or symbolically.	Staff will provide authentic learning opportunities with students on communicating mathematical thinking. All students will be able to represent their mathematical thinking concretely, orally, pictorially, and/or symbolically. Teachers will ensure students understand the mathematical language being used in every day numeracy lessons. Problem-solving tasks, daily thinking routines, math talks, math journals, coaches prompts (from the portal) and counting collections will be used on a regular basis to help students develop the ability to represent their thinking as well as develop a strong number sense, operational skills, and mental math abilities. Teachers will use the CGI framework for instruction and assessment.	Teachers will collaborate within PLCs to track and monitor student progress supported by the use of learning progressions and observation checklists to continue ensuring consistency with implementing math routines. School-wide use and review of common core assessments to track student progress. Staff will investigate how we address specific student's needs to help them to achieve their goal(s). This will include Tier 1, 2, and 3 interventions. Common assessments will be utilized to gather data to support and guide programming and instruction. Teachers will try and apply oral and written strategies from the numeracy tab on the portal to increase student's skills in the area of communicating their mathematical thinking. Teachers will use number talk strategies, modeling, activities from the common core assessments, and explicit mathematical vocabulary instruction. Teachers will attend math professional development sessions with the numeracy coaches and/or on MTS PD Day.
Ma Mawi Anokiitaw Miinawa a (We Will Work Together Again) - Authentic learning opportunities with students and staff to learn and value Indigenous cultures, languages, knowledges, and true history. Reflections and conversations with students, staff, and community members demonstrates the desire and need for further authentic teaching and learning about Truth and Reconciliation and increased opportunities to have Elders and Knowledge Keepers at Brooklands, showing us the way.	The school will invite Elders, Knowledge Keepers, divisional support people, and community members in to share their knowledge, their stories, and their history. All students will participate in learning about Truth and Reconciliation.	All students will be exposed to learning more about Canada's history and Indigenous Peoples through classroom discussions, reading Indigenous stories, listening to Divisional Indigenous staff deliver teachings, listening to visiting Elders and Knowledge Keepers, exploring artifacts in the Indigenous Education Kits and other resources, as well as incorporating more Indigenous language into our daily language. Regular smudging will occur throughout the school year, and daily during outdoor school. Smudging opportunities will be offered at all parent evenings and gatherings to help connect us with culture and each other. Students will learn about, and participate in, a round dance. Students will understand and care for our medicine garden, tending to the plants and harvesting for sweetbraids and safe for smudging. Students will learn about making positive new relationships with the land and people in our community. Students will participate in various ceremonies and activities to learn more about Indigenous culture. All staff and students will engage in learning about Truth and Reconciliation. Kindergarten teachers will participate in the Michif language learning.	Staff will learn about Treaties, medicines, and smudging through guidance from Divisional Indigenous Teachers, Elders and Knowledge Keepers, and Treaty Education Kits. Staff will utilize outdoor learning spaces throughout the year on our school playground, as well as in our local community for teaching academics, as well as for teaching Indigenous culture. Staff will collaborate during staff meeting and PLC times to learn more teaching strategies and Indigenous Education content, as well as utilizing translation apps or Indigenous Language Speakers. Staff will read and study Mamahtawisiwin: The Wonder We Are Born With, during PLC, staff meeting, and PD sessions. Staff will use the Reflection Tool to assess our learning and engagement. Teachers will participate in a book study on the Land-Based Education Support Document for Educators.