SCHOOL PLAN 2025-26

FOCUS OF IMPROVEMENT (complete by October 17, 2025)		ROLES AND RESPONSIBILITIES (complete by October 17, 2025)		CONTINUOUS REFLECTION (ongoing reflection throughout the year, final reflection due June 30, 2026)	
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)	Area of Focus	Anticipated Next Steps
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.	How do we know our efforts are working? **"What can we affirm, adjust, adopt, or abandon and why?"** Data is reviewed at regular intervals as indicated in the in the initial plan, to monitor progress for students. Adjustments are made accordingly.	How are the learners doing in our priority areas? Analyze data to determine if learners have reached the goals. **"Have we improved ___ for __?" "Z"** Celebrations are shared amongst students and staff. Reflections are gathered on the process to inform further improvement efforts.
Literacy- Explore New ELA Curriculum. Need is based on mandatory implementation of the new curriculum for the 2026-27 school year.	Strand A- Explore and Discover Language and Literacy Strand B- Comprehend and Respond to Multimodal Texts Strand C- Compose and Create Multimodal Texts Strand D- Communicate Ideas and Build New Understandings Students will create and compose multimodal texts and use a variety of ways to communicate a message Students will... reflect on...	Teachers will meet in professional learning communities to compare student work samples and plan for the next steps in instruction. Teachers will meet to talk about current practices and changes needed for next year.	Teachers will need to: - collaborate with our Literacy Coach - co-create shared instruction and assessment tools - meet in PLC's to review and assess student work - explore new curriculum and collaborate with peers - communicate with teachers involved in the divisional PD	We will know efforts are working when student work demonstrates deeper understanding, stronger communication, and increased engagement with the new curriculum. Ongoing assessment and team reflection will confirm growth.	Regular analysis of student work, reflection, and assessment data will guide next steps for continued improvement. We will continue to work towards students being more engaged, expressive, and able to show their learning in meaningful ways.
Numeracy- Strengthen students' confidence, accuracy and perseverance in mathematics by developing mental math fluency, effective problem solving skills, and meaninful self-assessment practices that empower learners to understand and direct their own growth.	-Students will strengthen mental math strategies for efficient computation and number flexibility. -connect fluency practice with understanding of place value, estimation and number patterns. -maintain and deepen fluency practice while shifting focus toward conceptual reasoning and problem solving. E6-scaffold self assesment by introducing reflection tools and learning checklists aligned to grade level outcomes. -promote collaboration, math talk, and strategic risk taking in problem solving. -prioritize multi step problem solving, reasoning and numerical resilience.	-Model a positive attitude towards math. - Encourage numeracy across disiplines. -Celebrate effort, risk taking and personal growth. -Coordinate mental math and problem solving initiatives across grades F5 -Discuss common numeracy language. -Model and co-teach lessons that highlight number sense and student perseverance. -provide professional resources and formative assessment tools. F6-Have data discussions and track school wide numeracy trends.	-Meet in PLCs to analyze student growth and form rubrics. I6-Attend professional learning on mental math, problem solving and formative assessment.	-Improved recall of math facts. -Increased problem solving stamina and use of multiple strategies. H7-Student reflections and goal setting logs demonstrating awareness of outcomes.	-PLC discussions each term to analyze data and share instructional strategies. F7-Student self-reflection reviews mid year and at year end.
Belonging and Community- To create a culture of belonging, connectedness, and emotional well being for all students and staff. We value all students and staff feeling connected with peers and their school community.	-Connections to Indigenous perspectives and culture will be emphasized using the strategies found in Mamahtawisiwin with the purpose of strengthening our connections to ourselves, our school and environment. -Brainstorm with elders and prearrange guests and activities. -Collaborate with April. We will F8regularly measure our student's perception of their own self esteem and connections to others through surveys and school/staff connections sheets	-Connections to Indigenous perspectives and culture will continue to be emphasized using the strategies found in the Mamahtawisiwin framework for the purpose of strengthening connections to ourselves, our school E6 the environment. -We will regularly monitor student's perception of their own self F7esteem, connections to others through surveys and student/staff connection sheets and listen to suggestions for school improvement thoughout the year. -Continue into having visits from service dogs. -Continue with programming and supports such as literacy time, smudging, sensory room, breakfast club, am practices, rehearsals and 5 minute breaks.	- School staff will be reflective on their practices and set a plan for growth based on the strategies and next steps found with the Mamahtawisiwin framework. -Staff will review student feedback data with the mindset of making changes to what we do based on student needs and what's best for learning. -Monitor mental health with daily check ins.F8	- Improved students attitude and self worth both in and out of the school setting. -connections are made with other students and staff including through extra curricular clubs. -Connections are made to Indigenous cultures and perspectives.H6	Student surveys and connections sheets are used to help improve the school environment for all staff and students.

PROFESSIONAL DEVELOPMENT (complete by October 17, 2025)		Mamàhtawisiwin		STRATEGIES FOR COLLECTING STREET DATA (Ex.: Street Data, Chapter 3, p. 61-64)		
Professional Development Dates (2025-26):	Professional Development Plan and Learning Goal(s)	Reflection (to be completed by **June 30, 2026**): What was the learning Feedback: What is Needed Next?	The school highlights the evidence from the reflection tool.	Anticipated Next Steps	The school determines whose experience it is trying to understand (e.g., student, staff, parent)?	The school determines which focused listening and observation strategy to be used (e.g., listening panel, equity focused classroom scan)	Anticipated Next Steps (what did you hear and what are you compelled to do?)
September 3, 2025						
October 10, 2025	Treaty Training for some, School improvement plans					
October 24, 2025	MTS PD DAY					
February 6, 2026	Work on common core assessments with coaches					
April 10, 2026	Wellness Day (MY Collaboration)					
May 1, 2026						