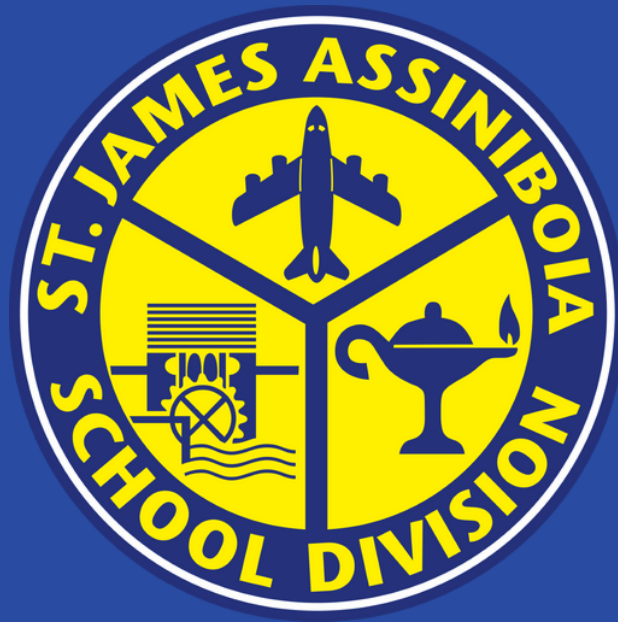


ST. JAMES-ASSINIBOIA  
SCHOOL DIVISION

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Planning for  
2023-2024

Continuous improvement planning is an essential process to respond to ongoing and emerging needs in SJASD. It requires data-informed decision-making through collaborative inquiry and measurable targets for improvement.

We have a provincial requirement to plan for high levels of academic achievement in literacy and numeracy for all students. Our process includes:

- analyzing disaggregated student achievement data to better understand trends and patterns to inform instruction and develop appropriate supports for all students
- addressing the provincial priorities of literacy, numeracy, Indigenous education, and mental health and well-being,
- assessing, monitoring and reporting progress in relation to our identified targets

Using provincially provided baseline data, we set realistic and measurable targets for all students in both languages of instruction (English and French), Indigenous students, and students with English as an additional language.

Additionally, we plan for utilization of the grants pertaining to the following initiatives:

- Career Development
- Technology Education
- Learning to Age 18
- Early Childhood Development

This report identifies four broad goals for 2023–24 which are well aligned with key priorities from our new Strategic Plan, as well as highlights how we use our initiative grants.

# BROAD GOALS

01.

Relevant and meaningful  
Literacy and Numeracy  
instruction

02.

Culturally safe learning  
environments where  
Indigenous students,  
families and community  
feel welcomed and  
connected

03.

School environments that  
represent the diversity in  
our community

04.

Positive mental health for  
students through defined  
learning and proactive  
programming

# LITERACY & NUMERACY

## Broad Goal - Relevant and meaningful literacy and numeracy instruction across the curriculum

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Our continued effort to improve early literacy is reflected in our planning. We aim to improve achievement in reading and writing for students in our primary years and intend to see an increase in student proficiency in a year to year analysis.

We are compelled to continue supporting students in developing greater proficiency by demonstrating increased depth of knowledge and understanding in mathematics. Specifically, we will monitor the evidence of student achievement in the middle years.



## KEY STRATEGIES

- *Explicit and ongoing instruction in both French and English*
- *Diverse and equitable instructional practices*
- *Teacher professional learning facilitated by instructional coaches*
- *Mamàhtawisiwin framework as an anchor for discussions and decision-making*
- *Cross-school opportunities to explore evidence of student learning and develop support*
- *Cross-department collaboration on interventions and specialized instruction*

# INDIGENOUS ACADEMIC ACHIEVEMENT

Broad Goal - Culturally safe learning environments where Indigenous students, families and community feel welcomed and connected

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We are dedicated to the development and implementation of a model that supports the holistic growth, engagement, and success of Indigenous students. To better serve our learners, we aim to identify their needs as a whole child and support them in discovering their gifts and strengths. We commit to growing their engagement and overall sense of belonging in school, and, ultimately, to improve academic achievement.



## KEY STRATEGIES

- *Professional learning around the Mamàhtawisiwin framework and implementation of its assessment tool*
- *Contribution of Elders and Knowledge Keepers in learning environments*
- *Community partnerships to provide additional academic and community supports*
- *Ongoing collaboration between divisional Indigenous Education Team and schools*
- *Opportunities to celebrate Indigenous languages and cultures*

# ENGLISH AS AN ADDITIONAL LANGUAGE

Broad Goal - School environments that represent the diversity in our community

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Through the implementation and sustenance of a model that supports academic and social successes for newcomers within SJASD, we are determined that learners will be connected and engaged as valued members of their school and community. We will continue to focus on developing culturally responsive and safe learning environments that foster increased student participation and personal success.



## KEY STRATEGIES

- *Ongoing data collection on country of origin, languages spoken, refugee reports.*
- *Divisional support for schools on student specific planning and equity within the curriculum*
- *Teacher professional learning from EAL support team*
- *Collaboration with community partners and neighboring school divisions*
- *Opportunities for student agency and voice*
- *Public recognition and cultural celebrations*

# MENTAL HEALTH AND WELLBEING

Broad Goal - Positive mental health for students through defined learning and proactive programming

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There is a growing need to support the mental health and wellbeing of our students. We are compelled to reaffirm that our schools are inclusive, represent the diversity of our community, and model a culture of care. Our goal is to develop a divisional mental health strategy to promote strong health and build resilience amongst our students.



## KEY STRATEGIES

- *26 schools' participation in the Resiliency Asset Checklist*
- *Continued partnerships with WRHA and outside agencies*
- *Culturally proficient practices for Indigenous students.*
- *Implementation of evidenced-based assessments and programs to mitigate the risk of harm to self and others.*
- *Implementation of the Attendance Improvement Plan*
- *Implementation of a divisional data collection framework*
- *Expedited diagnostic and psychoeducational assessments.*

# HOW WE USE OUR GRANTS

Throughout our continuous improvement process, we plan for utilization of grants pertaining to the following initiatives:



## Career Development

To implement an action plan to increase student engagement in the High School Apprenticeship Programs and post-secondary education.

## Technology Education

To implement an action plan to increase access to technology education programming across the division.



## Learning to Age 18

To improve student attendance through the implementation of evidence-based practices and interventions.

## Early Childhood Development

To support families and their pre-school children (birth to age 5) with opportunities focused on the holistic development of each child to ensure they reach their full potential.





# ACKNOWLEDGEMENTS

## The people involved in our planning process

Divisional committees

School planning teams

School administrators

Divisional support teachers and instructional coaches

Curriculum and student services coordinators

Senior administration

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*We thank you for your support in our continuous improvements efforts*

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## CONTACT

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