

report

to the community



Jameswood Alternative School

2023-24



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The Senior Years in the St. James- Assiniboia School Division provide a varied curriculum to meet the needs, interests, and abilities of students. The programs provide a sound basis for further education or immediate employment setting. Hands-on, active participation is encouraged in all subject areas and especially in courses such as: Performing and Fine Arts, physical education, career exploration and independent studies. hands-on activity-based approaches to learning.

Last Year's Broad Areas of Focus (2022-2023)

Jameswood Alternative School staff focused on supporting students to develop a personal vision for success through building knowledge, skills and goal setting strategies for academic revision and improvement.

Jameswood Alternative School staff designed and implemented significant programming intended to assist students with developing healthy pro-social behaviours through improved coping and self-regulation strategies and opportunities to practice these skills.

What Did the Evidence of Student Learning Tell Us?

Developing a personal vision for success

In the 2022-2023 school year, Jameswood students benefitted from strategies to increase engagement in learning as part of a multi-year goal. At regularly scheduled PLC Meetings, teachers reviewed observational data and shared specific strategies that were effective for individual students so they could be implemented across curricular areas.

Our Vision Statement

JAS students will grow to be citizens who demonstrate respect, personal responsibility, and the knowledge and skills to contribute to a democratic and environmentally responsible society.

Our Mission Statement

Culture for Learning: JAS students are partners in a "family culture" of collaboration, active involvement, with the belief that everyone matters.

JAS values: acceptance, achievement, opportunity and safety.

School Profile

Number of teachers: 4.25
Number of students:
Grade levels: 9-12

School Highlights

JAS offers a unique alternative for high school students, with programming that is self-directed and self-paced in an intimate learning environment. JAS students work closely with their teachers to set and achieve academic goals while building responsibility and independence through their learning.

As documented in our data, students who demonstrated a high reluctance to engage in learning, increased their stamina in overcoming academic roadblocks when provided with specific, individualized interventions, using a repertoire of strategies designed by teachers.

Additionally, it was noted that students who demonstrated academic challenges required support in building one or more of the following learning engagement skills and/or attitudes:

- communication,
- persistence,
- reasoning and making connections to prior learning,
- confidence.

A Career Life Project was collaboratively developed by teachers to help motivate students to explore post-secondary opportunities and make informed curricular decisions. This project is intended to assist students with making real-world connections to their in-class learning, thereby developing a vision and pathway toward success.

Developing healthy pro-social behaviours through improved coping and self-regulation strategies and opportunities to practice these skills.

In the 2022-23 school year, we saw an increase in student self-management that correlates with an extensive, coordinated slate of programs including:

- Diverse cultural teachings, observations and celebrations
- Regular opportunities to participate in acts of generosity
- Regularly scheduled Social-Emotional Learning during Wellness Wednesday programming, including strategies for building positive self-concept, Cognitive Behavioural Therapy strategies, interpersonal and intrapersonal awareness

Evidence of Improvement in Student Self-Management includes improved attendance data, positive behavioural tracking data, voice and agency in student feedback (Our School Data survey and a school-developed, anonymous Wellness Survey) and positive anecdotal parent feedback.

Anticipated Next Steps

In 2023-24, teachers will use the Engagement in Learning Continuum that was created, to efficiently assess and develop appropriate, individualized interventions with students, to engage students in self-reflection about their engagement and learning styles and to help students focus on areas for improvement. Teachers will use the data to evaluate the effectiveness of each intervention.

It was recognized that additional intervention is needed to address the lower-than-average expectations our students reported for completing high school and pursuing a trade or other post-secondary opportunity. To assist with addressing this, in 2023-24 the Career Life Project will be integrated into the ELA and MA curricula earlier, with each student completing it in Grade 10 or 11 coursework. Upon entry to JAS, all students who do not currently hold standing in Lifeworks 15F will take that course to begin to explore potential careers and employment opportunities, with the option to take either Transitional Math 15FT or Family Studies 15F alongside, for a full credit total.

2023-2024 Planning & Goal Setting Process

The 2023-2024 Jameswood School Goals have been designed using the new, 2023-2027 Divisional Strategic Plan as the guideline. ([https://www.sjasd.ca/Governance/StrategicPlan/Pages/default.aspx#/=">\)](https://www.sjasd.ca/Governance/StrategicPlan/Pages/default.aspx#/=)

The goal setting process begins in early spring and includes input from students, teachers, parents, and the community. Goals are developed to build upon student strengths and provide appropriate learning challenges that foster growth and achievement that is aligned with our vision and mission.

2023-2024 Identified Areas of Focus

To align our practices with the divisional strategic plan, our focus areas are:

1) Success for Each Learner: By June 2024 JAS students will demonstrate improved academic competence and personal success in both literacy and numeracy outcomes, as they work toward increased independence and mastery through the development of:

- Communication skills,
- persistence,
- reasoning and making connections,
- and confidence.

2) Ma Mawi Anokiiyaw Miinawaa, We Will Work Together Again: With the goal of creating culturally safe environments where Indigenous students, families, and community feel welcomed and connected, by June 2024, our students will demonstrate growth in the following areas:

- a) Students participate in opportunities to have their voice heard in their school environments
- b) Students are confident in reaching out for help
- c) Students and families will be invited and have opportunities to share their traditions and practices, and embed them in the school culture
- d) Students will regularly attend school
- e) Students will regularly demonstrate positive behaviours at school in interactions with self, peers and staff
- f) Student academic performance will increase due to increased involvement from their caregivers