

Western School Division

**Minnewasta School
Continuous Improvement Plan
2023-2024**



School Profile

Our school is a passionate school, driven by student engagement and a strong feeling of community. Our school has worked hard to improve/change the way we teach (teacher capacity) to allow a greater opportunity of success for our children. Post pandemic opportunities have resumed and Project-Based Learning has again, become an integral part of our teaching, which allows all students a chance to learn in a multitude of ways. Additional pieces of technology including iPads, laptops, and computers have been provided to support our initiatives, along with a couple of new interactive displays.

Minnewasta School is a Kindergarten to Grade 4 English track school that currently had up to 340 students this past school year. Moving into 2023-2024 we are anticipating right around the same numbers to begin the school year, but that enrollment number to rise throughout the course of the year with new families moving to our catchment area.

Western School Division has an equity policy that allows students at Minnewasta School to enjoy many things that are provided for them. Children that go to Minnewasta have the opportunity to experience things like field trips, the use of technology, project-based learning activities, and fantastic music and physical education opportunities. Our teaching staff also run a variety of extra-curricular activities which include running club, makerspace program, coding, and organized games/intramurals in the gymnasium during lunch hour. An additional item to support the culture of the school, Minnewasta has their own school song!

We are a diverse population that can be seen and heard in the classrooms and halls of our building. Children here are given the chance to explore themselves as an individual, as well as the commonalities and differences that make them unique from others. Overall, this school takes pride in student achievement, student safety, and social belonging.

Mission Statement

Learning and Growing Together

The mission of Minnewasta School is to provide a friendly, safe, and respectful place where students, staff, parents/guardians, and community work together to encourage lifelong learning. Minnewasta's staff will use the best available resources to challenge all students in a caring and competent way, respecting each child as an individual.

School Philosophy

Minnewasta School is a centre of learning in which the staff is committed to the development of the total individual. It is our goal to provide a framework in which children, together with parents/guardians, educators, and the community at large, strive for and achieve their highest potential.

Each child's academic and artistic development, as well as physical, social, and emotional well-being are our concern. We strive to provide a quality education for all students through accommodating individual student needs and differences in a safe and enjoyable environment. At Minnewasta we aim to foster a lifelong love of learning through a variety of educational programs and experiences.

A feeling of pride, achievement, and positive self-esteem is essential for success. We promote cooperation and a development of universal morals including respect and appreciation of others. We endeavour to prepare students to become responsible, considerate, caring, and contributing citizens of the community.

Minnewasta School maintains a commitment and dedication to these goals. We believe that a child's success depends on the involvement and support of all members of the child's team – parents/guardians, teacher, school personnel, and community.

Career Development

Our school understands and supports the development of our students as citizens of the world. Through our Ready for Life document, students are prepared in a variety of ways for success after Grade 12. The initiatives are split between the four phases of Dream, Explore, Experience, and Plan. Minnewasta School primarily works in dreaming and exploring, but in some cases stems to work with experiences and planning.



Our career development opportunities at Minnewasta will be through curriculum, classroom-based opportunities, field trips, and other experiences. In the Dream and Explore phases that will be primarily introduced to our students at Minnewasta, they will acquire skills through play, and be given opportunities to explore a wide variety of careers and professions relevant to their world and interests.

School Admin Team

Our administration/office team consists of a Principal, a Vice-Principal, a full-time administrative assistant, and a part time administrative assistant.

Principal:	Geoff Sutton
Vice-Principal:	Jenn Kroetsch
Administrative Assistant:	Jenelle Strome
Administrative Assistant:	Chelsey Bornn

Staff Complement

Full-time Equivalents	No.
<i>Administration</i>	1.25
<i>Kindergarten Teachers</i>	1.5
<i>Grade 1 Teachers</i>	3
<i>Grade 2 Teachers</i>	3
<i>Grade 3 Teachers</i>	3.5
<i>Grade 4 Teachers</i>	3.5
<i>Counsellors</i>	0.5
<i>Resource Teachers</i>	1.75
<i>Music Teachers</i>	1
<i>Physical Education Teachers</i>	1
<i>Reading Recovery Teachers</i>	1
<i>EAL</i>	0.5
<i>Educational Assistants</i>	15

Programs Offered

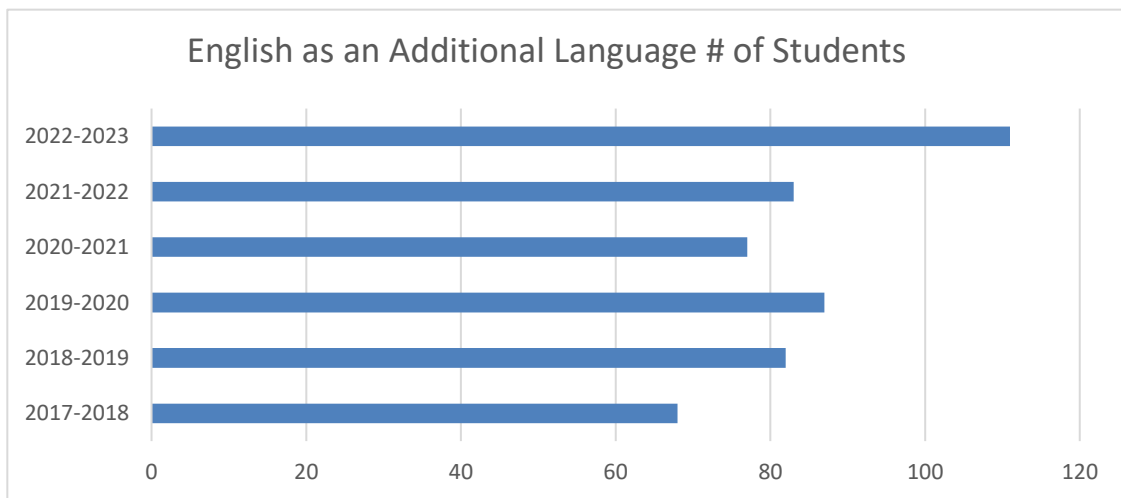
Minnewasta School strives to offer the programming necessary to give all students a chance to succeed not only from kindergarten to Grade 4, but also enable them with the skills to be set for life after graduation.

Classroom teachers provide instruction in the core areas of Literacy and Numeracy, as well as the thematic units of Science and Social Studies. In our school, you will see many different outcomes being worked on simultaneously. For example, Numeracy outcomes could be learned through a thematic unit in science. Classroom teachers also work on Early Start French programming from kindergarten to Grade 3, and French Communication & Culture (Basic French) is taught in all of Grade 4. Throughout these subjects, children will be working through inquiry-based, project-based, and teacher-guided lessons to enhance student engagement and achievement.

Other program offerings at Minnewasta School include Music, Physical Education, Active Health, Reading Recovery, and English as an Additional Language. These programs are taught by specialist teachers with training in these subject areas.

School Data

Disaggregation	# of Students	% of Student Population
English as an Additional Language	111	35%
Self-Declared Aboriginal	14	4.4%



As shown in the graph above, English as an Additional Language Learners are on the rise at Minnewasta School. We have seen an influx in families moving into our area, and attending our schools, from different countries where English isn't the primary language spoken. This past year we had 111 students that are considered EAL. This made up 35% of our total school population. Both data points (total EAL population/total percentage of EAL students in our population) are the highest they have ever been here at Minnewasta School. EAL is divided into three categories of students (Stage 1, 2, and 3), with Stage 1 and 2 requiring the most teacher intervention. This past year we had our highest amount of Stage 1 and 2 learners at Minnewasta School with 31 students. We are also seeing more students register at Minnewasta School who self-declare as Aboriginal. We have students who self-declare as Anishinaabe, First Nation, Inineu, Metis, and Oji-Cree. Having more students who have self-declared as Aboriginal will allow us to look at data differently and help us meet the needs of all our students.

Minnewasta ESD Plan

Our school continues to work towards sustainable development in a wide variety of ways. The key focus of our plan is to become "greener" and to use the sustainable development plans that we must enrich our student learning. Three years ago, we as a school began a composting program that both our students and staff participate in. Compost has been taken to bins, and then removed to the compost site. This year, some of our goals will be to re-ignite our recycling program (Kindergarten and Grade 4), create an outdoor learning space that ties to Indigenous Education, and beautify the front of our building with flowers and other plants.

Along with this program, we also do a variety of other things that fit into our overall ESD plan. Some of the things we have done as a school in the past few years include:

- ✓ Participated in the Global Cardboard Challenge.
- ✓ Planted more trees on the playground.
- ✓ Created window boxes for plants.
- ✓ Developed a Recycling Program (Kindergartens take recycling from classrooms and Grade 4 students collect the recycling from the large bins in the hallway).
- ✓ Created a natural-based playground and outdoor classroom space for all students to use.
- ✓ Field trips to the water treatment plant.
- ✓ Field trips to the Windmill farm to learn about energy efficiency.
- ✓ Added multiple water bottle filling stations to our school to save the amount of plastic water bottles purchased.

In thinking about what we have accomplished, and where we would like to go, as a school we have come up with a few goals that will serve as our focus for the 2023-2024 school year.

- ✓ Create/maintain an outdoor natural learning space and playground that will also enhance indigenous education and perspective.
- ✓ Create/maintain a garden space in which students could growth their own edibles (Grade 3 initiative). The refuse from this would be part of our composting program and further the understanding of science curricula.
- ✓ Plant additional trees on our playground.
- ✓ Create a committee to lend voice to new goals and initiatives at our school.

Minnewasta Strengths, Equity Issues, & Challenges

Strengths:

- ✓ Culture – You will see as you walk through the halls and classrooms of our school what an amazing culture we have. A sense of community and belongingness is felt throughout our building. This enhances social belonging and the overall well-being of our students. When students feel good at school, they do well in school!
- ✓ Teaching Staff – Our teaching staff work hard each day to make a difference in the lives of our students. They are incorporating new methods of teaching such as inquiry and project-based learning, while focusing on multiple intelligences, to meet the needs of all our students.
- ✓ Students – The students we have at this school are fantastic. Our catchment area pulls in many rural-based students, plus a geographical area within the city of Morden. Our students follow our Minnewasta Code of Conduct and work towards being respectful to all.
- ✓ Diversity – We are a school that has a wide range of diverse students from a large variety of backgrounds and cultures. We learn so much from each other and take pride in providing an invitational building to all individuals. In turn, this gives us greater creativity to promote positive learning environments for the students that come to school here.

Equity Issues:

- ✓ Economic Factors and Poverty – Morden offers cheaper cost of living than most of the other cities in Manitoba. However, because of this, some families have located here for low-skilled factory jobs that do not pay well. This adds stress on school supports and initiatives. Poverty can add stress to families and more specifically, students. This can have a large impact on our student data even though it is not easily observed.
- ✓ Diversity – Morden is growing at a rapid pace with most of this coming from immigration. Sometimes, our community is not as accepting of diversity issues that schools are teaching and should represent. This can cause tension at home, in the school, and in the community.

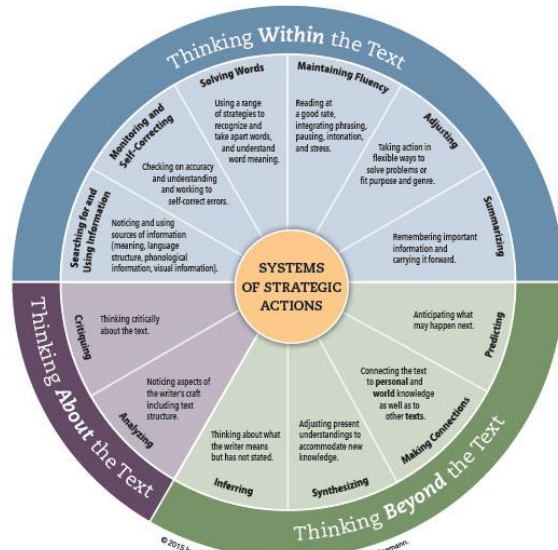
Challenges:

- Lack of Instructional Space – Due to increased enrollment at our school we are running out of adequate classroom space which enhances student learning. This causes less student to teacher contact time as there are more students in each classroom, and the classroom sizes are on the rise. It was announced that Morden would be getting a new school which is fantastic. Until then, we will be extremely limited on space in our building.

<p style="text-align: center;">Continuous Improvement</p> <h1 style="text-align: center;">Literacy</h1>	<p>Literacy Focus:</p> <ul style="list-style-type: none"> • Teaching literacy in all subject areas • Improve sense-making and reading comprehension for all students • Use of the new provincial ELA curriculum in all classrooms • Using Data/Evidence to guide instructional practices • Literacy learning through Project-Based Learning, Inquiry, Explorations and Play
	<p>Board Priorities:</p> <ul style="list-style-type: none"> • Elevate and Deepen Learning • Promote a Healthy and Thriving Culture • Foster Student Ownership • Forge meaningful Community Relationships
<p>Goals:</p> <ol style="list-style-type: none"> 1. 80% of students to show one year’s growth in reading comprehension from June 2023 to June 2024 (F+P data). 2. 80% of students meeting grade level expectations in writing by June 2024 (report card data). 	<p>Strategies:</p> <ul style="list-style-type: none"> • Literacy learning in all subject areas. • PBL/RLEs, Inquiry, play/explorations • Use of running records and anecdotal notes • Guided reading, partner reading • Access to a rich variety texts and multimedia • Provide ‘real-life’ relevant learning experiences • Response to longitudinal data from a variety of sources • Comprehension Wheel – focus on one piece of the reading comprehension wheel per month (predicting, summarizing, synthesizing, etc.) Area should be visible in classrooms, with clear student objectives each month • Increase teacher capacity through work with Garfield Gini Newman • Coach to aid in working with grade groups to create progressions (Where do we need to get to and how?) • Use of “Literacy Prompting Guide” with EAs and teaching staff
<p>Assessments (Local/Provincial), Data, & Evidence:</p> <ul style="list-style-type: none"> • Provincial Grade 3 Reading Assessment • Fountas and Pinnell Data 	

- Report Card Data
- Classroom-Based Evidence
 - Portfolios
 - Work Samples
 - Observations/Conversations
 - PLC Data

One of our school goals this year is to put a focus back on the comprehension wheel as a primary tool to facilitate increased student achievement. The comprehension wheel (pictured to the right) became an integral part of our instruction two years ago where we saw success in most areas of literacy. The past couple of years we moved away from using this tool and did not see the increases that we did the year previous. It will be important for us as a school to get back to using the components of the wheel during our lessons and have the students become familiar with the wheel itself and the language associated with it. The levels of thinking and areas of the comprehension wheel, work hand in hand with the new Fountas and Pinnell assessment tools we are using at all grade levels.



Reading Comprehension Wheel

Several years ago, the decision was made to move away from PM Benchmark Reading Assessment and to begin using the Fountas and Pinnell Benchmark Assessment System to gauge student achievement in literacy, but more specifically reading comprehension. Our students and staff have had an adjustment period moving from PM to F&P. Ensuring training, practice, and repetition with Fountas and Pinnell has been crucial for student success. In previous years it was noted that there was a “downward” trend in our literacy/reading comprehension data. Comparing last year’s reading comprehension data, to this year’s (see chart below), has been positive. Throughout our work with this new program, asking deeper/richer questions of students, and building stronger connections to our board priorities plan, our data has steadily improved.

Minnewasta School Reading Comprehension Data (Fall 2022)

SCHOOL TOTALS 21-22			SCHOOL TOTALS 22-23		
Does not meet	68	44.50%	Does not meet	89	35.2%
Approaching	35	11.50%	Approaching	20	7.9%
Meeting/Exceeding	103	54.79%	Meeting/Exceeding	144	56.9%

Fountas and Pinnell data shows that we made strides in our building last year. As more students completed the assessment last year than 21-22 there is a larger sample size to consider. While percentages are very close from year-to-year in “meeting/exceeding” we went up by forty total students in that area. Additionally, the number of students that we have “not meeting” expectations in reading comprehension has dropped almost an entire 10%. This can be equated to support teachers that we had in the building, reading recovery support, focused interventions in the classroom, and an overall commitment by our school staff to focus on increasing reading achievement data.

Grade 1 (22-23)			Grade 2 (22-23)		
Does not meet	20	33%	Does not meet	34	47%
Approaching	9	15%	Approaching	3	4%
Meeting/Exceeding	26	43%	Meeting/Exceeding	32	44%

Grade 3 (22-23)			Grade 4 (22-23)		
Does not meet	21	29%	Does not meet	14	23%
Approaching	4	5%	Approaching	4	6%
Meeting/Exceeding	46	63%	Meeting/Exceeding	40	65%

Grade level Fountas and Pinnell data has been broken out into several charts (above). When comparing to this year’s fall data it will be interesting to note the differences in the “does not meet” section of data as we continue to work towards, and think critically about, increased achievement in reading comprehension for our students. This data also reflects very few students in the “approaching” stage. A school goal we have this year is to ensure each child makes one year growth in their reading. If this is the case, in next year’s data, we should see a considerable jump from “does not meet” to “approaching”. This will be a clear indicator for us that our next steps and focused work is helping.

2022-2023 Provincial Assessment Data for Grade 3

	Reflect and Setting Reading Goals	Student Uses Strategies During Reading to Make Sense of Texts	Student Demonstrates Comprehension
Avg score (Out of 3)	2.78	2.47	2.71

- 1 Needs Ongoing Help
- 2 Approaching Expectations
- 3 Meeting Expectations

When thinking about our Provincial Assessment Data it is evident that our students are doing a really strong job in all three areas’. When averaged out in almost all areas the data shows that we are much closer to meeting in all areas opposed to approaching. This is great for our school to go through and consider what our strengths are before moving on and working on spending time in the areas that we may struggle with. It’s clear that our school responded well to the provincial assessments last year in reading and we are hopeful that this year’s data will reflect the same.

Successes

- ✓ Early Closings, Staff Meetings, and PD time spent in vertical groups discussing literacy.
- ✓ Vertical grade group discussions of running records and reading behaviours and F&P data.
- ✓ Continued emphasis on reading for enjoyment and reading with a purpose.
- ✓ PLCs built back into the timetable for teachers to analyze and think critically about the data.
- ✓ Student reading-buddies program.
- ✓ Variety of student-published writing (Class libraries, Young Author/Illustrator Night, etc.)
- ✓ Literacy Coach supporting classroom teachers.
- ✓ Literacy Learning through all subject areas.
- ✓ Literacy Learning through Project-Based Learning and Inquiry.

Opportunities for Improvement

- ✓ Reading comprehension is based on so many different understandings of text, not only books, but websites, magazines, etc. How are we reaching the needs of all our students through different texts?
- ✓ Consistency in expectations for reading/writing across grade levels - need to continue working in vertical groups to develop stronger understanding of the current ELA curriculum, to ensure that the 4 practices and rich learning experiences are being provided for our students.
- ✓ Increased support for our newcomer families to help with reading comprehension/focus on vocabulary in classrooms.
- ✓ Stronger links between the board priorities plan and this continuous improvement plan.
- ✓ Work/studying the work of Garfield Gini Newman and building increased teacher efficacy.

<p style="text-align: center;">Continuous Improvement</p> <h1 style="text-align: center;">Numeracy</h1>	<p>Numeracy Focus:</p> <ul style="list-style-type: none"> • Teaching numeracy in all subject areas • Improved understanding of Key Competencies (Gr. 3 Assessment) at all grade levels • Use of appropriate, targeted interventions for struggling learners • Using Data/Evidence to guide instructional practices • Numeracy learning through Project-Based Learning, Inquiry, Explorations and Play
	<p>Board Priorities:</p> <ul style="list-style-type: none"> • Elevate and Deepen Learning • Promote a Healthy and Thriving Culture • Foster Student Ownership • Forge meaningful Community Relationships
<p>Goals:</p> <ol style="list-style-type: none"> 1. 80% of students meeting grade level expectations in the addition/mental math areas, on divisional assessments, by June 2024 (divisional assessment data). 2. 80% of students meeting grade level expectations in problem solving by June 2024 (divisional assessments and report card data). 	<p>Strategies:</p> <ul style="list-style-type: none"> • Numeracy learning through Project-Based Learning, Inquiry, Explorations and Play • Regular teaching and practice of MM and PS strategies (e.g., not just problem solving after learning a skill/unit) • Opportunities to engage in authentic problem solving (routine, non-routine) • Math Centers and Guided Math • Teaching fact families together (i.e., not + then -) • Practice variety of “start unknown/change unknown/end unknown” problem-solving questions • Use of open-ended questions and parallel tasks to differentiate • Response to data from various sources • Grade 4 team participating in the Numeracy Achievement Project
<p>Assessments (Local/Provincial), Data & Evidence:</p> <ul style="list-style-type: none"> • Provincial Grade 3 Numeracy Assessment • Divisional Mental Math and Problem-Solving Data • Report Card Data • Classroom-Based Evidence 	

- Work Samples
- PLC Data (e.g., Teaching Sprints)
- Triangulation (conversations, observations, products)

In our previous Continuous Improvement Plan we focused on direct strategy usage with students, for both addition and subtraction. Our goal was increased achievement (percentage) in mental math areas. This was a broad and large goal. For this school year, we are choosing two goals rather than one. The first goal focuses on subtraction strategies and improvement. The second goal focuses on problem solving as a stand-alone goal as well. Below is our most recent data to reflect both addition and subtraction through our divisional data reporting.

June 2022-23 Mental Math - Addition Percentage 1 or 2 correct	Addition + Zero	Addition Near Doubles (+1/-1)	Addition Near Doubles (+2/-2)	Addition + 10	Addition + 9	Addition + 8
Grade 1						
Grade 2	92%	83%	79%	86%	72%	67%
Grade 3	96%	90%	80%	93%	80%	76%
Grade 4	No longer collected – participating in NAP					

June 2022-23 Mental Math - Addition Percentage 1 or 2 correct	Addition 1 more	Addition 2 more	Addition Doubles	Addition Make 10
Grade 1	92%	85%	92%	66%
Grade 2	95%	88%	93%	78%
Grade 3	100%	97%	99%	89%
Grade 4	No longer collected – participating in NAP			

June 2022-23 Mental Math - Subtraction Percentage 1 or 2 correct	Subtraction with Zero	Subtraction Near Doubles	Subtraction -10	Subtraction Down Through 10	Subtraction Up Through 10
Grade 1					
Grade 2					
Grade 3					
Grade 4	No longer collected – participating in NAP				

Grade 2	89%	80%	68%	57%	42%
Grade 3	96%	82%	85%	73%	63%
Grade 4	No longer collected – participating in NAP				

June 2022-23 Mental Math - Subtraction Percentage 1 or 2 correct	Subtraction 1 less	Subtraction 2 less	Subtraction Doubles	Subtraction Make 10
Grade 1	90%	82%	69%	58%
Grade 2	96%	92%	88%	72%
Grade 3	99%	97%	94%	83%
Grade 4	No longer collected – participating in NAP			

Over the last few years, we have seen so much improvement in the data we collect divisionally here at Western School Division, specifically at Minnewasta School. Addition and Subtraction. For the most part we have really improved in addition and subtraction when looking at 1 less, 2 less, and doubles as well as 1 more, 2 more, and doubles. These strategies have been a primary focus for us at our school and we are seeing results in both our divisional data and on the report card.

Spring 22-23 Problem Solving Summary

Percent Meeting	Addition				Subtraction			
	Fits Criteria	Complete & Sensible	Poses Question	Uses Math Language	Fits Criteria	Complete & Sensible	Poses Question	Uses Math Language
Gr. 1	86%	78%	76%	67%	68%	71%	66%	52%
Gr.2	70%	56%	54%	62%	41%	42%	45%	48%
Gr. 3	54%	54%	62%	63%	53%	53%	57%	59%

Multiplication				
Gr. 4	38%	66%	75%	45%

One area that we can look to improve this year is in problem solving. Throughout COVID some of our problem-solving data was put on hold with a focus on Mental Math. This data was collected last spring and shows that almost every single area of problem solving we are below 80% in, with most of them being even lower than 60%! This data is not the best and we have committed, as a school, to making it one of our primary goals in Numeracy for this school year. We plan to focus on each strategy for addition and subtraction problem solving questions and hope to see an increase in results, with a goal of 80% meeting, for our students in all areas.

2022-2023 Provincial Assessment Data for Grade 3

	Repeating Patterns	Equals Sign	Representing Numbers to 100	Mental Math
Avg score (Out of 3)	2.43	2.69	2.59	2.51

- 1 Needs Ongoing Help
- 2 Approaching Expectations Meeting
- 3 Expectations

Provincial assessment continues for our school in the area of Numeracy, and we are also continuing to do well against the provincial averages in most areas. We have collated our data and distributed an average for each area of the Provincial assessment in Numeracy. This data shows that for the most part we are closer to meeting expectations, in general as a school, in all areas except for repeating patterns. This was new for our school as typically our repeating pattern strategy data is much higher than the rest of the data. This shows that we have been spending extra time on student achievement in all the other areas to try and catch up. We have made great gains in the Numeracy portion of the provincial assessment over the last number of years.

Successes

- ✓ Early Closings, Staff Meetings and PD time spent in vertical groups discussing Numeracy.
- ✓ Vertical grade group discussions of MM and PS data.
- ✓ School-wide discussion of Key Competencies in the Provincial Grade 3 Assessment.
- ✓ Numeracy Coach/Co-Teaching.
- ✓ Coding/Robotics mindset in classrooms – STEAM education.
- ✓ Increased use of manipulatives (Cuisenaire Rods, Digi-blocks, scales, etc.) in numeracy centres.
- ✓ Numeracy learning in all subject areas and through Project Based Learning.
- ✓ Grade 4 team participating in the Numeracy Achievement Project.

Opportunities for Improvement

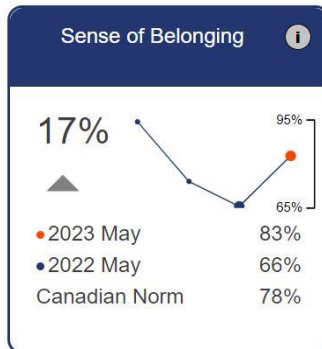
- ✓ Vertical grade discussions of Key Competencies – focus on improved results on Grade 3 Provincial Assessment of Numeracy school-wide – this begins with kindergarten and moves up to Grade 3.
- ✓ Review assessment practices to ensure achievement reflects curricular expectations accurately.
- ✓ Increased improvement reflected in MM and PS on report card.
- ✓ Create more opportunity for numerical learning through coding, robotics, and other modes of technology/science.

<p style="text-align: center;">Continuous Improvement</p> <h1 style="text-align: center;">French</h1>	<p>French Focus:</p> <ul style="list-style-type: none"> • Literacy-based approach • Simple sentence structures through unit-based learning • Oral competencies
	<p>Board Priorities:</p> <ul style="list-style-type: none"> • Elevate and Deepen Learning • Promote a Healthy and Thriving Culture • Foster Student Ownership • Forge meaningful Community Relationships
<p>Goals:</p>	<p>Strategies:</p>
<ol style="list-style-type: none"> 1. 90% of students engage with French artists/performances during the school year. 2. Increased usage of the “kits” created for our school library using French Revitalization Grant money to increase French achievement Grades 1-4. 	<ul style="list-style-type: none"> • More literacy-based approaches to learning • Performers presenting to the school • Peer and Teacher collaboration on themes • Adding more French books to our school library
<p>Assessments (Local/Provincial), Data & Evidence:</p> <ul style="list-style-type: none"> • Performers presenting to the school (90%+ students viewing these presentations) • Support from divisional French Language Coach on themes and units • Log of books being signed out of our school library • Time to collaborate with other staff and students on French themes and oral competencies 	
<p>Successes:</p> <ul style="list-style-type: none"> ✓ Most of our classes viewed a French performance last year virtually. ✓ Teachers focused on themes in their classrooms. ✓ Added more French literature to our library over the past two years. 	
<p>Opportunities for Improvement:</p> <ul style="list-style-type: none"> ✓ French grant should provide more opportunities to have French artists come into the school. ✓ Additional resources need to be purchased for the library to help support all curricular outcomes. ✓ More of a focus on French literature and reading, rather than only vocabulary. 	

<h2 style="color: green;">Continuous Improvement Culture</h2>	<p>Wellness Focus:</p> <ul style="list-style-type: none"> Increased approaches to student wellness
	<p>Board Priorities:</p> <ul style="list-style-type: none"> Elevate and Deepen Learning Promote a Healthy and Thriving Culture Foster Student Ownership Forge meaningful Community Relationships
<p>Goals:</p> <ol style="list-style-type: none"> Create a school committee to review the Mamahtawisiwin document. <ul style="list-style-type: none"> ✓ Create goals as a committee for our school to achieve, related to the Mamahtawisiwin document, throughout the 2023-2024 school year. Decreased percentages of students feeling levels of anxiety at school and increased percentages of students having positive relationships at school (Our School Survey Data). 	<p>Strategies:</p> <ul style="list-style-type: none"> Increased mental health supports for students at school (calming room, regulation gym, social skills area, etc.) More “culture days” at Minnewasta School (fun days) Continue to build and create positive teacher-student relationships Increased events to have families come into school (Young Author’s Night, Movie Night, games evenings, etc.)

Assessments (Local/Provincial), Data & Evidence:

- OurSCHOOL Survey Results
- Number of students on guidance caseload
- Increased resource support data for students that are struggling with regulating
- Increased number of BIP, intervention, and safety plans



Since the pandemic in schools, we have added another target/focus area for our school with “Culture” as the overarching goal. Our sub goals reflect a focus around anxiety levels of our students. When going through the OurSCHOOL survey results lots of our students feel anxiety regularly (this could mean at home or at school as the data doesn’t separate the two). We will be coming up with goals at our school to help battle the anxiety levels of our students. Positively, students feeling they have positive relationships at school and a sense of belonging here at Minnewasta have risen dramatically over the last couple of years!

Successes:

- ✓ Many events have happened in the past to promote well-being and sense of belonging.
- ✓ Grade 4 students being honest and open with their feedback on the OurSCHOOL survey.
- ✓ Celebrating diversity and the uniqueness and individuality of all our staff and students.

Opportunities for Improvement:

- ✓ Focus on teacher-student relationships.
- ✓ Committee formed to focus on Indigenous learning.
- ✓ Build social skills of our students that may have been lacking or used minimally during the pandemic.
- ✓ Open our school to more family events.
- ✓ Look at increased social wellness/well-being programs to support our students who are struggling.