



**Vision**

Enhancing pathways for student success.

**Mission**

Our commitment to high-quality public education serves the community and empowers each student to live a life of dignity, fulfilment, empathy and possibility.

**Values**

Accountability, collaboration, equity and integrity.

**Division Priorities 2022-2026**

- 1. Build on outstanding learning opportunities for all students.
- 2. Advance action towards anti-racism and reconciliation.
- 3. Promote a comprehensive approach to student and staff well-being and mental health.

**Profile**

Strategic Division Supports works in support of the Board of Trustees, the Superintendent and the Division Support Team and their efforts toward success for all students. The team provides leadership and oversight to Board Policies and Administrative Regulations, partnerships in support of student well-being and success, annual reporting requirements and key initiatives in support of the Division's 2022-2026 Strategic Plan. The work of Strategic Division Supports is accomplished through input from staff, students, families and members of the community and reflects the collaborative efforts of schools and central decision units.

## Results and Implications

### Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
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Based on the goals that were established for 2023-2024, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

By June 2024, through the implementation of more efficient tracking and communication processes, Strategic Division Supports will have accelerated the average time for signed agreements to be ready for final review and signature by 30% (from 60 days to 42 days).

#### Results Achieved:

Work was done over the school year to build internal processes that support efficiencies. This included cross Decision Unit collaboration and gaining a better understanding of the various components that need to be considered when reviewing or developing a signed agreement. Tracking of this work indicates that by August 2024, the typical time to complete the central review or initiation of an agreement now falls within a range of 14 to 30 days depending upon the complexity of the agreement and how long the agreement sits with the partner organization.

Strategic Division supports will continue to support leadership of the Equity Achievement Project through project oversight and facilitation of the Steering Committee and the EAP Community of Practice. The year 3 Equity Achievement Project evaluation report will demonstrate continuous improvement in student learning outcomes for the cohort of students across the 41 project schools. This progress will be reflected in the 2024 Spring CAT 4 results for students in Grades 4-6 in the areas of Reading, Math, Computation & Estimation.

The goal is to reduce the achievement gap between the Spring 2023 EAP cohort and the Division average of at or above Stanine 4 as follows: Grade 4 from 10 per cent to 5 per cent; Grade 5 from 12 per cent to 7 per cent; and Grade 6 from 10.3 per cent to 5 per cent.

#### Results Achieved:

Looking at CAT4 data in reading, mathematics, and computation & estimation for both the Division and the 41 Equity Achievement Project Schools, the following growth has been observed from fall to spring of the 2023-2024 school year:

##### Grade 4

Reading saw a 4% decrease in the achievement difference between the Division and EAP schools from fall to spring.

Math saw a 9% decrease in the achievement difference between the Division and EAP schools from fall to spring.

Computation & Estimation saw an 8% decrease in the achievement difference between the Division and EAP schools from fall to spring.

##### Grade 5

Reading saw a 5% decrease in the achievement difference between the Division and EAP schools from fall to spring.

Math 0% change (*note that for both the Division and EAP cohort, the fall results were better than the spring results*)

Computation & Estimation saw a 6% decrease in the achievement difference between the Division and EAP schools from fall to spring.

##### Grade 6

Reading saw a 6% decrease in the achievement difference between the Division and EAP schools from fall to spring.

Math saw an 8% decrease in the achievement difference between the Division and EAP schools from fall to spring.

Computation & Estimation saw a 5% decrease in the achievement difference between the Division and EAP schools from fall to spring.

#### What were the biggest challenges encountered in 2023-2024?

Supporting Division wide processes and initiatives within the context of increasing enrolment numbers and complexity remains a challenge.

#### What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?

Strategic Division Supports is a small and new team. We continue to build out our processes and the capacity of staff to work across projects.

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In reflecting on our work towards continuous improvement as a Division, reflective questions have been included in the Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 3

As the Division builds upon a sense of belonging and safety for all students, refine and develop materials and learning opporutnities through the Youth Resilience Work that support schools in taking intentional steps towards students well-being and belonging through school culture and community. School completion research demonstrates the importance of the transition from grade 6 to grade 7. This work will be Division wide, with an intentional focus to support junior high schools.

What Key Performance Indicators are you using to track continuous improvement?

We will monitor Division data related to well-being and belonging. Also through R2 and schools seeking tailored PL support from Dr. Unger, we have set a goal to work with 17 junior high schools over the course of the school year to support them in exploring ways to enhance student belonging. This work will build capacity across the 17 schools and inform other Division PL and supporting materials.

Division Priority 2

To support the Division's commitment to anti-racism, reconciliation and equity, building staff capacity, awareness and understanding is a key element to continued progress in this work. To support staff on their individual journeys and to create a common shared understanding of key concepts related to Priority 2, the Division recognizes the effectiveness of short, focused videos as one means to build staff capacity. The Division will work with community, staff and students to better understand what topics or themes would be best suited for a set of short videos. This feedback will support the development of 3 videos by August 2025.

What Key Performance Indicators are you using to track continuous improvement?

Three videos focused around key themes related to anti-racism, reconciliation and equity will be developed by August 2025. We will use participation metrics from the videos to better understand their reach and impact.



Staff FTE		Budget	
Custodial	0.000000	Salaries	\$0 0.00%
Exempt	0.000000	Supplies, Equipment and Services	\$1,936,250 100.00%
Support	0.000000	Total	\$1,936,250 100.00%
Teacher	0.000000		
Maintenance	0.000000		
Total	0.000000		

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Address: One Kingsway

Budget Summary

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		1,936,250		1,936,250
Internal Revenue		0		0
REVENUE TOTAL		1,936,250		1,936,250
Exempt	.000000	0	.000000	0
TOTAL NON-TEACHER	.000000	0	.000000	0
(% of Budget)		0%		0%
TOTAL STAFF	.000000	0	.000000	0
(% of Budget)		0%		0%
SUPPLIES, EQUIPMENT AND SERVICES		1,936,250		1,936,250
INTERNAL SERVICES		0		0
TOTAL SES		1,936,250		1,936,250
(% of Budget)		100%		100%
TOTAL AMOUNT BUDGETED		1,936,250		1,936,250



Staff FTE		Budget	
Custodial	0.000000	Salaries	\$2,124,705 83.98%
Exempt	12.000000	Supplies, Equipment and Services	\$405,239 16.02%
Support	0.000000	Total	\$2,529,944 100.00%
Teacher	1.600000		
Maintenance	0.000000		
Total	13.600000		

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	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources	2,529,944		2,529,944	
Internal Revenue		0		0
REVENUE TOTAL	2,529,944		2,529,944	
Teacher	1.700000	248,534	1.600000	234,811
Supply Teacher	.000000	0	.000000	0
TOTAL TEACHER	1.700000	248,534	1.600000	234,811
(% of Budget)		9.82%		9.28%
Exempt	12.000000	1,829,894	12.000000	1,829,894
Exempt (Hourly/OT)	.000000	60,000	.000000	60,000
Support (Supply/OT)	.000000	0	.000000	0
TOTAL NON-TEACHER	12.000000	1,889,894	12.000000	1,889,894
(% of Budget)		74.7%		74.7%
TOTAL STAFF	13.700000	2,138,428	13.600000	2,124,705
(% of Budget)		84.52%		83.98%
SUPPLIES, EQUIPMENT AND SERVICES		354,816		368,539
INTERNAL SERVICES		35,200		35,200
OTHER INTEREST AND CHARGES		1,500		1,500
TOTAL SES		391,516		405,239
(% of Budget)		15.48%		16.02%
TOTAL AMOUNT BUDGETED		2,529,944		2,529,944