



*Keeping Learners at  
the Centre*

4/26/2018

**Spring Division Planning Day**

**Spring Division Planning Day**  
**Thursday, April 26, 2018**  
**“Evaluating Progress”**

**Present:** D. Davidson, D. Ward, T. Cholka, S. Cottyn, J. Mischuk, J. Knight, D. McInnes, L. Slepicka, S. Thompson, B. Michaleski, D. Anderson, N. Casavant, R. Casavant, A. Collins, D. Dutchak, C. Helgeson, W. Heschuk, S. Jaddock, R. Minshull, M. Rathgeber, T. Mikolayenko, N. Thacker, D. Smith, K. Wilson, J. Mischuk, L. Jensen, G. Wood, N. Thacker, M. Lefebvre, S. Tucker

**Regrets:** B. Johnson, W. Lawrence, K. MacMillan, E. Persson

**Thursday, April 26, 2018**

**9:15 A.M. – 9:30 A.M. Welcome and Overview of Planning Session**

Ms. Davidson welcomed the participants, reviewed the agenda and shared the goals of the planning session:

- Review plans for each strategic direction
- Review and analyze data
- Review and reflect on the role of administration in supporting division plan

**9: 30 A.M. – 1:30 P.M. Division Strategic Directions – Progress to Date and Review Data Collection Process**

**For each of the five focus areas, the participants participated in the following exercises:**

1. Reviewed Strategic Plan
  - a. The goal, indicators of success, strategies and data collection tools were shared for each focus area.
2. For each strategic direction focus area, school administrators were provided with school-level data. They reviewed their school plans and school-level data then responded to the following questions, for each focus area:
  - i. How does my school plan connect to the division plan in this focus area?
  - ii. Where is my school in relation to the indicators/strategies for this focus area? Refer to school-based data provided and record observations based on the data in relation to the division indicators of success.
  - iii. What do we still need to do at the school level?
  - iv. Next Steps – What are your action items for the upcoming school year?
- b. Administrators shared their responses with their partners and within small groups.

- c. The administrators recorded their responses and the response sheets were collected.
3. Reviewed Progress to Date
    - a. Administration shared progress to date for each focus area and discussed what data still needed to be collected.
    - b. Progress-to-date reports for each focus area are located in Appendix A.

### **1:30 P.M. – 2:15 P.M.                      Role of the Administration**

Senior Administration and Coordinators shared their reflections on their commitments to supporting school-level administration in implementing the division plan (Appendix B). The document was originally created last spring. School administration completed the expectation section of the chart at the Spring Planning Day in 2017. Senior Administration and Coordinators completed the commitment section and reviewed with school administrators at the August Admin Council meeting. The reflection section was completed prior to the Spring Planning Day.

School administrators were provided with an opportunity to reflect on their commitments, as with the process above. Senior Administration and Coordinators completed the expectation section of the chart and at the 2017 spring planning day, school administrators were required to complete the commitment section. The school administrators reflected on their commitments and recorded their reflections.

### **2:30 P.M. – 3:15 P.M.                      Planning Teams**

Division Planning teams reviewed the master timeline and requirements for each strategic direction and generated observation statements on new progress-to-date data that were added since the Fall Division Planning Day.

#### **Literacy**

The Literacy team reviewed the progress-to-date report. The following data were added since the team reviewed the report in the fall:

- Gr. 3 Provincial Assessment Data – addition of the Fall 2017 results
- Gr. 8 Provincial Assessment Data – addition of Winter 2018 results

The team added the following statements to the progress-to-date report (Report in Appendix A):

- Cohort PD sessions for Gr. 2-4 teachers and Gr. 9 teachers completed for 2017-18 year
- Completion of participation in the 3-year ELA Provincial pilot

- Oral language kits purchased and PD provided for all K teachers
- Fall 2017 Gr. 3 Provincial Assessment data added – an increase of 3% of students meeting expectations in reading comprehension was noted; a 4% increase in students needing ongoing help was noted
- Resource teachers were provided with PD on Later Literacy
- Winter 2018 Gr. 8 Provincial Assessment data was added - an increase in all six competency areas in comparison to last year was noted; 4 out of 6 competency areas showed the highest results achieved by Gr. 8 students over the last 8 years (Winter 2010 to Winter 2018).
- A PD session was held with Gr. 12 English teachers to review Gr. 12 Provincial Exam data

The team reviewed the Master Implementation Timeline and reviewed items that still need to be done or need a revised completion date:

- Development of Recommended Reading Assessment Resource List for K-12 (to be finished by June 2018)
- Share and co-create criteria for assessing critical literacy in comprehension – moved to Fall 2018

## **Numeracy**

The Numeracy team reviewed the progress-to-date report. The following data were added since the team reviewed the report in the fall:

- Gr. 3 Provincial Assessment Data – addition of the Fall 2017 results
- Gr. 7 Provincial Assessment Data – addition of the Winter 2017 results

The team added the following statements to the progress to date report (Report in Appendix A):

- Cohort PD sessions for Gr. 2-4 teachers completed for 2017-18 year
- Completion of Year 2 in the mRLC Numeracy Pilot for selected Gr. 6 teachers
- Winter 2018 Gr. 7 Provincial Assessment data was added; an increase was noted in orders fractions and order decimals in comparison to the baseline data, while there was a decrease in the number of students approaching and not meeting in these same competencies
- Completion of Year 2 in the mRLC Numeracy Pilot for selected Gr. 9 teachers
- Introduction of the mRLC pacing guide to all Gr. 9 teachers
- Essential Math Working Group met to continue work on an established action plan

No revisions were made to the Master Timeline.

## **Career Education**

The Career Education team reviewed the progress-to-date report. The team did not add any summary statements. The data is not complete at this time, as schools are continuing to work on their career initiatives. The team will continue to provide support for implementation and gather final data in June.

The planning team reviewed the Master Timeline and noted the following:

- Items September to March have been completed.
- Coordinator of ICT will follow up with the Coordinator of Educational Services to confirm that the March item (Guidance Teachers and/or Youth Support Workers follow up with students at risk of not graduating) has been completed. There is a divisional Resource/Guidance meeting on Thursday, May 10, 2018.
- Coordinator of ICT will ask Administrators to survey their staff in June on the implementation of Career Education at their school. This information will be gathered along with the final data results, for the Division's indicators of success.

## **Mental Health**

The Mental Health team did not make any changes to the progress-to-date report. The Grade 5 Mental Health data was added to the planning document prior to the April 26<sup>th</sup> meeting.

The team discussed mental health in the division as it appears that there is an increase in the number of students that are experiencing mental health concerns. In order to overcome some of these concerns and barriers, the team felt that it is necessary to promote parents as partners, and to foster resilience in our students.

## **Safe and Caring Schools**

The planning team updated the Safe and Caring Schools Progress-to-Date report located in Appendix A. The team reviewed new data on suspensions (current year-to-date) and the data on school-level programs and strategies. The team generated draft summary statements related to the new data. The committee did not have an opportunity to review the master timeline.

**Strategic Direction Focus Area: Literacy – Enhance student achievement in literacy.**

**Outcome:** By June 2021, students will increase **critical literacy** through the development of comprehension and communication skills.

Reviewed and Revised April 26, 2018

Indicators of Success	Summary Statements	Data Results				
<ul style="list-style-type: none"> <li>There will be an annual 2% (or 10% over 5 years) increase in the number of Gr. 1 to 8 students <i>meeting</i> in the areas of comprehension and communication within selected cohorts on the provincial report card (3 or 4)/ provincial assessment data</li> </ul>	<p><b>Spring 2017:</b></p> <ul style="list-style-type: none"> <li>ELA Pilot team attended PD in August 2016 and throughout the 2016-17 school year</li> <li>In-servicing provided in Fall 2016 for school administrators on the ELA curriculum</li> <li>PD sessions provided for teachers in Grades 1, 2, and 3 in October, January, and April.</li> <li>Addition of a Grade 2 and Grade 4 teacher to the ELA Pilot team. Coaching support provided by the Divisional Literacy Coach</li> <li>Coaching support provided by the Divisional Literacy Coach for Gr. 7 and 8 teachers new to the ELA Pilot team</li> </ul>	<b>2015-2016 Report Card Baseline Data</b>				
		G27	Reading	Listening & Viewing	Writing	Speaking & Representing
		ND	1%	0%	0%	1%
		1	5%	2%	1%	5%
2	21%	17%	14%	22%		
3	23%	33%	46%	42%		
4	49%	48%	39%	30%		
G26	Reading	Listening & Viewing	Writing	Speaking & Representing		
ND						
1	9%	3%	1%	4%		
2	15%	14%	12%	25%		
3	26%	36%	42%	43%		
4	49%	48%	45%	28%		
*G indicates expected Graduation year						
<b>2016-2017 Report Card Data</b>						

Indicators of Success	Summary Statements	Data Results				
	<ul style="list-style-type: none"> <li>Divisional Literacy Coach and a Grade 7 teacher participated in a provincial assessment team</li> <li>Reading Recovery Training for RR Teachers</li> <li>Divisional Literacy Committee began the processes of reviewing reading assessments.</li> <li>Divisional PD – Manitoba Education Consultant facilitated K-12 literacy sessions</li> </ul>	Grade 1 G28	Reading	Listening & Viewing	Writing	Speaking & Representing
		ND	1%	0%	1%	0%
		1	6%	2%	6%	2%
		2	18%	16%	24%	15%
		3	29%	39%	40%	42%
		4	47%	44%	30%	41%
		Grade 2 G27	Reading	Listening & Viewing	Writing	Speaking & Representing
		ND	2%	0%	0%	0%
		1	8%	2%	4%	0%
		2	14%	11%	19%	10%
	3	23%	37%	45%	36%	
	4	54%	50%	32%	53%	
	Grade 3 G26	Reading	Listening & Viewing	Writing	Speaking & Representing	
	ND	0%	0%	0%	1%	
	1	4%	2%	5%	1%	
	2	18%	12%	23%	10%	
	3	34%	42%	47%	41%	
	4	44%	44%	25%	47%	
	<p><b>Oct 3, 2017:</b></p> <ul style="list-style-type: none"> <li>ELA Pilot team attended PD in August 2017</li> <li>G26 cohort results, compared to baseline: 3% increase in reading, 2% increase in listening and viewing, 15% decrease in writing and 17% increase in speaking and representing</li> <li>G27 cohort results, compared to baseline: 5% increase in reading, 6% increase in listening and viewing, 8% decrease in writing and 17% increase</li> </ul>	<p>*G indicates expected Graduation year</p> <p><b>Fall Provincial Grade 3 Data</b></p> <table border="1" data-bbox="1024 1295 1919 1333"> <tr> <td>MVSD Grade 3 Provincial Reading Assessment Fall</td> </tr> </table>	MVSD Grade 3 Provincial Reading Assessment Fall			
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Indicators of Success	Summary Statements	Data Results																																	
	<p>in speaking and representing</p> <ul style="list-style-type: none"> <li>G21 cohort results, compared to baseline: 2% increase in reading, 4% increase in listening and viewing, 1% decrease in writing and 13% increase in speaking and representing</li> <li>G20 cohort: ELA Report card data shows 74% or more of students are attaining a 3 or 4 in all areas being monitored</li> <li>2017 Grade 8 Provincial assessment data compared to baseline: 0.7 increase in understanding key ideas; 3.1% decrease in interprets a variety of text; 3.6 decrease in responds critically to text; 5.8% decrease in generates, selects and organizes ideas; 4% decrease in word choice and sentence patterns; 3.4% increase in editing and proofreading</li> <li>2017 Grade 8 Provincial assessment data compared to baseline:</li> </ul>	<table border="1"> <thead> <tr> <th colspan="2"></th> <th>Baseline 2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Reading Comprehension</td> <td>%Needing Ongoing Help</td> <td>9.1</td> <td>12.9</td> </tr> <tr> <td>% Needing Some Help</td> <td>34.8</td> <td>27.9</td> </tr> <tr> <td>% Meeting Expectations</td> <td>53.9</td> <td>57.5</td> </tr> <tr> <td>% Out of Range</td> <td>2.2</td> <td>1.7</td> </tr> </tbody> </table>						Baseline 2016	2017	Reading Comprehension	%Needing Ongoing Help	9.1	12.9	% Needing Some Help	34.8	27.9	% Meeting Expectations	53.9	57.5	% Out of Range	2.2	1.7													
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	<p>Overall there was an increase in the students obtaining “not meeting” in all competencies</p> <ul style="list-style-type: none"> <li>• Comprehension= Reading and Listening &amp; Viewing; Communication= Writing and Speaking &amp; Representing</li> <li>• G21- 3% increase in comprehension and 6% increase in communication</li> <li>• G27- 5.5% increase in comprehension and 4.5% increase in communication</li> <li>• G26- 2% increase in comprehension and 1% increase in communication</li> </ul> <p><b>April 21, 2018:</b></p> <ul style="list-style-type: none"> <li>• Cohort PD sessions for Gr. 2-4 teachers and Gr. 9 teachers completed for 2017-18 year</li> <li>• Completion of participation in the 3-year ELA Provincial pilot</li> <li>• Oral language kits purchased and PD provided for all K teachers</li> <li>• Fall 2017 Gr. 3 Provincial Assessment data added – an increase of 3% of</li> </ul>	<table border="1"> <thead> <tr> <th data-bbox="1016 141 1220 212">Grade 8 G21</th> <th data-bbox="1220 141 1394 212">Reading</th> <th data-bbox="1394 141 1583 212">Listening &amp; Viewing</th> <th data-bbox="1583 141 1778 212">Writing</th> <th data-bbox="1778 141 1974 212">Speaking &amp; Representing</th> </tr> </thead> <tbody> <tr> <td data-bbox="1016 212 1220 256">ND</td> <td data-bbox="1220 212 1394 256">2%</td> <td data-bbox="1394 212 1583 256">3%</td> <td data-bbox="1583 212 1778 256">3%</td> <td data-bbox="1778 212 1974 256">2%</td> </tr> <tr> <td data-bbox="1016 256 1220 300">1</td> <td data-bbox="1220 256 1394 300">9%</td> <td data-bbox="1394 256 1583 300">6%</td> <td data-bbox="1583 256 1778 300">6%</td> <td data-bbox="1778 256 1974 300">5%</td> </tr> <tr> <td data-bbox="1016 300 1220 344">2</td> <td data-bbox="1220 300 1394 344">17%</td> <td data-bbox="1394 300 1583 344">14%</td> <td data-bbox="1583 300 1778 344">16%</td> <td data-bbox="1778 300 1974 344">11%</td> </tr> <tr> <td data-bbox="1016 344 1220 388">3</td> <td data-bbox="1220 344 1394 388">20%</td> <td data-bbox="1394 344 1583 388">20%</td> <td data-bbox="1583 344 1778 388">21%</td> <td data-bbox="1778 344 1974 388">23%</td> </tr> <tr> <td data-bbox="1016 388 1220 431">4</td> <td data-bbox="1220 388 1394 431">52%</td> <td data-bbox="1394 388 1583 431">57%</td> <td data-bbox="1583 388 1778 431">54%</td> <td data-bbox="1778 388 1974 431">60%</td> </tr> </tbody> </table>					Grade 8 G21	Reading	Listening & Viewing	Writing	Speaking & Representing	ND	2%	3%	3%	2%	1	9%	6%	6%	5%	2	17%	14%	16%	11%	3	20%	20%	21%	23%	4	52%	57%	54%	60%
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Indicators of Success	Summary Statements	Data Results				
	<p>students meeting expectations in reading comprehension was noted; a 4% increase in students needing ongoing help was noted</p> <ul style="list-style-type: none"> <li>• Resource teachers were provided with PD on Later Literacy</li> <li>• Winter 2018 Gr. 8 Provincial Assessment data was added - an increase in all six competency areas in comparison to last year was noted; 4 out of 6 competency areas showed the highest results achieved by Gr. 8 students over the last 8 years (Winter 2010 to Winter 2018).</li> </ul>	<b>Winter: Comprehension</b>				
		Competencies		<b>Baseline 2016</b>	<b>2017</b>	<b>2018</b>
		Understands Key Ideas	% Not Meeting	4.8	7.3	3.8
	% Approaching		34.8	31.8	23.4	
	% Meeting		57.0	57.7	70.8	
	% Out of Range		3.5	3.2	1.9	
		Interprets a Variety of Text	% Not Meeting	7.8	15.5	11.0
	% Approaching		37.0	32.7	24.4	
	% Meeting		51.7	48.6	62.7	
	% Out of Range		3.5	3.2	1.9	
		Responds Critically to Text	% Not Meeting	10.9	20.9	12.0
	% Approaching		43.5	37.3	35.4	
	% Meeting		42.2	38.6	50.7	
	% Out of Range		3.5	3.2	1.9	
		<b>Provincial Grade 8 Data</b>				

Indicators of Success	Summary Statements	Data Results					
<ul style="list-style-type: none"> <li>There will be an annual 2% (or 10% over 5 years) increase in the number of Gr. 9 to 12 students achieving a 70% or above within selected cohorts in provincial assessment data/ comprehension and communication on the provincial report card</li> </ul> <p><u>Cohorts:</u>            Gr. 1, 2, 3; Gr. 8 &amp; 9 for 2016-17            Gr. 2, 3, 4;            Gr. 9, for 2017-18            Gr. 3, 4, 5; Gr. 9, 10 &amp; 11 for 2018-19            Gr. 4, 5, 6; Gr. 10, 11 &amp; 12 for 2019-20            Gr. 5, 6, 7; Gr. 10, 11, &amp; 12 for 2020-21</p>	<p><b>Spring 2017:</b></p> <ul style="list-style-type: none"> <li>PD sessions provided for teachers in Grades 8 and 9 in November and April.</li> <li>Divisional Literacy Coach provided a PD session for Grade 9 English teachers of the ELA pilot school</li> </ul> <p><b>Oct. 3, 2017:</b></p> <ul style="list-style-type: none"> <li>Grade 9 final ELA mark on Provincial Report Card did vary significantly from the baseline</li> <li>2009-2016 Gr. 9 ELA Credit Attainment results show an 8% increase and MVSD 2015-16 results were equal with Provincial results (90% credit attainment)</li> <li>Grade 12 average ELA Provincial Exam results and pass rates have not shown any significant changes over the last 3 years</li> </ul> <p><b>April 21, 2018:</b></p> <ul style="list-style-type: none"> <li>A PD session was held with Gr. 12 English teachers to review Gr. 12 Provincial Exam data</li> </ul>	Winter: Communication					
		Competencies		<b>Baseline 2016</b>	<b>2017</b>	<b>2018</b>	
		Generates, Selects and Organizes Ideas	% Not Meeting	7.0	11.4	7.2	
			% Approaching	38.3	40.0	32.1	
			% Meeting	51.3	45.5	58.9	
			% Out of Range	3.5	3.2	1.9	
		Word Choice and Sentence Patterns	% Not Meeting	10.0	18.6	15.8	
			% Approaching	46.1	41.8	39.2	
			% Meeting	40.4	36.4	43.1	
			% Out of Range	3.5	3.2	1.9	
		Editing and Proofreading	% Not Meeting	9.1	16.4	15.8	
			% Approaching	43.0	31.8	24.9	
			% Meeting	45.2	48.6	57.4	
			% Out of Range	3.9	3.2	1.9	

**Strategic Direction Focus Area: Numeracy – Enhance student achievement in numeracy.**

**Outcome:** By June 2021, there will be an improvement in student numeracy achievement.

Reviewed and Revised April 26, 2018

Indicators of Success	Summary Statements	Data Results																																																			
<ul style="list-style-type: none"> <li>There will be an annual 2% (or 10% over 5 years) increase in the number of Gr. 1 to 8 students meeting (3 and 4) grade level outcomes within selected cohorts in the area of mathematical problem solving</li> </ul>	<p><b>Oct. 3, 2017</b></p> <ul style="list-style-type: none"> <li>PD sessions provided for teachers in Grades 1, 2, and 3 in October, January, and April</li> <li>Divisional PD – Manitoba Education Consultant facilitated K-12 numeracy sessions</li> <li>Through mRLC Numeracy project, a select group of Grade 6 teachers is participating in an initiative that includes curriculum pacing and common assessments. The Division has built teacher capacity in planning</li> <li>The G27 cohort realized an increase of 8% in the number of</li> </ul>	<p><b>2015-2016 Report Card Baseline Data</b></p> <table border="1" data-bbox="926 532 1486 808"> <thead> <tr> <th>Grade 1 G27</th> <th>Problem Solving</th> <th>Grade 2 G26</th> <th>Problem Solving</th> </tr> </thead> <tbody> <tr> <td>ND</td> <td>1%</td> <td>ND</td> <td>0%</td> </tr> <tr> <td>1</td> <td>5%</td> <td>1</td> <td>6%</td> </tr> <tr> <td>2</td> <td>17%</td> <td>2</td> <td>18%</td> </tr> <tr> <td>3</td> <td>33%</td> <td>3</td> <td>42%</td> </tr> <tr> <td>4</td> <td>43%</td> <td>4</td> <td>35%</td> </tr> </tbody> </table> <p>*G indicates expected Graduation year</p> <p><b>2016-2017 Report Card Baseline Data</b></p> <table border="1" data-bbox="926 971 1495 1263"> <thead> <tr> <th>Grade 2 G27</th> <th>Problem Solving</th> <th>Grade 3 G26</th> <th>Problem Solving</th> </tr> </thead> <tbody> <tr> <td>ND</td> <td>0%</td> <td>ND</td> <td>0%</td> </tr> <tr> <td>1</td> <td>4%</td> <td>1</td> <td>4%</td> </tr> <tr> <td>2</td> <td>12%</td> <td>2</td> <td>24%</td> </tr> <tr> <td>3</td> <td>41%</td> <td>3</td> <td>42%</td> </tr> <tr> <td>4</td> <td>43%</td> <td>4</td> <td>30%</td> </tr> </tbody> </table>				Grade 1 G27	Problem Solving	Grade 2 G26	Problem Solving	ND	1%	ND	0%	1	5%	1	6%	2	17%	2	18%	3	33%	3	42%	4	43%	4	35%	Grade 2 G27	Problem Solving	Grade 3 G26	Problem Solving	ND	0%	ND	0%	1	4%	1	4%	2	12%	2	24%	3	41%	3	42%	4	43%	4	30%
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	<p>students meeting a 3 or 4 in Mathematical Problem Solving on the Provincial Report Card</p> <ul style="list-style-type: none"> <li>The G26 cohort realized a decrease of 5% in the number of students meeting a 3 or 4 in Mathematical Problem Solving on the Provincial Report Card</li> <li>The G21 cohort realized a decrease of 6% in the number of students meeting a 3 or 4 in Mathematical Problem Solving on the Provincial Report Card</li> </ul> <p><b>April 26, 2018:</b></p> <ul style="list-style-type: none"> <li>Cohort PD sessions for Gr. 2-4 teachers completed for 2017-18 year</li> <li>Completion of Year 2 in the mRLC Numeracy Pilot for selected Gr. 9 teachers</li> </ul>	<p><b>2015-2016 Report Card Baseline Data</b></p> <table border="1" data-bbox="926 215 1535 492"> <thead> <tr> <th>Grade 7 G21</th> <th>Problem Solving</th> <th>Grade 8 G20</th> <th>Problem Solving</th> </tr> </thead> <tbody> <tr> <td>ND</td> <td>7%</td> <td>ND</td> <td>8%</td> </tr> <tr> <td>1</td> <td>16%</td> <td>1</td> <td>13%</td> </tr> <tr> <td>2</td> <td>11%</td> <td>2</td> <td>14%</td> </tr> <tr> <td>3</td> <td>22%</td> <td>3</td> <td>23%</td> </tr> <tr> <td>4</td> <td>44%</td> <td>4</td> <td>42%</td> </tr> </tbody> </table> <p><b>2016-2017 Report Card Baseline Data</b></p> <table border="1" data-bbox="926 594 1188 881"> <thead> <tr> <th>Grade 8 G21</th> <th>Problem Solving</th> </tr> </thead> <tbody> <tr> <td>ND</td> <td>4%</td> </tr> <tr> <td>1</td> <td>20%</td> </tr> <tr> <td>2</td> <td>15%</td> </tr> <tr> <td>3</td> <td>19%</td> </tr> <tr> <td>4</td> <td>41%</td> </tr> </tbody> </table> <p>*G indicates expected Graduation year</p>	Grade 7 G21	Problem Solving	Grade 8 G20	Problem Solving	ND	7%	ND	8%	1	16%	1	13%	2	11%	2	14%	3	22%	3	23%	4	44%	4	42%	Grade 8 G21	Problem Solving	ND	4%	1	20%	2	15%	3	19%	4	41%
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<ul style="list-style-type: none"> <li>There will be an annual 2% (or 10% over 5 years) increase in the number of Gr. 3 students meeting grade level outcomes in number sense and algebraic reasoning</li> </ul>	<p><b>Oct. 3, 2017</b></p> <ul style="list-style-type: none"> <li>PD sessions provided for teachers in Grades 1, 2, and 3 in October, January, and April</li> <li>Divisional PD – Manitoba Education Consultant facilitated K-12 numeracy sessions</li> </ul> <p><b>April 26, 2018:</b></p> <ul style="list-style-type: none"> <li>Cohort PD sessions for Gr. 2-4 teachers completed for 2017-18 year with a focus on number sense and algebraic reasoning</li> <li>Winter 2018 Gr. 7 Provincial Assessment data was added; an increase was noted in orders fractions and order decimals in comparison to the baseline data, while there was a decrease in the number of students approaching and not meeting in these same competencies</li> </ul>	<p><b>Fall Provincial Grade 3 Data</b></p>			
		<p>MVSD Grade 3 Provincial Numeracy Assessment Fall</p>			
		Competencies		Baseline 2016	2017
		Repeating Patterns	%Needing Ongoing Help	7.4	8.8
			% Needing Some Help	24.8	43.8
			% Meeting Expectations	66.5	46.3
			% Out of Range	1.3	1.3
		Equality	%Needing Ongoing Help	8.3	18.3
			% Needing Some Help	39.6	41.7
			% Meeting Expectations	48.3	37.5
			% Out of Range	3.9	2.5
		Representing Whole Numbers	%Needing Ongoing Help	10.4	9.2
			% Needing Some Help	23.5	22.1
			% Meeting Expectations	64.3	67.5
			% Out of Range	1.7	1.3
		Mental Math Addition & Subtraction	%Needing Ongoing Help	8.7	10.8
			% Needing Some Help	36.1	29.6
			% Meeting Expectations	52.6	57.9
			% Out of Range	2.6	1.7

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<ul style="list-style-type: none"> <li>There will be an annual 2% (or 10% over 5 years) increase in the number of Gr. 9-12 students achieving a 70% or above within selected</li> </ul>	<p><b>Oct. 3, 2017</b></p> <ul style="list-style-type: none"> <li>Divisional PD – Manitoba Education Consultant facilitated K-12 numeracy sessions</li> <li>PD to build teacher capacity through</li> </ul>	<b>Winter Provincial Gr. 7 Numeracy Data</b>																																																																										
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cohorts in math courses	<p>Grades 8-9 numeracy cohorts that met in December of 2016 and spring of 2017</p> <ul style="list-style-type: none"> <li>Through the mRLC Numeracy project, a select group of Grade 9 teachers is participating in an initiative that includes curriculum pacing and common assessments</li> </ul> <p><b>April 21, 2018</b></p> <ul style="list-style-type: none"> <li>Completion of Year 2 in the mRLC Numeracy Pilot for selected Gr. 9 teachers</li> <li>Introduction of the mRLC pacing guide to all Gr. 9 teachers</li> </ul>	<b>Overall Grade in Mathematics</b>																																															
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Indicators of Success	Summary Statements	Data Results												
<ul style="list-style-type: none"> <li>There will be a 25% increase in the pass rate on the Grade 12 Provincial Essential Math Test</li> </ul>	<p><b>Oct. 3, 2017</b></p> <ul style="list-style-type: none"> <li>Divisional PD – Manitoba Education Consultant facilitated K-12 numeracy sessions</li> <li>The Division has formed an Essential Math Working Group that will be meeting in May. The group will meet at least once annually and will receive support in building teacher capacity in the area of Essential Mathematics.</li> <li>The Essential Math Pass Rate has increased by 22.1% since 2014-15</li> </ul> <p><b>April 26, 2018</b></p> <ul style="list-style-type: none"> <li>Essential Math Working Group met to continue work on an established action plan</li> </ul>	<b>Essential Math 40S Provincial Standards Test Pass Rate</b>												
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		<ul style="list-style-type: none"> <li>2014-2016 Combined Essential Math Provincial Test Pass Rate = 50.6%</li> </ul>												

Indicators of Success	Summary Statements	Data Results
		<ul style="list-style-type: none"> <li>From the Fall of 2009 to the Fall of 2016, there has been a 5.4% increase in the percentage of students meeting expectations in all four sub-competencies within the Grade 3 Numeracy Assessment</li> </ul>
		<ul style="list-style-type: none"> <li>From January of 2008 to the January of 2017, there has been a 18.4% increase in the percentage of students meeting mid-grade performance expectations in all five sub-competencies within the Grade 7 Numeracy Assessment</li> </ul>
		<ul style="list-style-type: none"> <li>From January 2016 to January 2017, improvement has been realized in four of the five sub-competencies with the Grade 7 Math Assessment</li> </ul>
		<ul style="list-style-type: none"> <li>From Fall 2015 to Fall 2016, improvement has been realized in two of the four sub-competencies with an additional sub-competency unchanged in the Grade 3 Math Assessment</li> </ul>
		<ul style="list-style-type: none"> <li>From 2013-2016, the divisional pass rate in Grade 12 Applied Math 4.5% above the provincial average</li> </ul>
		<ul style="list-style-type: none"> <li>From 2013-2016, the divisional pass rate in Grade 12 Essential Math is 17.3% below the provincial average</li> </ul>
		<ul style="list-style-type: none"> <li>From 2013-2016, the divisional pass rate in Grade 12 Pre-Calculus is 0.7% below the provincial average</li> </ul>
		<ul style="list-style-type: none"> <li>From 2013-2016, the average mark on the Provincial Applied Math Standards test is equal to the provincial average</li> </ul>
		<ul style="list-style-type: none"> <li>From 2013-2016, the average mark on the Provincial Essential Math Standards test is 9% below to the provincial average</li> </ul>
		<ul style="list-style-type: none"> <li>From 2013-2016, the average mark on the Provincial Pre-Calculus Math Standards test is 2% below the provincial average</li> </ul>
		<ul style="list-style-type: none"> <li>There has been a 7% increase in Grade 9 Credit Attainment from 2009-2010 to 2015-16</li> </ul>

**Strategic Direction Focus Area: Career Education - Enhance awareness, skill development and opportunities for career development.**

**Outcome:** By June 2021, there will be an increase in the number of students who will report knowledge of available career opportunities for them.

Reviewed and Revised April 26, 2018

Indicators of Success	Summary Statements	Data Results																	
<ul style="list-style-type: none"> <li>95% of the students in 6-12 will have completed the appropriate level within Career Cruising/Xello</li> </ul>	<p>The Division purchased an enhanced Career Cruising/Xello license and provided training for school staff representatives through general Career Cruising/Xello training, a session with Provincial Consultant Ruth Stargardter, information sharing at guidance meetings and Ed Lab sessions.</p> <p>The Division Career Education Committee determined expectations for grade level activities within Career Cruising.</p>	<table border="1"> <thead> <tr> <th data-bbox="1129 610 1297 708">2015-16 (Baseline)</th> <th data-bbox="1297 610 1430 708">2016-2017</th> <th data-bbox="1430 610 1570 708">2017-2018 <i>as of April</i></th> <th data-bbox="1570 610 1703 708">2018-2019</th> <th data-bbox="1703 610 1835 708">2019-2020</th> <th data-bbox="1835 610 1967 708">2020-2021</th> </tr> </thead> <tbody> <tr> <td data-bbox="1129 708 1297 786">0%</td> <td data-bbox="1297 708 1430 786">0.9%</td> <td data-bbox="1430 708 1570 786">2%</td> <td data-bbox="1570 708 1703 786"></td> <td data-bbox="1703 708 1835 786"></td> <td data-bbox="1835 708 1967 786"></td> </tr> </tbody> </table>						2015-16 (Baseline)	2016-2017	2017-2018 <i>as of April</i>	2018-2019	2019-2020	2020-2021	0%	0.9%	2%			
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<ul style="list-style-type: none"> <li>95% of Grade 5-12 students have participated in a career fair, career presentation and/or career awareness activity</li> </ul>	<p>Schools have participated in various activities such as classroom and school-wide presentations, Manitoba Apprenticeship information sessions, career fairs, post-secondary tours, and Career Cruising/Xello.</p>	<table border="1"> <thead> <tr> <th data-bbox="1129 1146 1297 1243">2015-16 (Baseline)</th> <th data-bbox="1297 1146 1430 1243">2016-2017</th> <th data-bbox="1430 1146 1570 1243">2017-2018 <i>as of April</i></th> <th data-bbox="1570 1146 1703 1243">2018-2019</th> <th data-bbox="1703 1146 1835 1243">2019-2020</th> <th data-bbox="1835 1146 1967 1243">2020-2021</th> </tr> </thead> <tbody> <tr> <td data-bbox="1129 1243 1297 1321">92%</td> <td data-bbox="1297 1243 1430 1321">87%</td> <td data-bbox="1430 1243 1570 1321">68%</td> <td data-bbox="1570 1243 1703 1321"></td> <td data-bbox="1703 1243 1835 1321"></td> <td data-bbox="1835 1243 1967 1321"></td> </tr> </tbody> </table>						2015-16 (Baseline)	2016-2017	2017-2018 <i>as of April</i>	2018-2019	2019-2020	2020-2021	92%	87%	68%			
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<ul style="list-style-type: none"> <li>95% of K-4 students will have an awareness of career opportunities within their communities</li> </ul>	<p>Students have participated in community career awareness activities through classroom presentations and activities, as well as the ccSpark game through Career Cruising.</p>	<table border="1"> <thead> <tr> <th data-bbox="1129 177 1297 277">2015-16 (Baseline)</th> <th data-bbox="1297 177 1430 277">2016-2017</th> <th data-bbox="1430 177 1570 277">2017-2018 <i>as of April</i></th> <th data-bbox="1570 177 1703 277">2018-2019</th> <th data-bbox="1703 177 1835 277">2019-2020</th> <th data-bbox="1835 177 1967 277">2020-2021</th> </tr> </thead> <tbody> <tr> <td data-bbox="1129 277 1297 358">100%</td> <td data-bbox="1297 277 1430 358">100%</td> <td data-bbox="1430 277 1570 358">91%</td> <td data-bbox="1570 277 1703 358"></td> <td data-bbox="1703 277 1835 358"></td> <td data-bbox="1835 277 1967 358"></td> </tr> </tbody> </table>						2015-16 (Baseline)	2016-2017	2017-2018 <i>as of April</i>	2018-2019	2019-2020	2020-2021	100%	100%	91%					
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<ul style="list-style-type: none"> <li>All Grade 9 students will have completed a resume</li> </ul>	<p>The Division provided Career Cruising/Xello training and support for Guidance Counsellors/school representatives for implementation. The HSAP Facilitator was available to schools for additional supports regarding resumes and employability.</p>	<table border="1"> <thead> <tr> <th data-bbox="1129 521 1255 651"></th> <th data-bbox="1255 521 1409 651">2015-16 (Baseline)</th> <th data-bbox="1409 521 1528 651">2016-2017</th> <th data-bbox="1528 521 1640 651">2017-2018 <i>as of April</i></th> <th data-bbox="1640 521 1766 651">2018-2019</th> <th data-bbox="1766 521 1892 651">2019-2020</th> <th data-bbox="1892 521 1990 651">2020-2021</th> </tr> </thead> <tbody> <tr> <td data-bbox="1129 651 1255 691">Resume</td> <td data-bbox="1255 651 1409 691">27%</td> <td data-bbox="1409 651 1528 691">67%</td> <td data-bbox="1528 651 1640 691">26%</td> <td data-bbox="1640 651 1766 691"></td> <td data-bbox="1766 651 1892 691"></td> <td data-bbox="1892 651 1990 691"></td> </tr> </tbody> </table>							2015-16 (Baseline)	2016-2017	2017-2018 <i>as of April</i>	2018-2019	2019-2020	2020-2021	Resume	27%	67%	26%			
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<ul style="list-style-type: none"> <li>All Grade 10 students will have explored the interview process as outlined in Career Cruising/Xello</li> </ul>	<p>The Division provided access for students to Career Cruising/Xello, and training support for school Career Education representatives.</p>	<table border="1"> <thead> <tr> <th data-bbox="1129 878 1297 976">2015-16 (Baseline)</th> <th data-bbox="1297 878 1430 976">2016-2017</th> <th data-bbox="1430 878 1570 976">2017-2018 <i>as of April</i></th> <th data-bbox="1570 878 1703 976">2018-2019</th> <th data-bbox="1703 878 1835 976">2019-2020</th> <th data-bbox="1835 878 1967 976">2020-2021</th> </tr> </thead> <tbody> <tr> <td data-bbox="1129 976 1297 1057">0%</td> <td data-bbox="1297 976 1430 1057">0%</td> <td data-bbox="1430 976 1570 1057">14%</td> <td data-bbox="1570 976 1703 1057"></td> <td data-bbox="1703 976 1835 1057"></td> <td data-bbox="1835 976 1967 1057"></td> </tr> </tbody> </table>						2015-16 (Baseline)	2016-2017	2017-2018 <i>as of April</i>	2018-2019	2019-2020	2020-2021	0%	0%	14%					
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<ul style="list-style-type: none"> <li>All Grade 7 and/or Grade 8 students will have participated in the life work exploration activity (Ex. Real Game)</li> </ul>	<p>The Division provided access for students to the Real Game within Career Cruising, and training support for school Career Education representatives.</p>	<table border="1"> <thead> <tr> <th data-bbox="1129 1146 1297 1243">2015-16 (Baseline)</th> <th data-bbox="1297 1146 1430 1243">2016-2017</th> <th data-bbox="1430 1146 1570 1243">2017-2018 <i>as of April</i></th> <th data-bbox="1570 1146 1703 1243">2018-2019</th> <th data-bbox="1703 1146 1835 1243">2019-2020</th> <th data-bbox="1835 1146 1967 1243">2020-2021</th> </tr> </thead> <tbody> <tr> <td data-bbox="1129 1243 1297 1325">88%</td> <td data-bbox="1297 1243 1430 1325">90%</td> <td data-bbox="1430 1243 1570 1325">20%</td> <td data-bbox="1570 1243 1703 1325"></td> <td data-bbox="1703 1243 1835 1325"></td> <td data-bbox="1835 1243 1967 1325"></td> </tr> </tbody> </table>						2015-16 (Baseline)	2016-2017	2017-2018 <i>as of April</i>	2018-2019	2019-2020	2020-2021	88%	90%	20%					
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<ul style="list-style-type: none"> <li>All Grade 12 students will have an updated resume</li> </ul>	<p>The Division provided access for students to Career Cruising/Xello, and training support for school Career Education representatives. The HSAP Facilitator was available to schools for additional supports regarding resumes and employability.</p>	<table border="1"> <thead> <tr> <th></th> <th>2015-16 (Baseline)</th> <th>2016-2017</th> <th>2017-2018 <i>as of April</i></th> <th>2018-2019</th> <th>2019-2020</th> <th>2020-2021</th> </tr> </thead> <tbody> <tr> <td>Resume</td> <td>29%</td> <td>25%</td> <td>27%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>							2015-16 (Baseline)	2016-2017	2017-2018 <i>as of April</i>	2018-2019	2019-2020	2020-2021	Resume	29%	25%	27%										
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<ul style="list-style-type: none"> <li>10% increase (over 5 years) in student enrollments in the Life Work courses, HSAP, CFE and Dual Credit programs</li> </ul>	<p>Schools continue to offer a variety of career-oriented credit opportunities.</p>	<p>*Count is number of course enrolments</p> <table border="1"> <thead> <tr> <th>2015-16 (Baseline)</th> <th>2016-2017</th> <th>2017-2018 <i>as of April</i></th> <th>2018-2019</th> <th>2019-2020</th> <th>2020-2021</th> </tr> </thead> <tbody> <tr> <td>273</td> <td>334 22% <i>increase</i></td> <td>238 29% <i>decrease</i></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						2015-16 (Baseline)	2016-2017	2017-2018 <i>as of April</i>	2018-2019	2019-2020	2020-2021	273	334 22% <i>increase</i>	238 29% <i>decrease</i>												
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<ul style="list-style-type: none"> <li>Students planning to finish high school (data from the TTFM survey) will exceed the national average from the TTFM survey</li> </ul>	<p>2015-16 TTFM survey was completed in November 2015. 2016-2017 TTFM survey was completed in May 2017. 2017-2018 TTFM survey will be completed in May 2018.</p>	<table border="1"> <thead> <tr> <th></th> <th>2015-16 (Baseline)</th> <th>2016-2017</th> <th>2017-2018 <i>as of April</i></th> <th>2018-2019</th> <th>2019-2020</th> <th>2020-2021</th> </tr> </thead> <tbody> <tr> <td>MVSD</td> <td>73%</td> <td>77%</td> <td><i>survey</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td>National Average</td> <td>78%</td> <td>82%</td> <td><i>in progress</i></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>							2015-16 (Baseline)	2016-2017	2017-2018 <i>as of April</i>	2018-2019	2019-2020	2020-2021	MVSD	73%	77%	<i>survey</i>				National Average	78%	82%	<i>in progress</i>			
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**Strategic Direction Focus Area: Mental Health - Enhance student positive mental health through strength-based approaches to learning and social-emotional development.**

**Outcome:** By June 2021, there will be an increase in students who report positive mental health.

Reviewed April 26, 2018

Indicators of Success	Summary Statements	Data Results																											
<ul style="list-style-type: none"> <li>There will be a 2% decrease each year in the percentage of Grades 4-12 students who report feeling moderate to high levels of anxiety for selected cohorts</li> </ul> <p>Cohorts –            2015 -2016 - Grades 4, 5 and 6            2016 -2017 – Grade 5, 6 and 7            2017 -2018 – Grade 6, 7 and 8            2018 -2019 – Grade 7, 8 and 9            2019 -2020 – Grade 8, 9 and 10            2020 – 2021 – Grade 9, 10 and 11</p>	<p><b>Oct. 2017</b></p> <p><b>Anxiety:</b></p> <ul style="list-style-type: none"> <li>On average, there was a 6.3% decrease in males and 3.7% decrease in females who reported moderate to high levels of anxiety within the selected cohorts. All cohorts experienced a moderate decrease, with the exception of one, which experienced a moderate increase.</li> <li>MVSD is significantly above the Canadian norm for reporting moderate to high levels of anxiety in the selected grade levels within the cohort.</li> </ul> <p><b>Positive Relationships:</b></p> <ul style="list-style-type: none"> <li>On average, there was a 5.7% decrease in males and 7.7% decrease in females who report having positive relationships with friends. All cohorts experienced a moderate decrease, with the exception of one that experienced a significant decrease and</li> </ul>	<p><b>TTFM Data</b></p> <p><b>2015-2016 Moderate to high levels of anxiety</b></p> <table border="0"> <tr> <td>Grade 4</td> <td>22% Male</td> <td>32% Female</td> </tr> <tr> <td>Grade 5</td> <td>23% Male</td> <td>37% Female</td> </tr> <tr> <td>Grade 6</td> <td>21% Male</td> <td>26% Female</td> </tr> </table> <p><b>2016-2017 Moderate to high levels of anxiety</b></p> <table border="0"> <tr> <td>Grade 5</td> <td>16% Male (-6%)</td> <td>24% Female (-8%)</td> </tr> <tr> <td>Grade 6</td> <td>16% Male (-7%)</td> <td>30% Female (-7%)</td> </tr> <tr> <td>Grade 7</td> <td>15% Male (-6%)</td> <td>30% Female (+4%)</td> </tr> </table> <p><b>2015-2016 Report positive relationships</b></p> <table border="0"> <tr> <td>Grade 4</td> <td>73% Male</td> <td>87% Female</td> </tr> <tr> <td>Grade 5</td> <td>77% Male</td> <td>84% Female</td> </tr> <tr> <td>Grade 6</td> <td>83% Male</td> <td>88% Female</td> </tr> </table>	Grade 4	22% Male	32% Female	Grade 5	23% Male	37% Female	Grade 6	21% Male	26% Female	Grade 5	16% Male (-6%)	24% Female (-8%)	Grade 6	16% Male (-7%)	30% Female (-7%)	Grade 7	15% Male (-6%)	30% Female (+4%)	Grade 4	73% Male	87% Female	Grade 5	77% Male	84% Female	Grade 6	83% Male	88% Female
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Grade 6	16% Male (-7%)	30% Female (-7%)																											
Grade 7	15% Male (-6%)	30% Female (+4%)																											
Grade 4	73% Male	87% Female																											
Grade 5	77% Male	84% Female																											
Grade 6	83% Male	88% Female																											

Indicators of Success	Summary Statements	Data Results
	<p>another that experienced a moderate increase.</p> <ul style="list-style-type: none"> <li>MVSD is at par with the Canadian norm for positive relationships in Grade 5, and slightly below the Canadian norm in Grades 6 and 7.</li> </ul>	<p><b>2016-2017 Report positive relationships</b></p> <p>Grade 5 68% Male (-5%) 93% Female (+6%)  Grade 6 72% Male (-5%) 77% Female (-7%)  Grade 7 76% Male (-7%) 66% Female (-22%)</p>
<ul style="list-style-type: none"> <li>There will be a 2% increase each year in the percentage of Grades 4-12 students who report having positive relationships with friends and with staff for selected cohorts</li> </ul>	<p><b>Advocacy:</b></p> <ul style="list-style-type: none"> <li>On a rank out of 10, there was a 1.6 average decrease in males who report having a consistent staff advocate at school and a 2.0 average decrease in females.</li> <li>Advocacy at MVSD was above the Canadian norm for Grades 5 and 6 and slightly below the Canadian norm for Grade 7.</li> </ul> <p><b>Positive Teacher/Student Relationships</b></p> <ul style="list-style-type: none"> <li>On a rank out of 10, there was a 0.9 decrease in males who report having a positive teacher-student relationship. Similarly, there was a 1.1 average decrease in females who report having a positive teacher-student relationship.</li> <li>This data falls slightly below the Canadian norms.</li> </ul>	<p><b>2015-2016 Advocate at School (Rank out of 10)</b></p> <p>Grade 4 6.5 Male 6.4 Female  Grade 5 6.3 Male 6.3 Female  Grade 6 6.0 Male 5.4 Female</p> <p><b>2016-2017 Advocate at School (Rank out of 10)</b></p> <p>Grade 5 5.8 Male (-0.7) 5.3 Female (-1.1)  Grade 6 5.4 Male (-0.9) 5.3 Female (-1.0)  Grade 7 2.9 Male (-3.1) 2.5 Female (-3.9)</p> <p><b>2015-2016 Positive Teacher/Student Relationships (Rank out of 10)</b></p> <p>Grade 4 8.4 Male 8.8 Female  Grade 5 7.8 Male 8.3 Female  Grade 6 7.7 Male 7.4 Female</p> <p><b>2016-2017 Positive Teacher/Student Relationships (Rank out of 10)</b></p> <p>Grade 5 7.6 Male (-0.8) 7.8 Female (-1.0)  Grade 6 7.4 Male (-0.4) 7.3 Female (-1.0)  Grade 7 6.3 Male (-1.4) 6.1 Female (-1.3)</p>

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	<p><b>Guidance Reporting:</b></p> <ul style="list-style-type: none"> <li>Classroom profiles were utilized throughout the school year.</li> <li>Of the 12 schools reporting, 11 schools implement some type of school-wide positive behavioural support program.</li> <li>Most schools are participating in awareness days such as Orange T-Shirt Day, Addictions Awareness; Blue Monday and Pink Day.</li> <li>Of the 12 schools reporting, 75% of the classroom teachers incorporate block 1 UDL strategies or other types of strategies to build cooperative, supportive learning environments.</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>Mental Health First Aid training was offered to staff, teachers, educational assistants, twice in 2016-2017. This training will be offered annually.</li> </ul> <p><b>Fall/Spring Planning Day:</b></p> <p>Oct 18, 2016 guidance meeting was dedicated to review the MVSD Strategic plan with focus on career education, mental health and safe and caring schools focus areas. Discussion was held on the important role the school guidance counselor plays in providing leadership and support at the school level, to meet and achieve these goals. Timelines were reviewed and discussed, emphasizing the need to plan and organize up front. Guidance counselors were given blank</p>	<p><b>Guidance and Resource Surveys</b></p> <table border="1" data-bbox="1209 203 1835 621"> <thead> <tr> <th>Strategy</th> <th>Number of Schools</th> </tr> </thead> <tbody> <tr> <td>UDL Block 1</td> <td>16</td> </tr> <tr> <td>Positive Behavioural Support</td> <td>12</td> </tr> <tr> <td>Mental Health at Staff Meetings</td> <td>14</td> </tr> <tr> <td>School-based PD on Mental Health</td> <td>9</td> </tr> <tr> <td>Classroom Profiles</td> <td>16</td> </tr> <tr> <td>Awareness Days</td> <td>13</td> </tr> <tr> <td>Mental Health Curriculum</td> <td>16</td> </tr> </tbody> </table> <p><b>2015-2016 Grade 5 Mental Health Survey Report</b></p> <table border="1" data-bbox="1209 699 1986 1292"> <thead> <tr> <th><u>Teacher-Completed</u></th> <th>No Difficulties</th> <th>Some Difficulties</th> <th>Challenging</th> <th>Very Challenging</th> </tr> </thead> <tbody> <tr> <td>1. Prosocial Behaviour</td> <td>87%</td> <td>5%</td> <td>4%</td> <td>3%</td> </tr> <tr> <td>2. Emotional Symptoms</td> <td>88%</td> <td>6%</td> <td>2%</td> <td>3%</td> </tr> <tr> <td>3. Peer Relationship Problems</td> <td>82%</td> <td>12%</td> <td>4%</td> <td>3%</td> </tr> <tr> <td>4. Conduct Problems</td> <td>80%</td> <td>16%</td> <td>2%</td> <td>2%</td> </tr> <tr> <td>5. <u>Hyperactivity/Inattention</u></td> <td>84%</td> <td>9%</td> <td>7%</td> <td>0%</td> </tr> <tr> <td>Internalizing (subscales 2 and 3)</td> <td>81%</td> <td>12%</td> <td>3%</td> <td>3%</td> </tr> <tr> <td>Externalizing (subscales 4 and 5)</td> <td>84%</td> <td>11%</td> <td>2%</td> <td>3%</td> </tr> <tr> <td>Total Difficulties (2,3,4 and 5)</td> <td>83%</td> <td>11%</td> <td>3%</td> <td>2%</td> </tr> <tr> <td>Impact Score</td> <td>87%</td> <td>5%</td> <td>5%</td> <td>3%</td> </tr> </tbody> </table>	Strategy	Number of Schools	UDL Block 1	16	Positive Behavioural Support	12	Mental Health at Staff Meetings	14	School-based PD on Mental Health	9	Classroom Profiles	16	Awareness Days	13	Mental Health Curriculum	16	<u>Teacher-Completed</u>	No Difficulties	Some Difficulties	Challenging	Very Challenging	1. Prosocial Behaviour	87%	5%	4%	3%	2. Emotional Symptoms	88%	6%	2%	3%	3. Peer Relationship Problems	82%	12%	4%	3%	4. Conduct Problems	80%	16%	2%	2%	5. <u>Hyperactivity/Inattention</u>	84%	9%	7%	0%	Internalizing (subscales 2 and 3)	81%	12%	3%	3%	Externalizing (subscales 4 and 5)	84%	11%	2%	3%	Total Difficulties (2,3,4 and 5)	83%	11%	3%	2%	Impact Score	87%	5%	5%	3%
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	<p>action plans to take back to their school administrators and staff to outline how their school was going to address and achieve these goals.</p> <p>January 19, 2017 Guidance meeting was dedicated to the topic of anxiety. We reviewed resources available through the PD Center to support classroom teachers and guidance counselors in addressing the topic through various curricular areas, storybooks and classroom discussions as well as specific interventions through guidance. École Macneill and Goose Lake High shared the work their schools have done in attempting to reduce the levels of anxiety in students.</p> <p>Divisionally, we purchased a video Guidance Counselors can use with parents in helping their children deal with anxiety. The video is posted on MVSD Intranet website.  <a href="http://subscriptions.viddler.com/lynnlyons/2k6xkx">http://subscriptions.viddler.com/lynnlyons/2k6xkx</a>            Username: <a href="mailto:mvsdguidance@mvsd.ca">mvsdguidance@mvsd.ca</a>            Password: anxiety</p>	<table border="1"> <thead> <tr> <th data-bbox="1199 147 1455 285"><u>Student-Completed</u></th> <th data-bbox="1455 147 1579 285">No Difficulties</th> <th data-bbox="1579 147 1703 285">Some Difficulties</th> <th data-bbox="1703 147 1827 285">Challenging</th> <th colspan="2" data-bbox="1827 147 1986 285">Very Challenging</th> </tr> </thead> <tbody> <tr> <td data-bbox="1199 285 1455 324">1. Prosocial Behaviour</td> <td data-bbox="1455 285 1579 324">70%</td> <td data-bbox="1579 285 1703 324">23%</td> <td data-bbox="1703 285 1827 324">0%</td> <td colspan="2" data-bbox="1827 285 1986 324">7%</td> </tr> <tr> <td data-bbox="1199 324 1455 363">2. Emotional Symptoms</td> <td data-bbox="1455 324 1579 363">82%</td> <td data-bbox="1579 324 1703 363">6%</td> <td data-bbox="1703 324 1827 363">7%</td> <td colspan="2" data-bbox="1827 324 1986 363">3%</td> </tr> <tr> <td data-bbox="1199 363 1455 418">3. Peer Relationship Problems</td> <td data-bbox="1455 363 1579 418">81%</td> <td data-bbox="1579 363 1703 418">10%</td> <td data-bbox="1703 363 1827 418">4%</td> <td colspan="2" data-bbox="1827 363 1986 418">5%</td> </tr> <tr> <td data-bbox="1199 418 1455 457">4. Conduct Problems</td> <td data-bbox="1455 418 1579 457">81%</td> <td data-bbox="1579 418 1703 457">10%</td> <td data-bbox="1703 418 1827 457">4%</td> <td colspan="2" data-bbox="1827 418 1986 457">4%</td> </tr> <tr> <td data-bbox="1199 457 1455 513">5. Hyperactivity/Inattention</td> <td data-bbox="1455 457 1579 513">76%</td> <td data-bbox="1579 457 1703 513">12%</td> <td data-bbox="1703 457 1827 513">8%</td> <td colspan="2" data-bbox="1827 457 1986 513">5%</td> </tr> <tr> <td data-bbox="1199 513 1455 568">Internalizing (subscales 2 and 3)</td> <td data-bbox="1455 513 1579 568">81%</td> <td data-bbox="1579 513 1703 568">9%</td> <td data-bbox="1703 513 1827 568">3%</td> <td colspan="2" data-bbox="1827 513 1986 568">7%</td> </tr> <tr> <td data-bbox="1199 568 1455 623">Externalizing (subscales 4 and 5)</td> <td data-bbox="1455 568 1579 623">74%</td> <td data-bbox="1579 568 1703 623">14%</td> <td data-bbox="1703 568 1827 623">6%</td> <td colspan="2" data-bbox="1827 568 1986 623">5%</td> </tr> <tr> <td data-bbox="1199 623 1455 695">Total Difficulties (2,3,4 and 5)</td> <td data-bbox="1455 623 1579 695">76%</td> <td data-bbox="1579 623 1703 695">9%</td> <td data-bbox="1703 623 1827 695">9%</td> <td colspan="2" data-bbox="1827 623 1986 695">7%</td> </tr> <tr> <td data-bbox="1199 695 1455 734">Self-Rated Health</td> <td colspan="4" data-bbox="1455 695 1986 734">N/A</td> </tr> <tr> <td data-bbox="1199 734 1455 805">Self-Rate Mental Health</td> <td colspan="4" data-bbox="1455 734 1986 805">N/A</td> </tr> </tbody> </table>					<u>Student-Completed</u>	No Difficulties	Some Difficulties	Challenging	Very Challenging		1. Prosocial Behaviour	70%	23%	0%	7%		2. Emotional Symptoms	82%	6%	7%	3%		3. Peer Relationship Problems	81%	10%	4%	5%		4. Conduct Problems	81%	10%	4%	4%		5. Hyperactivity/Inattention	76%	12%	8%	5%		Internalizing (subscales 2 and 3)	81%	9%	3%	7%		Externalizing (subscales 4 and 5)	74%	14%	6%	5%		Total Difficulties (2,3,4 and 5)	76%	9%	9%	7%		Self-Rated Health	N/A				Self-Rate Mental Health	N/A			
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Appendix A - Progress Towards the 2016-2021 Strategic Plan – Safe and Caring Schools April 26, 2018

**Strategic Direction Focus Area: Safe and Caring Schools - Enhance the climate and culture in schools by building strong relationships and inclusive environments.**

**Outcome:** By June 2021, there will be an increase in the percentage of students feeling a strong sense of safety and belonging.

Reviewed and Revised April 26, 2018

Indicators of Success	Summary Statements	Data Results																												
<ul style="list-style-type: none"> <li>There will be a 5% decrease in the prevalence of bullying</li> </ul>	<ul style="list-style-type: none"> <li>72% of division staff have completed Respect in School as of Sept 5, 2017.</li> <li>Division continues to participate in the Respect in School (RIS) program. The HR department is actively tracking staff completion of this program. All new employees are required to complete the RIS program as part of the hiring process.</li> <li>Staff completion of the program increased 151% in the 2016-17 school year.</li> <li>The number of incidents of aggressive suspensions has decreased 19%.</li> <li>The decrease in the number of suspensions occurred in all categories except verbal aggression which had a significant increase (78%) and assaults which remained unchanged.</li> </ul>	<ul style="list-style-type: none"> <li>Respect in Schools Program Data - 72% of our part-time, full-time staff have completed RIS as of Sept 5, 2017</li> <li>The amount of staff (including subs) who completed RIS in:                             <ul style="list-style-type: none"> <li>2015/16 was 51</li> <li>2016/17 was 128</li> </ul> </li> </ul> <p><b>MVSD 2015-2016 and 2016-2017 Suspension Data:</b></p> <table border="1" data-bbox="1150 803 1990 1105"> <thead> <tr> <th>Violation</th> <th>Number 2015-2016</th> <th>Number 2016-2017</th> <th>Number 2017-2018</th> </tr> </thead> <tbody> <tr> <td>Bullying</td> <td>18</td> <td>13</td> <td>14</td> </tr> <tr> <td>Fighting</td> <td>52</td> <td>31</td> <td>24</td> </tr> <tr> <td>Assault</td> <td>2</td> <td>2</td> <td>12</td> </tr> <tr> <td>Physical Aggression</td> <td>24</td> <td>23</td> <td>24</td> </tr> <tr> <td>Verbal Aggression</td> <td>9</td> <td>16</td> <td>28</td> </tr> <tr> <td><b>Total</b></td> <td>105</td> <td>85</td> <td>-19%</td> </tr> </tbody> </table>	Violation	Number 2015-2016	Number 2016-2017	Number 2017-2018	Bullying	18	13	14	Fighting	52	31	24	Assault	2	2	12	Physical Aggression	24	23	24	Verbal Aggression	9	16	28	<b>Total</b>	105	85	-19%
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<ul style="list-style-type: none"> <li>There will be a 5% decrease in the number of students who are suspended due to aggressive incidents</li> </ul>																														

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<ul style="list-style-type: none"> <li>There will be a 10% increase in the percentage of students who report that they feel safe at school</li> <li>There will be a 10% increase in students reporting an increased sense of belonging</li> </ul>	<ul style="list-style-type: none"> <li>Incidents of bullying decreased in 16-17 and remain lower in 17-18 (YTD 17-18 to March 30).</li> <li>Total 17-18 suspensions (YTD Mar 30), higher than 16-17 and likely higher than 15-16.</li> <li>Significant increase of over 75% year over year in verbal aggression.</li> <li>Large current year increase in assaults (Data Systems Administrator to drill down).</li> <li>In grades 4-6, the prevalence of bullying overall decreased 3.9%, as reported by students.</li> <li>The prevalence of high or moderate bullying, as reported by male students, increased and the prevalence of high or moderate bullying, as reported by female students, decreased.</li> <li>Reports of any bullying remain above the baseline 2013-14 national average.</li> <li>Reports of physical bullying has decreased 20.8% and is now below the baseline 2013-14 national average.</li> <li>Based on the top 3 responses, the incidence of bullying in classrooms and the school grounds increased and</li> </ul>	<b>GRADES 4-6 TTFM BULLYING AND SCHOOL SAFETY SURVEY DATA</b>				
		<b>Prevalence of Bullying Percentage of Students</b>	<b>Canadian 2013-2014</b>	<b>Division 2015-2016</b>	<b>Division 2016-2017</b>	
		<b>Male</b>	high	11.0	15.1	16.2
			Moderate	15.0	15.1	17.3
			Any	20.0	22.8	18.5
		<b>Female</b>	high	7.0	14.0	11.8
			moderate	18.6	17.8	15.2
			Any	21.0	19.2	21.0
		<b>Mean</b>	high	9.2	14.6	14.0
			Moderate	16.8	16.4	16.2
			Any	20.0	21.0	19.8
			<b>Overall – Any type of bullying</b>			46
						52
						50
			<b>Bullying by type</b>			
	physical	22	24	19		
	verbal	35	35	35		
	social	31	34	35		
	cyber	7	9	8		
	<b>Where bullying most often occurs (Top 3)</b>					
	2015-2016	Outside (60%)	Bus (12%)	Classroom (6%)		
	2016-2017	Outside (61%)	Classroom (10%)	Bus (9%)		
	<b>When bullying most often occurs (Top 3)</b>					
	2015-2016	Recess (57%)	After school (21%)	Lunch (8%)		
	2016-2017	Recess (61%)	After school (16%)	Lunch (10%)		
	<b>Students Who Feel Safe at School</b>					
		feel safe at school	78%	71%		
		feel safe going to school	78%	75%		
		feel safe on the way home	81%	81%		
				78%		

Indicators of Success	Summary Statements	Data Results				
<p>incidences of bullying on the school bus has decreased.</p> <ul style="list-style-type: none"> <li>Based on the top 3 responses, when bullying occurred increased during recess and lunch, and decreased after school.</li> <li>The top three responses for where and when bullying occurs remain unchanged.</li> <li>Grades 4-6 Students feeling safe at schools decreased significantly and is below the baseline 2013-14 national average.</li> <li>Of the grade 4-6 students that did not report feeling safe at school, less than 14% reported feeling unsafe at school, while the remainder indicated a neutral position.</li> <li>In grades 7-12, the prevalence of bullying overall increased 7.1%, as reported by students.</li> <li>In grades 7-12, the prevalence of high bullying, as reported by male and female students, increased and the prevalence of moderate bullying, as reported by female students, increased and for males, decreased.</li> <li>Reports of any bullying remain above the baseline 2013-14 national average.</li> </ul>	<p>incidences of bullying on the school bus has decreased.</p> <ul style="list-style-type: none"> <li>Based on the top 3 responses, when bullying occurred increased during recess and lunch, and decreased after school.</li> <li>The top three responses for where and when bullying occurs remain unchanged.</li> <li>Grades 4-6 Students feeling safe at schools decreased significantly and is below the baseline 2013-14 national average.</li> <li>Of the grade 4-6 students that did not report feeling safe at school, less than 14% reported feeling unsafe at school, while the remainder indicated a neutral position.</li> <li>In grades 7-12, the prevalence of bullying overall increased 7.1%, as reported by students.</li> <li>In grades 7-12, the prevalence of high bullying, as reported by male and female students, increased and the prevalence of moderate bullying, as reported by female students, increased and for males, decreased.</li> <li>Reports of any bullying remain above the baseline 2013-14 national average.</li> </ul>	<b>GRADES 7-12 TTFM BULLYING AND SCHOOL SAFETY SURVEY DATA</b>				
		<b>Prevalence of Bullying Percentage of Students</b>	<b>Canadian 2013-2014</b>	<b>Division 2015-2016</b>	<b>Division 2016-2017</b>	
		male	High	9.0	11.1	11.6
			Moderate	16.0	9.3	7.0
			Any	13.0	10.0	9.9
		Female	High	14.0	8.2	10.8
			Moderate	5.0	10.6	11.1
			Any	19.0	15.8	17.6
		Mean	High	11.0	9.7	11.2
			Moderate	11.0	10.0	9.1
			Any	16.0	12.9	14.5
		<b>Overall – Any type of bullying</b>		38.0	32.5	34.8
		<b>Where bullying most often occurs (Top 3)</b>				
		2015-2016	Outside on SP (38%)	Hallways (32%)	Classroom (9%)	
		2016-2017	Outside on SP (38%)	Hallways (33%)	Classroom (9%)	
<b>When bullying most often occurs (Top 3)</b>						
2015-2016	Breaks (37%)	After school (31%)	Between Classes (13%)			
2016-2017	After school (35%)	Breaks (34%)	Between Classes (15%)			
<b>Students Who Feel Safe at School</b>						
	feel safe at school	72	62	63		
	feel safe going to school	77	71	72		
	feel safe on the way home	76	72	72		

Indicators of Success	Summary Statements	Data Results			
<ul style="list-style-type: none"> <li>• Reports of physical bullying has decreased 20.8% and is now below the baseline 2013-14 national average.</li> <li>• Based on the top 3 responses, the incidence of where bullying occurs remained relatively unchanged.</li> <li>• Based on the top 3 responses, when bullying occurred increased after school and between classes and decreased during breaks.</li> <li>• In grades 7-12, the top three responses for where and when bullying occurs remain unchanged.</li> <li>• Grades 7-12 Students feeling safe at schools increased slightly and is below the baseline 2013-14 national average.</li>   <li>• In grades 7-12, there is a decline in social engagement.</li> <li>• In grades 7-12, there is a decline in institutional engagement.</li> <li>• In grades 7-12, there is a decline in intellectual engagement.</li> <li>• In grades 7-12, students are reporting a decrease in teacher/student relations, positive learning environment and having an advocate at school.</li> </ul>		<b>GRADES 7-12 TTFM SENSE OF BELONGING AND SAFETY 2015/16 – 2016/17</b>			
			<b>Canadian 2012-2013</b>	<b>Division 2015-2016</b>	<b>Division 2016-2017</b>
		<b>Social Engagement</b>			
		Participates in sports	48	57	52
		Participates in clubs	42	31	27
		Positive sense of belonging	71	59	56
		Positive relationships	76	69	67
		<b>Institutional Engagement</b>			
		Values schooling outcomes	73	68	64
		Students that are truant	27	23	27
		Positive homework behaviours	60	52	47
		Positive behaviour at school	88	89	90
		<b>Intellectual Engagement</b>			
		Intellectual engagement comp.	50	57	55
		Interested and motivated	30	38	35
Effort	69	66	64		
<b>Drivers of Student Outcomes (Out of 10)</b>					
Effective learning time	6.5	6.5	6.5		
Relevance	6	6	6		
Rigor	6.2	6.4	6.3		
Advocate at school	2.7	3	2.7		
+ teacher/student relations	6	6.2	6		
Expectations for success	7.1	7	6.9		
Positive learning climate	5.9	6.2	6		

Indicators of Success	Summary Statements	Data Results				
<ul style="list-style-type: none"> <li>• In grades 4-6, there is a decline in social engagement in the areas of positive sense of belonging and positive relationships.</li> <li>• In grades 4-6, there is a decline in institutional engagement.</li> <li>• In grades 4-6, there is a decline in intellectual engagement.</li> <li>• In grades 4-6, students are reporting a decrease in all of the identified drivers of student outcome.</li>   <li>• Division supervision committee has been created and will hold its first meeting on April 26, 2017. The committee will be drafting active supervision guidelines for staff use.</li> <li>• Schools are implementing school-wide positive behaviour programs, such as Positive Behaviour Supports, Covey's 7 Habits, Mindfulness, Roots of Empathy, Code of Respect, Leadership programs, Zones of Regulation, Mind Up, Restorative practices, STAR program, Citizenship Awards, and Be Safe, Be Kind, Be Ready.</li> <li>• A current database of community supports available in each community has been created and distributed to the schools.</li> </ul>		<b>GRADES 4-6 TTFM SENSE OF BELONGING AND SAFETY 2015/16 – 2016/17</b>				
			<b>Canadian 2013-2014</b>	<b>Division 2015-2016</b>	<b>Division 2016-2017</b>	
		<b>Social Engagement</b>				
		Participates in sports	68	80	80	
		Participates in clubs	49	42	44	
		Positive sense of belonging	86	76	71	
		Positive relationships	80	82	78	
		<b>Institutional Engagement</b>				
		Values school outcomes	96	94	93	
		Positive homework behaviours	-	64	59	
		Positive behaviour at school	91	88	88	
		<b>Intellectual Engagement</b>				
		Interested and motivated	71	87	84	
		Effort	91	92	91	
		<b>Drivers of Student Outcomes (Out of 10)</b>				
Effective learning time	8.1	8	7.7			
Relevance	7.9	7.8	7.7			
Rigor	7.9	8.1	7.9			
Advocate at school	4.9	6.1	5.7			
+ teacher/student relations	7.9	8.1	7.8			
Expectations for success	8.7	8.5	8.3			
Positive learning climate	7.4	6.9	6.5			

Indicators of Success	Summary Statements	Data Results												
	<ul style="list-style-type: none"> <li>The division is researching the effectiveness/feasibility of surveillance systems on school grounds.</li> <li>We will need to develop a set of procedures to monitor the use of surveillance systems.</li> <li>The DRCSS, WCI, MMS, GRV, GLH, and OR have surveillance systems.</li> </ul>	<p><b>School Data</b></p> <table border="1"> <thead> <tr> <th data-bbox="1146 207 1673 248">Strategy</th> <th data-bbox="1673 207 1917 248">Number of Schools</th> </tr> </thead> <tbody> <tr> <td data-bbox="1146 248 1673 289">Positive Behavioural Support program</td> <td data-bbox="1673 248 1917 289">12</td> </tr> <tr> <td data-bbox="1146 289 1673 329">PD to improve student-teacher relationships</td> <td data-bbox="1673 289 1917 329">15</td> </tr> <tr> <td data-bbox="1146 329 1673 370">Changes to physical environment</td> <td data-bbox="1673 329 1917 370">15</td> </tr> <tr> <td data-bbox="1146 370 1673 435">PD to enhance understanding of Indigenous culture</td> <td data-bbox="1673 370 1917 435">9</td> </tr> <tr> <td data-bbox="1146 435 1673 475">Strategies to enhance sense of well-being</td> <td data-bbox="1673 435 1917 475">16</td> </tr> </tbody> </table>	Strategy	Number of Schools	Positive Behavioural Support program	12	PD to improve student-teacher relationships	15	Changes to physical environment	15	PD to enhance understanding of Indigenous culture	9	Strategies to enhance sense of well-being	16
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	<ul style="list-style-type: none"> <li>Professional development has been offered on positive student-teacher interactions, such as creating socially and emotionally safe classrooms – UDL.</li> <li>Schools reported that they build teacher-student relationships through a variety of strategies, such as TnT, VISION, TAG, adopt a student for a day, book studies for staff on teacher-student relationships, sharing strategies for building community, and school-based professional development sessions on the topic.</li> <li>Professional development sessions have been offered in the areas of culture diversity, Truth and Reconciliation, Blanket Activity, Aboriginal perspectives, Human Rights, 7 Teachings, and Indigenous ways of knowing.</li> </ul>													

Indicators of Success	Summary Statements	Data Results
	<ul style="list-style-type: none"> <li>• The use of UDL block one strategies (creating a safe and nurturing classroom environment) are being supported across the division.</li> <li>• We have 30 collaborative classrooms in the division.</li> <li>• Youth Support Workers provide home and school liaison support and support student attendance.</li> <li>• School staff along with Youth Support Workers and the Division School Social Work Clinician have been facilitating culture activities, such as Powwow clubs and performances, Drumming, hoop dancers, smudges, and Aboriginal art lessons.</li> <li>• Schools participate in cultural awareness days, such as Pink Day, Aboriginal Solidarity Day.</li> <li>• Students have participated in the blanket activity, in leadership groups, Artist in the Schools programs with a focus on Aboriginal culture, presentations by Aboriginal role models, bannock making, lessons on the 7-Teachings, and Truth and Reconciliation lessons.</li> <li>• Success Coach at WCI provides ongoing support for Aboriginal students.</li> </ul>	



Indicators of Success	Summary Statements	Data Results
	<ul style="list-style-type: none"> <li>• The Division has started its journey on creating an Eagle Staff to represent Indigenous students in MVSD.</li> <li>• Schools have started to modify learning environments to reflect various cultures, student lounges have been created to promote conversations and interactions among students.</li> <li>• The Division maintenance team has been focusing on creating welcoming school physical environments through remodeling the reception area, painting hallways and classrooms, enhancing library space and student lounges, grooming rooms, and supporting the many capital projects.</li> <li>• 15 schools reported changes to their physical environment.</li> <li>• Discussed camera strategies and the need for procedures for 2018-19.</li> </ul>	

## APPENDIX B – ROLE OF THE ADMINISTRATOR – Division Office Coordinators/Coaches

LITERACY EXPECTATIONS	COMMITMENTS	REFLECTION ON COMMITMENTS
<ul style="list-style-type: none"> <li>• Continued Coach support with ELA pilot, school-wide assessment x 2</li> <li>• Continued support in understanding/implementing new ELA Curriculum</li> <li>• More info regarding cohort expectations, send Admin each cohort agenda &amp; specific suggestions for follow-up x 2</li> <li>• Provide school administrator with assigned requirements of participants</li> <li>• Let administration know what you are working on in cohort meetings so we can look for it in the classrooms</li> <li>• Summary of cohort meeting and follow-up expectations of admin</li> <li>• Inform school administrator of concerns with attendance, participation and accountability</li> <li>• Clear standards on cohort expectations. Know cohort dates well in advance</li> <li>• Literacy Coach &amp; Coordinator of Curriculum support next year @ specific teaching supports to address deficits/next steps in reading and comp. (early dismissal &amp; classroom support)</li> <li>• Help train staff on R.R.'s/create common assessment tool for comprehension/communication</li> <li>• Reading assessment recommendations</li> <li>• Coach by hands-on example: School visitations during regular school week and model lessons or assessments with classes. Work with the students directly so the teacher can observe a lesson in their own environment. PD is useful but detached (similar to Sandra Herbst in the North)</li> <li>• Help in schools when requested for long-term modeling</li> <li>• Involvement in all schools</li> <li>• Ensure coaches come into classrooms/buildings with supportive focus rather than critical/looking for problems</li> <li>• Clear roles/expectations</li> <li>• Exemplars/demonstrations</li> <li>• Communicate with administrators and teachers' services available, i.e.: what can the coach come in and do/support teachers with</li> </ul>	<ul style="list-style-type: none"> <li>• Coach support with ELA pilot, school-wide assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Continued ELA support for pilot teachers as required/requested.</li> </ul>
	<ul style="list-style-type: none"> <li>• Cohort dates and participants provided at August Admin Council; info sheet for principals will be provided and session follow up information following each cohort session (email)</li> </ul>	<ul style="list-style-type: none"> <li>• August 30, 2017 Admin Council</li> </ul>
	<ul style="list-style-type: none"> <li>• Cohort facilitators will be clear with expectations of participants and appropriately follow up with staff when issues or concerns arise</li> </ul>	<ul style="list-style-type: none"> <li>• August 30, 2017 Admin Council</li> </ul>
	<ul style="list-style-type: none"> <li>• At the September Admin Council, Curriculum/Assessment team will provide clear role descriptions of Coaches' roles and support plan for 2017-18</li> </ul>	<ul style="list-style-type: none"> <li>• September 28, 2017 Admin Council</li> </ul>
	<ul style="list-style-type: none"> <li>• By September Admin Council, each school will have received PRC data on areas targeted within Strategic Directions</li> </ul>	<ul style="list-style-type: none"> <li>• October 6, 2017 Admin Council</li> </ul>
	<ul style="list-style-type: none"> <li>• Libraries being refreshed as resources become available</li> </ul>	<ul style="list-style-type: none"> <li>• HES- new carpet Spring 2016</li> <li>• DRCSS- new carpet and furnishings summer 2016</li> <li>• MMS- full reno as part of school renovation; opened Sept 2017</li> <li>• WCI- new carpet and furnishings summer 2017</li> </ul>
	<ul style="list-style-type: none"> <li>• Division team will develop a recommended list for reading assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Started Fall, 2017 – to be completed</li> </ul>
	<ul style="list-style-type: none"> <li>• Cohort Material on website: January, 2018</li> </ul>	

## APPENDIX B – ROLE OF THE ADMINISTRATOR – Division Office Coordinators/Coaches

<ul style="list-style-type: none"> <li>• To continue to work together to develop the relationship with individual classroom teachers</li> <li>• Develop confidence &amp; competence. Deliver clear expectations and allow/encourage staff to seek clarity towards greater understanding</li> <li>• Continued support with data analysis: support from Coaches to develop next steps/PD</li> <li>• Teaching library project finished having the extra research/classroom would allow teachers and students greater freedom in meeting expectations in literacy and numeracy. It would also help in career education for researching jobs</li> <li>• Data from division, for each school, on percentage of students achieving a 3 or 4 on Provincial report cards</li> </ul>	<table border="1"> <thead> <tr> <th colspan="3">EMAILS WITH UPDATES SENT ON THE FOLLOWING DATES:</th> </tr> <tr> <th>Grade 2/4</th> <th>Grade 9</th> <th>Essential</th> </tr> </thead> <tbody> <tr> <td>Oct. 2/17: Welcome</td> <td>Nov. 9/17: Follow-up Math</td> <td>Oct. 25/17: Welcome (Nov. 6 mtg)</td> </tr> <tr> <td>Oct. 19/17: Follow-up</td> <td>Nov. 16/17: Follow-up ELA</td> <td>Dec./17: textbook e-mails</td> </tr> <tr> <td>Jan. 8/18: Welcome</td> <td>Feb. 5/18: Reminder Math/ELA</td> <td>Dec./ 2017: MB Ed Essential Mental Math document link</td> </tr> <tr> <td>Mar 7/18: Follow-up</td> <td>Feb. 8/18: Math postponed</td> <td></td> </tr> <tr> <td></td> <td>Feb. 12/18: Welcome ELA</td> <td></td> </tr> <tr> <td></td> <td>March 5/18: Follow-up ELA</td> <td></td> </tr> </tbody> </table>	EMAILS WITH UPDATES SENT ON THE FOLLOWING DATES:			Grade 2/4	Grade 9	Essential	Oct. 2/17: Welcome	Nov. 9/17: Follow-up Math	Oct. 25/17: Welcome (Nov. 6 mtg)	Oct. 19/17: Follow-up	Nov. 16/17: Follow-up ELA	Dec./17: textbook e-mails	Jan. 8/18: Welcome	Feb. 5/18: Reminder Math/ELA	Dec./ 2017: MB Ed Essential Mental Math document link	Mar 7/18: Follow-up	Feb. 8/18: Math postponed			Feb. 12/18: Welcome ELA			March 5/18: Follow-up ELA	
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NUMERACY EXPECTATIONS	COMMITMENTS	REFLECTION ON COMMITMENTS
<ul style="list-style-type: none"> <li>• Continued support with numeracy goal</li> <li>• Continue to visit classrooms/ involvement in all schools x 2</li> <li>• Send Admin each cohort agenda &amp; specific suggestions for follow-up</li> <li>• Let administration know what you are working on in cohort meetings so we can look for it in the classrooms x 2</li> <li>• Summary of cohort meeting and follow-up expectations of admin</li> <li>• Clear standards on cohort expectations. Know cohort dates well in advance</li> <li>• Inform school administrator of concerns with attendance, participation and accountability</li> <li>• Communicate with administrators and teachers' services available, i.e. what can the coach come in and do/support teachers with</li> <li>• Numeracy Coach and Coordinator of Curriculum support next year regarding conceptual understanding, strategic use, operations fluency</li> <li>• Continue to work with school team in problem solving – PD</li> </ul>	<ul style="list-style-type: none"> <li>• Cohort dates and participants provided at August Admin Council; info sheet for principals will be provided and session follow up information following each cohort session (newsletter)</li> <li>• Cohort facilitators will be clear with expectations of participants and appropriately follow up with staff when issues or concerns arise</li> <li>• At the September Admin Council, Curriculum/Assessment team will provide clear role descriptions of Coaches' roles and support plan for 2017-18</li> <li>• By September Admin Council, each school will have received PRC data on areas targeted within Strategic Directions</li> </ul>	<ul style="list-style-type: none"> <li>• August 30, 2017 Admin Council</li> <li>• August 30, 2017 Admin Council</li> <li>• September 28, 2017 Admin Council</li> <li>• October 6, 2017 Admin Council</li> </ul>

## APPENDIX B – ROLE OF THE ADMINISTRATOR – Division Office Coordinators/Coaches

<ul style="list-style-type: none"> <li>Coordinate link with O.R.</li> <li>Continue to help teachers bring “Numbers Talks” into their daily/weekly routines</li> <li>Help out in schools when requested for long term modeling</li> <li>Build relationships with staff so people will feel safe and comfortable with Coach in the classroom x 2</li> <li>Ensure coaches come into classrooms/buildings with supportive focus to model strategies rather than critical/looking for problems (do not pass judgment) x 2</li> <li>Help understanding how to incorporate Aboriginal perspectives into numeracy</li> <li>Develop confidence &amp; competence. Deliver clear expectations and allow/encourage staff to seek clarity towards greater understanding x 2</li> <li>Continued support with data analysis: support from Coaches to develop next steps/PD</li> <li>Data from Division, for each school, on percentage of students achieving a 3 or 4 on Provincial report cards</li> <li>Continue to provide relevant PD</li> <li>Exemplars/demonstrations</li> <li>Coach by hands-on example: School visitations during regular school week and model lessons or assessments with classes. Work with the students directly so the teacher can observe a lesson in their own environment. PD is useful but detached (similar to Sandra Herbst in the North)</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum/Assessment team will visit each school principal to discuss school based targeted areas and strategies and identify teachers who will collaborate with coaches</li> <li>September 5 e-mailed schools about visits. All school visits completed except DRCSS.</li> </ul>																
<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;"><b>CURRICULUM/ASSESSMENT TEAM VISIT WITH SCHOOL PRINCIPALS</b></th> </tr> <tr> <th style="text-align: center;"><b>DATE</b></th> <th style="text-align: center;"><b>SCHOOLS</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">September 12</td> <td>Smith Jackson</td> </tr> <tr> <td style="text-align: center;">September 13</td> <td>RES, GLH, Grandview, GPE, GPCI</td> </tr> <tr> <td style="text-align: center;">September 14</td> <td>Whitmore, HES, Barker, Macneill, MMS</td> </tr> <tr> <td style="text-align: center;">September 20</td> <td>WES, WCI, Ethelbert</td> </tr> <tr> <td style="text-align: center;">September 14/22, December 18</td> <td>DRCSS cancelled</td> </tr> <tr> <td style="text-align: center;">September 25</td> <td>Ochre River</td> </tr> </tbody> </table>		<b>CURRICULUM/ASSESSMENT TEAM VISIT WITH SCHOOL PRINCIPALS</b>		<b>DATE</b>	<b>SCHOOLS</b>	September 12	Smith Jackson	September 13	RES, GLH, Grandview, GPE, GPCI	September 14	Whitmore, HES, Barker, Macneill, MMS	September 20	WES, WCI, Ethelbert	September 14/22, December 18	DRCSS cancelled	September 25	Ochre River
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<b>CAREER EDUCATION EXPECTATIONS</b>	<b>COMMITMENTS</b>	<b>REFLECTION ON COMMITMENTS</b>
<ul style="list-style-type: none"> <li>Support for guidance to implement Career Cruising (any questions, concerns that may come up)</li> <li>PD on Career Cruising/Real Game (train classroom &amp; guidance teachers – 3 – 5 staff trained per building) x 2</li> <li>Division – mandate Career Cruising for all – not just strongly suggest they should use</li> <li>Divisional support for enhancing career education</li> <li>Help to guidance to create K-8 Career Ed goals</li> </ul>	<ul style="list-style-type: none"> <li>Discussion of field trip budgets at October Admin Council prior to budget development</li> <li>ISP will share planned dates for post-secondary visits with the possibility of providing info to domestic students</li> </ul>	<ul style="list-style-type: none"> <li>October 18, 2017 DRCSS (UBC)</li> </ul>

## APPENDIX B – ROLE OF THE ADMINISTRATOR – Division Office Coordinators/Coaches

<ul style="list-style-type: none"> <li>• Inform us if other schools are doing Career Fairs, share what’s happening as a way to help us “hook” into those as well. Continue to share PD opportunities/events for students that are available to our Division</li> <li>• Help with expectations and real world examples of activities that can be utilized</li> <li>• “Field Trip” money given to attend events that are never offered in our small communities</li> <li>• Support guidance in creating K-5 goals and common expectations</li> <li>• Brochures/workbooks for teachers – full day of PD is not needed, but they need to know how to implement</li> <li>• Continued training for new staff</li> <li>• Opportunities to access more local career exploration</li> <li>• YWC is for girls, what can the boys attend?</li> </ul>	<ul style="list-style-type: none"> <li>• Clarify expectations around the required use of Career Cruising</li> </ul>	<ul style="list-style-type: none"> <li>• January 2018 (phone and email communication with school reps)</li> </ul>
	<ul style="list-style-type: none"> <li>• Continue to provide training and support for use of Career Cruising and The Real Game</li> </ul>	<ul style="list-style-type: none"> <li>• October 23, 2017; ongoing communication with schools and teachers</li> </ul>
	<ul style="list-style-type: none"> <li>• Continue to share Career Calendar so schools are aware of career events</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing; needs improvements</li> </ul>
	<ul style="list-style-type: none"> <li>• Career Education Committee will provide expectations for CC completions by grade</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>

MENTAL HEALTH EXPECTATIONS	COMMITMENTS	REFLECTION ON COMMITMENTS
<ul style="list-style-type: none"> <li>• Provide education/training/PD opportunities and resources to staff on positive mental health and raise awareness on mental health issues (perhaps Divisional PD) x 6</li> <li>• Continue to provide mental health first aid for teachers x 3</li> <li>• Continue to support teacher/Admin PD in this area, PD monies for appropriate opportunities for training</li> <li>• Continue providing mental health PD not only for guidance but also teaching staff</li> <li>• Purchase the “11” mental health program from human rights PD</li> <li>• TTFM – not helpful – too long. Let’s develop a local method to collect meaningful data. Survey monkey (free)</li> <li>• Support in obtaining services (continue to pursue cooperation with CFS, etc.)</li> <li>• If possible, having more social work, counsellor time in school</li> <li>• Offer supports and development: continuation of current trends</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health PD provided at September Divisional PD Day (2 sessions)</li> </ul>	<ul style="list-style-type: none"> <li>• February 2019 PD will focus on Mental Health</li> </ul>
	<ul style="list-style-type: none"> <li>• Mental Health First Aid will continue to be provided</li> </ul>	<ul style="list-style-type: none"> <li>• One session completed in February 2018</li> </ul>
	<ul style="list-style-type: none"> <li>• Human Rights session provided at Admin Council in November</li> </ul>	<ul style="list-style-type: none"> <li>• October 2017 Admin Council presentation</li> </ul>
	<ul style="list-style-type: none"> <li>• Continue to liaise with community partners (CFS, Child Abuse Committee, DART)</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>

## APPENDIX B – ROLE OF THE ADMINISTRATOR – Division Office Coordinators/Coaches

SAFE AND CARING SCHOOLS EXPECTATIONS	COMMITMENTS	REFLECTION ON COMMITMENTS
<ul style="list-style-type: none"> <li>• Need active supervision guidelines (in the works) x 3</li> <li>• Excellent work with the committee on playground supervision</li> <li>• Develop policies regarding camera use</li> <li>• Clear expectations on what P.S. reports to submit</li> <li>• Provide expectations for data entry into PowerSchool</li> <li>• Incident Management – confirm how to title/document suspensions</li> <li>• Utilize PowerSchool to report suspensions to remove that section from month-end</li> <li>• Continue to provide PD opportunities x 3</li> <li>• Provide a list in September of staff who have completed Respect in Schools</li> <li>• Paint job to refresh hallways</li> <li>• Continue to develop division-wide expectations</li> <li>• Div. supported surveillance systems/security cameras</li> <li>• Funding and policy: additional money to increase surveillance systems and a policy guideline for external and internal</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision Committee to meet in fall and draft guidelines to be shared at October Admin Council</li> </ul>	<ul style="list-style-type: none"> <li>• Completed, approved and posted</li> </ul>
	<ul style="list-style-type: none"> <li>• Security camera procedures to be developed by Security Camera Committee by spring</li> </ul>	<ul style="list-style-type: none"> <li>• Pending</li> </ul>
	<ul style="list-style-type: none"> <li>• Pre-budget conversation to take place with Admin Council on division supported surveillance systems</li> </ul>	<ul style="list-style-type: none"> <li>• Division investigating divisionally funded surveillance system</li> </ul>
	<ul style="list-style-type: none"> <li>• Clear expectations provided to schools on what PowerSchool Reports need to be submitted</li> </ul>	<ul style="list-style-type: none"> <li>• Each school has received site specific training</li> </ul>
	<ul style="list-style-type: none"> <li>• Commit to expectations and training on PowerSchool reports (site based training completed by October 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Each school has received site specific training</li> </ul>
	<ul style="list-style-type: none"> <li>• Commit to PD on Incident Management that provides Suspension Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Each school has received site specific training</li> </ul>

ALL STRATEGIC AREAS EXPECTATIONS	COMMITMENTS	REFLECTION ON COMMITMENTS
<ul style="list-style-type: none"> <li>• Monthly (Admin Council) opportunity to share school initiatives that are working well in each goal area</li> <li>• Active role in building trusting relationships</li> <li>• Coaches have to model/teach what works – “Walk the Talk”</li> <li>• Visibility</li> <li>• Work with admin strategically to apply the required stress to meet the strategic plan</li> <li>• Let admin know if our teachers are not engaging in meetings</li> <li>• Strengthen communication – what can you do to support? I’m not sure there needs to be limits, we need to do whatever it takes “Toolbox”</li> <li>• Be sure the Target is clear for what you want us to do</li> </ul>	<ul style="list-style-type: none"> <li>• Schools will be given opportunity to share data and strategies at Admin Council</li> </ul>	<ul style="list-style-type: none"> <li>• Individual schools share monthly</li> </ul>
	<ul style="list-style-type: none"> <li>• Divisional leaders commit to regular school visits</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
	<ul style="list-style-type: none"> <li>• Commit to focus divisional initiatives to support Division Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>