



MVSD 2016-2021 DIVISION PLAN



10/31/2018

Keeping Learners at the Centre

"The achievements of an organization are the results of the combined effort of each individual."

Lombardi, Vince

MVSD 2016-2021 Division Plan

KEEPING LEARNERS AT THE CENTRE

INTRODUCTION

Mountain View School Division Board of Trustees launched an extensive consultative process to update the Division's Strategic Plan. Starting in November 2015, the Board of Trustees hosted forums. The forums were structured as small group conversations, and participants were asked to respond to a set of focus questions designed to gather information on what stakeholders perceived as necessary components of effective educational programming to meet the needs of all students well into the future. The feedback from parents, students, staff, and community forums was instrumental in assisting the Division in setting its strategic direction. Additionally, multiple sources of information, including school, division, and provincial level data were used to measure progress, provide direction, and set outcomes.

The 2016-2021 Division Plan provides direction and strengthens Mountain View School Division's commitment to continuous improvement in student achievement and staff effectiveness. The Division Plan is based on two strategic directions – Student Learning and Student Well-being and each strategic direction has 2-3 focus areas. The Student Learning strategic direction focus areas are: literacy, numeracy and career education. The Student Well-being strategic direction focus areas are: mental health and safe and caring schools. Each focus area has a desired goal, indicators of success strategies to support movement towards each goal, data collection tools used to measure progress, and a detailed action plan to facilitate implementation of the plan.

It is important to note, the Division Plan is a "living" document and the strategies are updated by division staff, parents, students, and the education community through the structures created in the planning cycle. Senior Administrative staff incorporate updates and modifications in the planning documents and bring forward to the Board of Trustees, as required. As the Division continues to implement, evaluate and revise its strategic plan, it will continue to foster a climate for growth and improvement, recognizing the tremendous responsibility of educating all children.

MVSD Foundation Statements

In the spring of 2016, MVSD Board of Trustees held a planning retreat. At the retreat, the Board reviewed the Division's foundation statements, and in light of information gleaned from the strategic planning forums, the Board revised the foundation statements.

Motto

Keeping Learners at the Centre

Mission Statement

Mountain View School Division will provide an inspiring, respectful and safe learning environment where every student is valued, nurtured and enabled to realize his/her full potential.

Vision Statement

Mountain View School Division is a centre of educational excellence where all students become contributing citizens of a global society.

Value Statements

Students

Mountain View School Division values:

- all students engaged in an innovative and exemplary learning environment
- all students' intellectual, physical, emotional and social development

Community

Mountain View School Division values:

- the support, involvement and partnerships with our communities

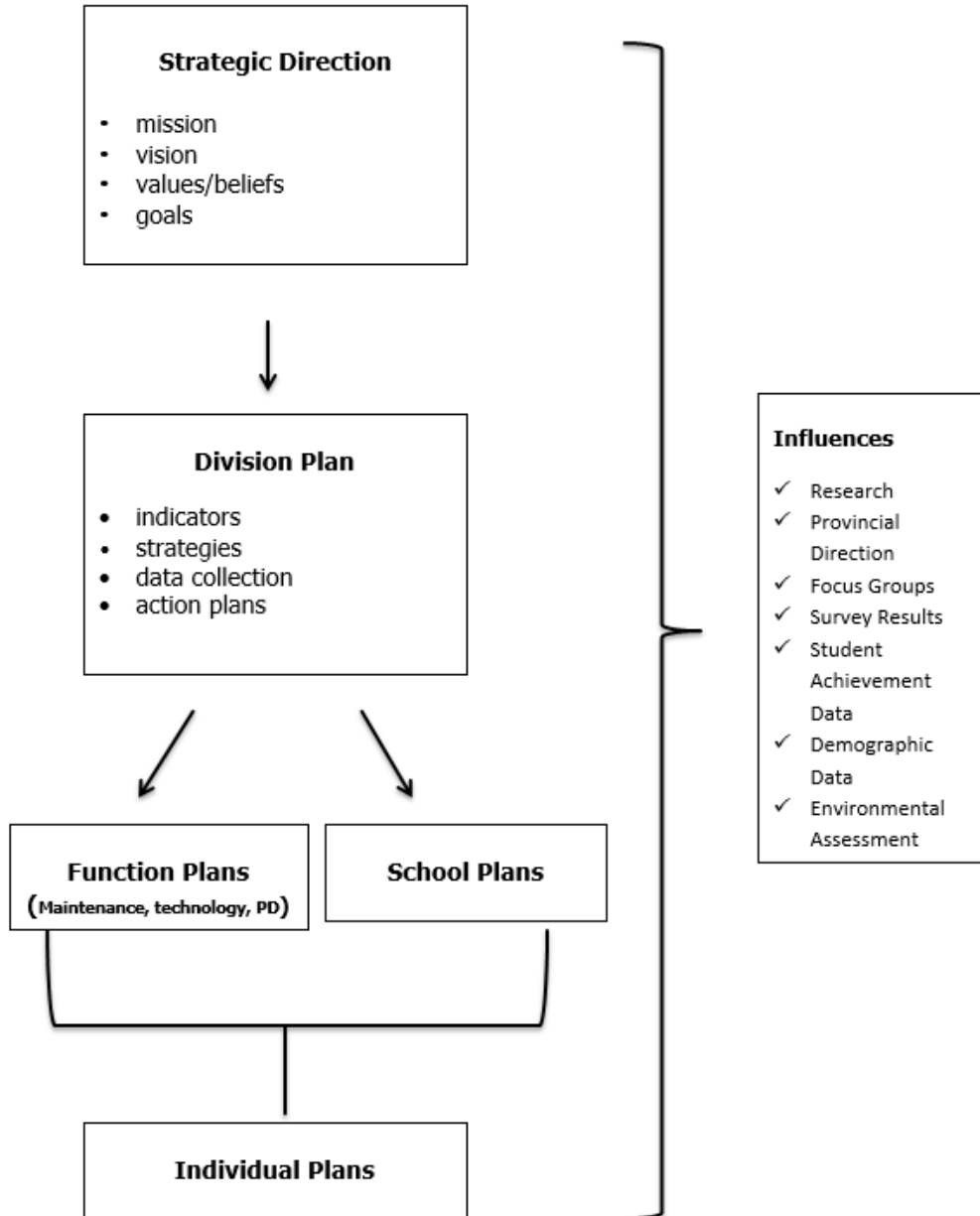
Citizenship

Mountain View School Division values:

- all students as contributing members of their communities
- all students to be respectful, caring and responsible to self, others and the environment

Planning Framework

The graphic below illustrates the Division's strategic planning framework. The Board sets strategic direction. The strategic directions influence and guide the Division planning process. School plans are to be reflective of the Division Plan and individual professional growth plans are to be reflective of school and division plans.



Planning Process

Mountain View School Division Plan was developed through a process of consultation and input from parents, students, staff, administration, and trustees, along with an extensive review of division and provincial data. In the fall of 2015, the Board of Trustees hosted five planning forums to solicit input, from its various stakeholders, into the Division plan. The forums were structured as small group conversations, facilitated by trustees and staff. Participants were asked to respond to a set of focus questions designed to gather information on what stakeholders perceive as necessary components of effective educational programming to meet the needs of all students. The Board of Trustees used information gathered from the forums and divisional and provincial data to establish the two strategic directions and the five focus areas.

In the spring, the Board of Trustees and the Division Planning team (Senior Admin, Coordinators, Manager of Communication and Reporting, coaches, and school administrators) met to review Division and provincial data, and information gathered from the forums, the strategic directions and focus areas. The information was used to assist the planning team in developing goals and indicators of success. The Board of Trustees and the Division planning team developed goal statements for each focus area and indicators of success for each goal statement.

In the fall of 2016, Mountain View School Division held a Division Planning Day. Senior administration and the Division Planning team (Senior Admin, Coordinators, Manager of Communication and Reporting, coaches, and school administrators) reviewed the information from the spring session and developed strategies, identified data sources for each focus area goal statement. The team also generated detailed action plans for each focus area.

During the planning phase, the following factors influenced the Division's strategic directions: emerging themes from the community, parent, staff, and student consultation process; provincial and divisional assessments, division demographic data and provincial priorities; Tell them From Me survey results; and, graduation results and graduation surveys.

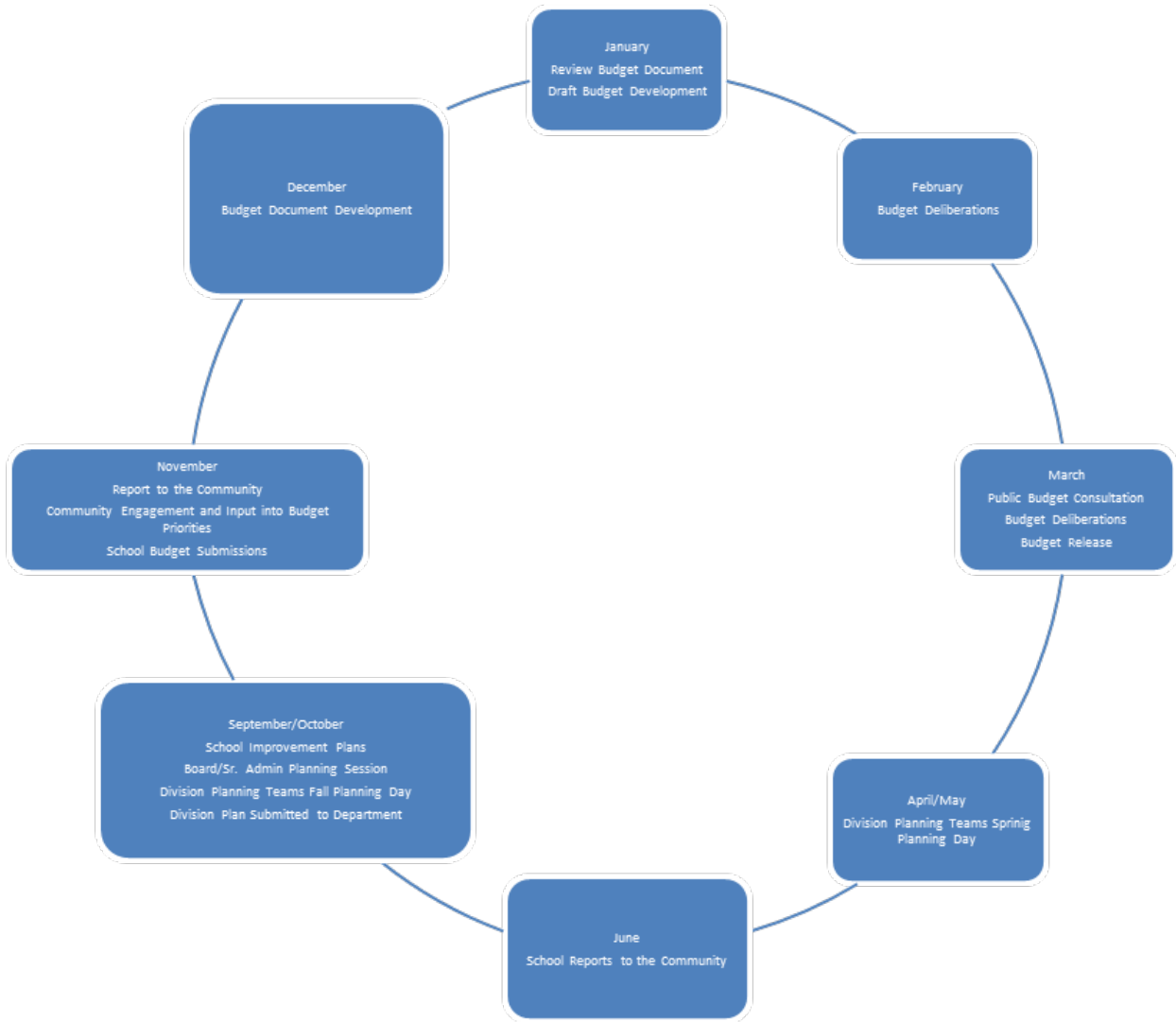
The Board of Trustees, Senior Administration, and the Division Planning Team monitor the Division plan. The Board of Trustees receive strategic plan monitoring reports. The Board of Trustees and Senior Administration participate in an annual planning retreat where evaluating progress towards the Division plan is the focus. The Board/Senior Admin team review progress to-date and determine any corrective course of action. Prior to the Board/Senior Admin planning retreat, MVSD planning teams monitor progress towards each strategic direction, at selected admin council meetings and at the fall and spring division planning days. The Planning teams prepare an annual progress report, which includes an analysis of division and provincial data, for Board review.

The 2016-2021 Division Plan reflects the diverse needs of the students and schools within Mountain View School Division. The Board of Trustees will continue to dialogue with members of its communities to ensure that the learning needs of all students are met, allowing each one to reach his/her full potential.

At the 2017 spring and the 2018 fall Division planning days, Division Planning Teams reviewed progress to date, and revised action plans. The revised strategies and action plans have been included in this version of the plan.

Mountain View School Division

Continuous Planning and Reporting Cycle



To facilitate continuous school and division improvement, Mountain View School Division will utilize the above planning and reporting cycle to guide the planning process. The cycle demonstrates the planning path reflecting the continuous nature of planning for improvement.

Planning and Reporting Timeline

<i>Event</i>	<i>Date</i>
<p>Fall Division Planning Day Division Planning Teams review progress towards each strategic direction (using data collected) and review focus area action plans. Any revisions to strategies and action plans are completed at this time.</p>	September
<p>Board/Senior Admin Planning Retreat Board of Trustees review progress to date on each strategic direction.</p>	October
<p>Division Plan Report Based on the feedback from the Board and from the province, Division Planning Team prepares an annual report. Report is submitted to the Board of Trustees for approval, posted on website, and a copy is sent to Manitoba Education.</p>	End of October
<p>Division Plan The Board-approved Division Plan is distributed to all schools and placed on Division website.</p>	End of October
<p>Division Community Report Division Planning Team prepares an annual community report highlighting division outcomes and achievements. The report is submitted to the Board of Trustees for approval and distributed to communities.</p>	November
<p>Division Plan Review and Monitoring The Division Plan is reviewed and monitored at Admin Council meetings and progress reports are brought forward to the Board of Trustees via the Superintendent/CEO monitoring reports.</p>	Monthly
<p>Division Planning Spring Retreat Administration reports on progress to date and Division Planning Teams modify strategies to address division and school needs.</p>	April or May (Annual review or a 2-day planning retreat to generate a new plan, every 3-5 years)
<p>School Planning Report Schools prepare an annual report to bring the current school plan to a closure or to report on progress to date and modify or set new outcomes for the future. Report is to be received by Senior Administration annually.</p>	Mid-October
<p>School Community Report Schools prepare and distribute community reports highlighting school accomplishments, outcome results from current school plan, student achievements, a school profile and goals for the next school year. Administrators are encouraged to use the Community Report template.</p>	June

Comprehensive 2016-2021 Division Plan

Strategic Directions

In pursuit of the Division's mission and vision, Mountain View School Division established the following strategic directions and focus areas for 2016-2021:

1. Learning - Enhancing Student Learning in Foundational Skills

Literacy - enhance student achievement in literacy

Numeracy - enhance student achievement in numeracy

Career Development - enhance awareness, skill development and opportunities for career development

2. Well-Being - Enhancing Student Well-Being

Mental Health - enhance student positive mental health through strength-based approaches to learning and socio-emotional development

Safe and Caring Schools - enhance the climate and culture in schools by building strong relationships and inclusive environments

Comprehensive 2016-2021 Division Plan

The following pages detail the 2016-2021 Division Plan. For each of the five focus areas the following information is provided:

- A clearly defined SMART goal
- Indicators of Success for each goal
- Strategies that will be used to reach the goal
- Data Collection Tools that will be used to measure success of strategies and progress towards the goals
- A detailed Action Plan that provides the steps necessary for each strategy – who will do what, by when and resources required

A master timeline of strategy implementation is included. The master timeline provides a visual of when Division Plan action items are to be implemented.

MVSD Strategic Planning Strategic Direction: Student Learning

Reviewed and Revised September 27, 2018

Strategic Direction Focus Area: Literacy – enhance student achievement in literacy			
Goal (Outcome)	Indicator	Strategy	Data Source
<p>By June 2021, students will increase critical literacy through the development of comprehension and communication skills.</p>	<ul style="list-style-type: none"> 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 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 <p><u>Cohorts:</u> Gr. 1, 2, 3; Gr. 8 & 9 for 2016-17 Gr. 2, 3, 4; Gr. 9 & 12 for 2017-18 Gr. 3, 4, 5; Gr. 9 & 12 for 2018-19 Gr. 4, 5, 6; Gr. 12 for 2019-20 Gr. 5, 6, 7; Gr. 12 for 2020-21</p>	<ul style="list-style-type: none"> Build teacher knowledge, understanding and practice in implementing comprehension and communication strategies that improve critical literacy Strengthen teacher capacity to assess comprehension and communication based upon triangulating evidence Strengthen teacher knowledge and understanding of Indigenous perspectives found within the curriculum Build teacher capacity to support Indigenous students in strengthening their comprehension and communication skills Strengthen EAL support to enhance EAL students' comprehension and communication Determine how cohort teachers are teaching and assessing for critical literacy within comprehension and communication 	<ul style="list-style-type: none"> Report Card Data (categories of communication and comprehension) Gr. 3 and 8 Provincial Assessments Gr. 1-8 reading assessment Report Card Data (categories of communication and comprehension) Gr. 12 Provincial Assessment Gr. 9-12 reading assessment

Strategic Direction: Critical Literacy

Focus Area: Literacy

Goal (Outcome):

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

ACTION PLAN: Reviewed and Revised September 27, 2018

Strategies	Status	Steps	By Whom?	When?	Resources
<ul style="list-style-type: none"> Build teacher knowledge, understanding and practice in implementing comprehension and communication strategies that improve critical literacy 	<ul style="list-style-type: none"> 2017-2018 was the third year of the ELA Pilot – Pilot teachers were in-serviced on critical literacy as a component of the new curriculum (Senior Years-year 2) 	<ul style="list-style-type: none"> ELA Pilot team attended PD (Admin, Coaches, Teaching Staff) 	<ul style="list-style-type: none"> Manitoba Education & Training Consultant 	<ul style="list-style-type: none"> Pilot concluded June 2018 	<ul style="list-style-type: none"> Professional Development Budget Manitoba Education & Training Support Divisional Support & Allocation of Coaches
		<ul style="list-style-type: none"> In-service for Administration on ELA curriculum with a focus on critical literacy 	<ul style="list-style-type: none"> Manitoba Education & Training Consultant 	<ul style="list-style-type: none"> Fall 2017 Continue annually 	
		<ul style="list-style-type: none"> Provide PD sessions to build teacher capacity in strengthening student critical literacy through comprehension and communication over the duration of the plan in the following cohorts: <p><u>Cohorts:</u> Gr. 1, 2, 3; Gr.8 & 9 for 2016-17 Gr. 2, 3, 4; Gr. 9 & 12 for 2017-2018 Gr. 3, 4, 5; Gr. 9 & 12 for 2018-2019 Gr. 4, 5, 6; Gr. 12 for 2019-2020 Gr. 5, 6, 7; Gr. 12 for 2020-2021</p>	<ul style="list-style-type: none"> Literacy Coach and Coordinator of Curriculum and Assessment 	<ul style="list-style-type: none"> Fall/Winter /Spring session cycles annually 	

Strategies	Status	Steps	By Whom?	When?	Resources
		<ul style="list-style-type: none"> Coaching follow-up support for teacher cohorts PD for K/1/2 Teachers in oral language and in-class small group support Reading Recovery Training for RR Teachers and Early Literacy Support Training for Resource Teachers 	<ul style="list-style-type: none"> Literacy Coach Speech/ Language Pathologists Reading Recovery Teacher Leader 	<ul style="list-style-type: none"> On-going On-going On-going 	
<ul style="list-style-type: none"> Determine how cohort teachers are teaching and assessing for critical literacy within comprehension and communication 	<ul style="list-style-type: none"> Planning 	<ul style="list-style-type: none"> Share samples from during cohort sessions to establish exemplars Co-construct criteria for assessing critical literacy PD with Grade 3, 8 and 12 teachers planned for 2018-19 regarding Provincial Assessments 	<ul style="list-style-type: none"> Cohort teachers Literacy Coach 	<ul style="list-style-type: none"> Starting Winter 2019 Starting Fall 2018 	<ul style="list-style-type: none"> Professional Development Budget Manitoba Education & Training Support Divisional Support & Allocation of Coaches
<ul style="list-style-type: none"> Strengthen teacher capacity to assess comprehension and communication based upon triangulating evidence 		<p>Comprehension:</p> <ul style="list-style-type: none"> Congruency to be established via the selection of recommended divisional reading assessments for Gr. 1 to 12 that incorporate cross-discipline reading passages and one-on-one assessment 	<ul style="list-style-type: none"> A representative committee consisting of K-12 personnel to be formed via the Coordinator of Curriculum & Assessment 	<ul style="list-style-type: none"> Fall 2018 	<ul style="list-style-type: none"> Professional Development Budget Divisional Support & Allocation of Coaches

Strategies	Status	Steps	By Whom?	When?	Resources
		<p>Comprehension:</p> <ul style="list-style-type: none"> • Provide PD on the implementation of recommended divisional assessments and how to use the data to inform instruction 	<ul style="list-style-type: none"> • Literacy Coach and Coordinator of Curriculum and Assessment 	<ul style="list-style-type: none"> • On-going 	
		<p>Communication:</p> <ul style="list-style-type: none"> • Research strategies and assessment tools for communicating critical literacies and establish criteria 	<ul style="list-style-type: none"> • A representative committee consisting of K-12 personnel to be formed via the Coordinator of Curriculum & Assessment 	<ul style="list-style-type: none"> • Winter 2018-19 	
		<p>Communication:</p> <ul style="list-style-type: none"> • Provide PD and in-class support in developing communication competencies 	<ul style="list-style-type: none"> • Literacy Coach and Coordinator of Curriculum and Assessment 	<ul style="list-style-type: none"> • On-going 	
<ul style="list-style-type: none"> • Build teacher capacity to support Indigenous students in strengthening their comprehension and communication skills 	<ul style="list-style-type: none"> • Initiated 	<ul style="list-style-type: none"> • Provide professional development on supporting Indigenous learners 	<ul style="list-style-type: none"> • Literacy Coach • Division Personnel • Indigenous Standing Committee • School-based administrators 	<ul style="list-style-type: none"> • During Literacy Cohort PD • Feb. 2018 PD Day • On-going 	<ul style="list-style-type: none"> • IAA Grant • School instructional budget • Divisional and school-based PD budgets

Strategies	Status	Steps	By Whom?	When?	Resources
		<ul style="list-style-type: none"> Purchase Literacy resources and text that support Indigenous learners 	<ul style="list-style-type: none"> School staff Coordinator of Library Services Divisional Personnel 	<ul style="list-style-type: none"> Continual 	
		<ul style="list-style-type: none"> Provide one-on-one and small group support to classroom teachers 	<ul style="list-style-type: none"> Literacy Coach Division Personnel 	<ul style="list-style-type: none"> Continual 	
<ul style="list-style-type: none"> Strengthen EAL support to enhance EAL students' comprehension and communication 	<ul style="list-style-type: none"> Initiated 	<ul style="list-style-type: none"> Purchase resources to enhance instructional strategies for English as an Additional Language learners 	<ul style="list-style-type: none"> Coordinator of Library Services 	<ul style="list-style-type: none"> Annually 	<ul style="list-style-type: none"> School and Division instructional resource budgets EAL grant
		<ul style="list-style-type: none"> Provide Educational Assistant support for English as an Additional Language learners 	<ul style="list-style-type: none"> Coordinator of Student Services 	<ul style="list-style-type: none"> 2016, 2017 	<ul style="list-style-type: none"> EA Staffing budget EAL Grant
		<ul style="list-style-type: none"> Provide EAL PD to classroom teachers 	<ul style="list-style-type: none"> Coordinator of International Education Manitoba Education and Advanced Learning EAL Consultant 	<ul style="list-style-type: none"> February 2017, 2018, 2019 	<ul style="list-style-type: none"> PD budget

MVSD Strategic Planning Strategic Direction: Student Learning

Reviewed and Revised September 27, 2018

Strategic Direction Focus Area: Numeracy - enhance student achievement in numeracy			
Goal (Outcome)	Indicator	Strategy	Data Source
By June 2021, there will be an improvement in student numeracy achievement.	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Build teacher capacity through cohort PD to utilize instructional and assessment strategies that support numeracy achievement Strengthen teacher knowledge and understanding of Indigenous perspectives found within the math curriculum Provide PD opportunities (e.g. Ed Lab, PLCs, workshops, coaching) for teachers on numeracy 	<ul style="list-style-type: none"> Provincial Report Card Grade 3 and 7 Provincial Assessments
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Build teacher capacity through cohort PD to utilize instructional and assessment strategies that support numeracy achievement Build teacher capacity to support Indigenous students' achievement in numeracy 	<ul style="list-style-type: none"> Provincial Report Card Grade 3 Provincial Assessment

Strategic Direction Focus Area: Numeracy - enhance student achievement in numeracy

Goal (Outcome)	Indicator	Strategy	Data Source
	<ul style="list-style-type: none"> 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 cohorts in math courses 	<ul style="list-style-type: none"> Build teacher capacity through Grade 9 cohort PD to use student achievement data at the classroom level to plan instruction and develop a better understanding of achievement indicators on the Provincial Report Card Build teacher capacity through Gr. 3 and 7 numeracy assessment PD Review numeracy support documents on instructional strategies and assessment practices, create/share example and exemplars Review and implement school-based plans on pacing and unit sequencing through participation as a division in the Manitoba Rural Learning Consortium (mRLC) Numeracy Research Project 	<ul style="list-style-type: none"> Provincial Report Card Focus Group Responses (Cohort teams)
	<ul style="list-style-type: none"> There will be a 25% increase in the pass rate on the Grade 12 Provincial Essential Math Test 	<ul style="list-style-type: none"> Form a divisional Essential Math working group to provide collegial support on numeracy achievement and to allow for focused PD and teacher training to build teacher capacity in math pedagogy 	<ul style="list-style-type: none"> Grade 12 Provincial Math Standards Tests Focus Group Responses (Cohort team)

Strategic Direction: Student Learning

Focus Area: Numeracy

Goal (Outcome):

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

ACTION PLAN: Reviewed and Revised September 27, 2018

Strategies	Status	Steps	By Whom?	When?	Resources
<ul style="list-style-type: none"> Review and implement school-based plans on pacing and unit sequencing through participation as a division in the Manitoba Rural Learning Consortium (mRLC) Numeracy Research Project 	<ul style="list-style-type: none"> On-going (Started spring of 2016) 	<ul style="list-style-type: none"> School based teams attend four PD sessions per school year Investigate ways to scale up the project 	<ul style="list-style-type: none"> Admin, Coaches, & Teaching Staff 	<ul style="list-style-type: none"> 2016-2018 	<ul style="list-style-type: none"> Professional Development Budget Divisional Support & Allocation of Admin, Teachers, Coaches
		<ul style="list-style-type: none"> Grade 6 and 9 math assessments June of 2016, 2017 and 2018 Grade 7 & 8 implementation fall of 2018 	<ul style="list-style-type: none"> mRLC Consultant, Division Staff, Administrators, Teachers 	<ul style="list-style-type: none"> On-going 	
<ul style="list-style-type: none"> Build teacher capacity through cohort PD to utilize instructional and assessment strategies that support numeracy achievement 	<ul style="list-style-type: none"> Established and on-going 	<ul style="list-style-type: none"> Provide PD sessions to build teacher capacity in instructional and assessment strategies for the following cohorts over the duration of the plan 	<ul style="list-style-type: none"> Admin & Division Office Personnel Manitoba Education & Training Consultant Numeracy Coach 	<ul style="list-style-type: none"> See Master Timeline 	<ul style="list-style-type: none"> Numeracy Coach, Divisional Support & Allocation of Coaches Manitoba Education & Training

Strategies	Status	Steps	By Whom?	When?	Resources
		<ul style="list-style-type: none"> Provide opportunities for school leaders to celebrate successes and share challenges in numeracy achievement with other schools <p><u>Cohorts PD:</u></p> <p>Gr. 1, 2, 3; Gr. 8 & 9 for 2016-17 Gr. 2, 3, 4; Gr. 9, for 2017-2018 Gr. 3, 4, 5; Gr. 9 for 2018-2019 Gr. 4, 5, 6; Gr. 9 for 2019-2020 Gr. 5, 6, 7; Gr. 9 for 2020-2021</p>			
<ul style="list-style-type: none"> Build teacher capacity to use student achievement data at the classroom level to plan instruction and develop a better understanding of achievement indicators on the Provincial Report Card 	<ul style="list-style-type: none"> Established and on-going 	<ul style="list-style-type: none"> Provide PD sessions to teachers to use student achievement data at the classroom level to plan instruction and develop a better understanding of achievement indicators on the Provincial Report Card for the duration of the plan <p><u>Cohorts PD:</u></p> <p>Gr. 1, 2, 3; Gr. 8 & 9 for 2016-17 Gr. 2, 3, 4; Gr. 9 for 2017-2018 Gr. 3, 4, 5; Gr. 9 for 2018-2019 Gr. 4, 5, 6; Gr. 9 for 2019-2020 Gr. 5, 6, 7; Gr. 9 for 2020-2021</p>	<ul style="list-style-type: none"> Admin & Division Office Personnel Coaches Manitoba Education & Training Consultant 	<ul style="list-style-type: none"> See Master Timeline 	<ul style="list-style-type: none"> Divisional Support & Allocation of Coaches Manitoba Education & Training Divisional Support & Allocation of Coaches

Strategies	Status	Steps	By Whom?	When?	Resources
		<ul style="list-style-type: none"> In-Service for Administration on supporting effective numeracy instruction in targeted areas 	<ul style="list-style-type: none"> Coaches, divisional staff 	<ul style="list-style-type: none"> September 2017 – 2020 	<ul style="list-style-type: none"> PD release time, coaches
<ul style="list-style-type: none"> Provide PD opportunities (e.g. workshops, coaching) for teachers on numeracy 	<ul style="list-style-type: none"> Established and on-going 	<ul style="list-style-type: none"> Offered several times throughout school year 	<ul style="list-style-type: none"> Coaches, divisional staff 	<ul style="list-style-type: none"> 2016-2021 	<ul style="list-style-type: none"> Divisional Support & Allocation of Coaches; PD Budget
<ul style="list-style-type: none"> Review numeracy support documents on instructional strategies and assessment practices, create/share example and exemplars 	<ul style="list-style-type: none"> Established and on-going 	<ul style="list-style-type: none"> Provide divisional and cohort PD sessions to build teacher capacity in instructional and assessment strategies (including numeracy support documents) for the following cohorts over the duration of the plan 	<ul style="list-style-type: none"> Coaches, divisional staff 	<ul style="list-style-type: none"> 2016-2021 	<ul style="list-style-type: none"> Divisional Support & Allocation of Coaches; PD Budget Provincial Numeracy Leaders Network
<ul style="list-style-type: none"> Restructure Numeracy Coach position with additional focus on improving high school math instruction 	<ul style="list-style-type: none"> Completed 	<ul style="list-style-type: none"> Advertise for position, hire candidate, co-construct goals in alignment with Strategic Directions 	<ul style="list-style-type: none"> Senior Admin 	<ul style="list-style-type: none"> Spring 2017 	<ul style="list-style-type: none"> School Board; budget, PD release time

Strategies	Status	Steps	By Whom?	When?	Resources
<ul style="list-style-type: none"> Form a divisional Essential Math working group to provide collegial support on numeracy achievement and to allow for focused PD and teacher training to build teacher capacity in math pedagogy 	<ul style="list-style-type: none"> Established and on-going 	<ul style="list-style-type: none"> Inquiry based PD 	<ul style="list-style-type: none"> Coaches, divisional staff 	<ul style="list-style-type: none"> Spring 2017-2021 	<ul style="list-style-type: none"> Divisional Support & Allocation of Coaches; PD Budget
<ul style="list-style-type: none"> Strengthen teacher knowledge and understanding of Indigenous perspectives found within the math curriculum 	<ul style="list-style-type: none"> To be initiated spring 2018 	<ul style="list-style-type: none"> Provide professional development for classroom teachers on curricular connections 	<ul style="list-style-type: none"> Coaches and Division Personnel 	<ul style="list-style-type: none"> During Numeracy Cohort sessions 	<ul style="list-style-type: none"> IAA Grant Divisional Textbook budget School instructional budget
		<ul style="list-style-type: none"> Purchase math resources that support Indigenous learners 	<ul style="list-style-type: none"> School staff Coordinator of Library Services Divisional Personnel 	<ul style="list-style-type: none"> Continual 	
		<ul style="list-style-type: none"> Provide one-on-one and small group support to classroom teachers 	<ul style="list-style-type: none"> Numeracy Coach Division Personnel 	<ul style="list-style-type: none"> Continual 	
<ul style="list-style-type: none"> Build teacher capacity to support Indigenous students' achievement in numeracy 	<ul style="list-style-type: none"> Initiated 	<ul style="list-style-type: none"> Provide professional development on supporting Indigenous learners 	<ul style="list-style-type: none"> Numeracy Coach Division Personnel 	<ul style="list-style-type: none"> During Numeracy Cohort PD 	<ul style="list-style-type: none"> IAA Grant

MVSD Strategic Planning Strategic Direction: Student Learning

Reviewed and Revised September 27, 2018

Strategic Direction Focus Area: Career Education - enhance awareness, skill development and opportunities for career development			
Goal (Outcome)	Indicators	Strategy	Data Source
By June 2021, there will be an increase in the number of students who will report knowledge of available career opportunities for them.	<ul style="list-style-type: none"> 95% of the students in 6-12 will have completed the appropriate level within Xello 95% of Grade 5-12 Students have participated in a career fair, career presentation and/or career awareness activity 95% of K-4 students will have an awareness of career opportunities within their communities 	<ul style="list-style-type: none"> Develop a divisional career education plan that incorporates various areas of career development such as event planning and Xello grade based lessons Schools will share current practices and opportunities for guest speakers/presentations that will expose students to different careers Support classroom teachers with implementation of career education into their curricula Purchase the enhanced Xello licence fee for all students in Grades 6-12 and provide professional development for teachers 	<ul style="list-style-type: none"> Career Education Committee Reports Guidance Reports on career opportunities and student participation Xello Program Reports Our School Survey/TTFM-Division Based Questions

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

Goal (Outcome)	Indicators	Strategy	Data Source
	<ul style="list-style-type: none"> • All Grade 9 students will have completed a resume • All Grade 10 students will have explored the interview process • All Grade 7 and/or Grade 8 students will have participated in the life work exploration activity. (Ex. Real Game) • All Grade 12 students will have an updated resume 	<ul style="list-style-type: none"> • Establish Xello activity targets • Resumes to be saved to Office 365 OneDrive for student access outside of school 	<ul style="list-style-type: none"> • Career Education Committee Report • Xello Reports • PowerSchool Reports • School-based Reports on student participation
	<ul style="list-style-type: none"> • 10% increase (over 5 years) in student enrollments in the Life Work courses, HSAP, CFE and Dual Credit programs • Students planning to finish high school (data from the TTFM survey) will exceed the national average from the TTFM survey 	<ul style="list-style-type: none"> • High School students will have the opportunity to attain credits in career and work related fields • Access Guidance Counsellors, School Social Workers, Youth Support Workers and Learning to Age 18 Facilitator to connect students with post-secondary employment options (target students that may not have planned for graduation and post-graduation) 	<ul style="list-style-type: none"> • Our School Survey/TTFM – School Completion • PowerSchool Reports • Grad Survey • Graduation rates

Strategic Direction: Student Learning

Focus Area: Career Education

Goal (Outcome):

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

ACTION PLAN: Reviewed and Revised September 27, 2018

Strategies	Status	Steps	By Whom?	When?	Resources
<ul style="list-style-type: none"> Develop a divisional career education plan that incorporates various areas of career development such as event planning and grade band appropriate activities 	<ul style="list-style-type: none"> Established and on-going 	<ul style="list-style-type: none"> Gather information regarding events and activities currently occurring in our division 	<ul style="list-style-type: none"> MVSD Career Development Committee Guidance teachers 	<ul style="list-style-type: none"> September 2016 On-going 	<ul style="list-style-type: none"> High School Apprenticeship Program (HSAP) Facilitator Community professionals Manitoba Education MVSD staff On-going events (i.e. Brandon Career Symposium)
		<ul style="list-style-type: none"> Create a career education framework, organized by grade-bands, to support classroom teachers Identify Xello lessons at each grade level and make connections to curriculum. Support the implementation of Xello simulation games such as Spark (Grades 2-4), the Real Game (Grades 7-8), and the Be Real Game (Grades 9-12) 	<ul style="list-style-type: none"> MVSD Career Development Committee with support from Manitoba Education and Training Guidance teachers 	<ul style="list-style-type: none"> November 2016 (not completed, goal by December 2017) On-going 	

<ul style="list-style-type: none"> Schools will share current practices and opportunities for guest speakers/presentations that will expose students to different careers 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Create a shared calendar to organize and promote career development opportunities 	<ul style="list-style-type: none"> HSAP Facilitator will create and share the calendar, MVSD Career Reps/ Guidance/ Administrators will update 	<ul style="list-style-type: none"> October 2016 (created January 2017) Review/update each year 	<ul style="list-style-type: none"> HSAP Facilitator MVSD staff
		<ul style="list-style-type: none"> Create and maintain Career Development information through the MVSD website for public information as well as staff resources 	<ul style="list-style-type: none"> MVSD Career Development Committee; published by Manager of Communication and Reporting 	<ul style="list-style-type: none"> March 2017 2018-19 school year On-going 	
<ul style="list-style-type: none"> Support classroom teachers with implementation of career education into curricula 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Collect and collate data on existing practices 	<ul style="list-style-type: none"> MVSD Career Development Committee 	<ul style="list-style-type: none"> January 2017 April each year 	<ul style="list-style-type: none"> MVSD staff Manitoba Education Xello staff Guidance teachers
		<ul style="list-style-type: none"> Share curriculum infused career activities, including Xello strategies, with teachers 	<ul style="list-style-type: none"> MVSD Career Development Committee Guidance teachers Xello school reps 	<ul style="list-style-type: none"> November 2018 On-going 	
<ul style="list-style-type: none"> Purchase the enhanced Xello licence fee for all students in Grades 6-12 and provide professional development opportunities for teachers 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Purchase enhanced Xello license 	<ul style="list-style-type: none"> MVSD 	<ul style="list-style-type: none"> September 2016 On-going 	<ul style="list-style-type: none"> Career Cruising staff Manitoba Education (funding ceased June 2018) MVSD staff
		<ul style="list-style-type: none"> Host Xello training 	<ul style="list-style-type: none"> MVSD and Manitoba Education 	<ul style="list-style-type: none"> October 2016 	

<ul style="list-style-type: none"> High School students will have the opportunity to attain credits in career and work-related fields 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Share credit opportunities with students and school guidance staff, such as Dual credits, Career Development credits (Credit for Employment, Career Development Internship, Life/Work courses, HSAP), Vocational credits 	<ul style="list-style-type: none"> Career Education Committee HSAP Facilitator 	<ul style="list-style-type: none"> November 2016 and annually with course selection sessions 	<ul style="list-style-type: none"> MVSD staff Manitoba Education HSAP Facilitator Guidance teachers
<ul style="list-style-type: none"> Access Guidance Counsellors , School Social Workers, Youth Support Workers and Learning to Age 18 Facilitator to connect students with post-secondary employment options (target students that may not have planned for graduation and post-graduation) 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Guidance Counsellors, School Social Workers, and Youth Support Workers identify students needing further career option support 	<ul style="list-style-type: none"> Guidance Youth Support Workers MVSD staff 	<ul style="list-style-type: none"> Annually in December and March 	<ul style="list-style-type: none"> MVSD staff Community networking

MVSD Strategic Planning Strategic Direction: Student Well-Being

Reviewed and Revised September 27, 2018

Strategic Direction Focus Area: Mental Health - enhance student positive mental health through strength-based approaches to learning and socio-emotional development			
Goal (Outcome)	Indicators	Strategy	Data Source
By June 2021, there will be an increase in students who report positive mental health.	<p>1. 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</p> <p>2015-2016 Cohorts – 4, 5, and 6 2016-2017 Cohorts – 5, 6 and 7 2017-2018 Cohorts – 6, 7 and 8</p>	<ul style="list-style-type: none"> Educate students on mental health awareness and understanding Educate staff on mental health awareness and understanding Identify and support students whose mental health issues affect attendance and achievement 	<ul style="list-style-type: none"> OurSCHOOL survey formerly (TTFM) Guidance reporting Classroom profile Classroom observation
	<p>2. There will be a 2% increase each year in the percentage of Grades 4-12 students who report having positive relationships for selected cohorts</p>	<ul style="list-style-type: none"> Include social/emotional inventory in student profile Establish advocacy programs in schools (SOS, TAG, VISION, TNT) Develop school-wide approaches to enhance social-emotional learning (SEL, UDL Block 1) Continue to support students in grade/school transitions Respect and celebrate diversity (UDL Block 1, Cultural Proficiency) 	<ul style="list-style-type: none"> Guidance reporting Classroom profiles OurSCHOOL survey formerly TTFM (positive relationships, positive teacher-student relationships and advocacy scores)

Strategic Direction: Student Well Being

Focus Area: Mental Health

Goal (Outcome):

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

ACTION PLAN: Reviewed and Revised September 27, 2018

Strategies	Status	Steps	By Whom?	When?	Resources
<ul style="list-style-type: none"> Educate staff on mental health awareness and understanding 	<ul style="list-style-type: none"> On-going - focus to date has been on educating student services and administration 	<ul style="list-style-type: none"> Include a mental health component in staff meetings (wellness and/or education) 	<ul style="list-style-type: none"> School Administrators/ Designate 	<ul style="list-style-type: none"> Monthly meetings 	<ul style="list-style-type: none"> MTS Balance magazine Professional literature PD opportunities Built-in time for PLC groups
		<ul style="list-style-type: none"> Offer professional development sessions and ensure there are opportunities for sharing and that follow-up occurs 	<ul style="list-style-type: none"> PD Committee Student Services 	<ul style="list-style-type: none"> PD dates as available 	
		<ul style="list-style-type: none"> Mental Health First Aid (MHFA) Training 	<ul style="list-style-type: none"> Division Trainer – Carole Shankaruk 	<ul style="list-style-type: none"> Three times per school year 	
		<ul style="list-style-type: none"> Speak Up 	<ul style="list-style-type: none"> Middle Years Guidance/CRT in grade 7 	<ul style="list-style-type: none"> September 	
		<ul style="list-style-type: none"> Thrival Kits 	<ul style="list-style-type: none"> Grade 4-6 (pilot – Whitmore) 	<ul style="list-style-type: none"> On-going 	
		<ul style="list-style-type: none"> Advertise and promote awareness of events amongst colleagues (Blue Monday, Addictions Awareness Week, Pink Day, Orange Shirt Day) 	<ul style="list-style-type: none"> School Administrator/ designate Student Services – Shared calendar of events 	<ul style="list-style-type: none"> Designated provincial/ national dates 	
		<ul style="list-style-type: none"> Collaborate through Professional Learning Communities (PLC) 	<ul style="list-style-type: none"> School-based and division-based PLC members 	<ul style="list-style-type: none"> Scheduled PLC 	

Strategies	Status	Steps	By Whom?	When?	Resources
		<ul style="list-style-type: none"> • Provide awareness to new and existing staff in Universal Design for Learning (UDL) Block 1 and other strategies to build cooperative, supportive learning environments 	<ul style="list-style-type: none"> • Coordinator of Curriculum and Assessment 	<ul style="list-style-type: none"> • September and on-going 	
<ul style="list-style-type: none"> • Educate students on mental health awareness and understanding 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Ensure the mental health component of the curriculum is addressed in the classroom 	<ul style="list-style-type: none"> • Teachers • School Administrators • Student councils and staff advisors 	<ul style="list-style-type: none"> • On-going • Designated awareness days 	<ul style="list-style-type: none"> • Honorariums • Website access to various organizations
<ul style="list-style-type: none"> • Offer mental health and awareness presentations 	<ul style="list-style-type: none"> • Guidance counsellors and outside agencies 	<ul style="list-style-type: none"> • As needed 			
<ul style="list-style-type: none"> • Participate in awareness activities such as: Day of Pink, Orange T-Shirt Day, Blue Monday and Addictions Awareness 	<ul style="list-style-type: none"> • Teachers • School Administrators 	<ul style="list-style-type: none"> • Designated provincial/national dates 			
<ul style="list-style-type: none"> • Support implementation of UDL Block 1 and other strategies to build cooperative, supportive learning environments 	<ul style="list-style-type: none"> • School Administrators • Coordinator of Curriculum and Assessment 	<ul style="list-style-type: none"> • On-going 			
<ul style="list-style-type: none"> • Speak Up 	<ul style="list-style-type: none"> • Middle Years Guidance/CRT in grade 7 	<ul style="list-style-type: none"> • September 			
<ul style="list-style-type: none"> • Thrival Kits 	<ul style="list-style-type: none"> • Grade 4-6 (pilot – Whitmore) 	<ul style="list-style-type: none"> • On-going 			

Strategies	Status	Steps	By Whom?	When?	Resources
<ul style="list-style-type: none"> Identify and support students whose mental health issues affect attendance and achievement 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Gather and share information on classroom/student profile with school teams and the Division Student Services Team 	<ul style="list-style-type: none"> Classroom Teachers Resource Teachers School Administrators Parents/Guardians School and Divisional Student Services Teams 	<ul style="list-style-type: none"> September/October On-going 	<ul style="list-style-type: none"> Meeting time and sub costs Adequate allocation of in-school student services based on caseload
		<ul style="list-style-type: none"> Sharing of caseload information with school teams 	<ul style="list-style-type: none"> School and Divisional Student Services Teams Classroom teachers 	<ul style="list-style-type: none"> September/October As needed with new referrals 	
		<ul style="list-style-type: none"> Administer appropriate in-school interventions 	<ul style="list-style-type: none"> Clinicians Student Services Youth Support Workers 	<ul style="list-style-type: none"> As needed 	
		<ul style="list-style-type: none"> Make referrals to school, Divisional and community partners 	<ul style="list-style-type: none"> Student Services 	<ul style="list-style-type: none"> Monthly school-based student services meetings As needed 	
		<ul style="list-style-type: none"> Build capacity of staff to provide supports through consultation and PD sessions 	<ul style="list-style-type: none"> School and Divisional Student Services Teams 	<ul style="list-style-type: none"> Monthly Student Services Meetings 	
<ul style="list-style-type: none"> Develop school-wide approaches to enhance social-emotional learning (SEL, UDL Block 1) 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Ensure the social/emotional learning component of the curricula is addressed in the classroom 	<ul style="list-style-type: none"> Classroom Teachers School Administrators PLC Groups 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Staffing Time
		<ul style="list-style-type: none"> Support implementation of UDL Block 1 and other strategies to build cooperative, supportive learning environments 	<ul style="list-style-type: none"> School Administrators, teachers and Coordinator of Curriculum and Assessment 	<ul style="list-style-type: none"> On-going 	

Strategies	Status	Steps	By Whom?	When?	Resources
		<ul style="list-style-type: none"> • Include social/emotional inventory in student profile 	<ul style="list-style-type: none"> • Student Services Team • Classroom Teachers 	<ul style="list-style-type: none"> • September/October Completed June 2018 	
		<ul style="list-style-type: none"> • Establish advocacy programs in schools (SOS, TAG, VISION, TNT) 	<ul style="list-style-type: none"> • Classroom Teachers • School Administrators • Student Services 	<ul style="list-style-type: none"> • June and September school planning 	
<ul style="list-style-type: none"> • Continue to support students in grade/school transitions 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Implement transition meetings (classroom-classroom, school-school, new/international students, students with special needs) 	<ul style="list-style-type: none"> • Classroom Teachers • School Administrators • School and Divisional Student Services Teams • Coordinator of International Student Program • Community Partners 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • ISP Student Handbook • Department resources on transitions • School handbook • Open House/Parent Information Night
<ul style="list-style-type: none"> • Respect and celebrate diversity 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Emphasize inclusion (cultural, identity, physical), such as: International Student Program, Indigenous Graduation Powwow, Gay Straight Alliance 	<ul style="list-style-type: none"> • All staff • Community partners • Indigenous Education Steering Committee • Indigenous Education Facilitator 	<ul style="list-style-type: none"> • September and February (ISP intake) • June (Indigenous Grad Powwow) • As needed 	<ul style="list-style-type: none"> • Community partnerships • Time • Coordination of events

MVSD Strategic Planning Strategic Direction: Student Well-Being

Reviewed and Revised September 27, 2018

Strategic Direction Focus Area: Safe and Caring Schools - enhance the climate and culture in schools by building strong relationships and inclusive environments			
Goal (Outcome)	Indicators	Strategies	Data Source
By June 2021, there will be an increase in the percentage of students feeling a strong sense of safety and belonging.	<ul style="list-style-type: none"> • There will be a 5% decrease in the prevalence of bullying • There will be a 10% increase in the percentage of students who report that they feel safe at school 	<ul style="list-style-type: none"> • Provide active supervision within the school and on school grounds • Educate staff and students around supporting appropriate behaviours 	<ul style="list-style-type: none"> • Tell Them From Me Survey • Student Voice Survey • MVSD Suspension Data
	<ul style="list-style-type: none"> • There will be a 5% decrease in the number of students who are suspended due to aggressive incidents 	<ul style="list-style-type: none"> • Use various interventions to support students with significant behavioural challenges • Research the effectiveness and feasibility of surveillance systems in schools and on grounds 	<ul style="list-style-type: none"> • MVSD Suspension Data
	<ul style="list-style-type: none"> • There will be a 10% increase in students reporting an increased sense of belonging 	<ul style="list-style-type: none"> • Provide professional development on positive student-teacher interactions • Enrich the physical school environments to welcome the diversity of all learners • Continue to implement and support best practices for quality instruction that recognizes the diversity of all learners • Support Indigenous students' sense of belonging • Build teachers' knowledge and understanding of Indigenous culture and history • Hire an Indigenous Education Facilitator 	<ul style="list-style-type: none"> • TTFM • Student Voice Data • Supervision and Evaluation • Student attendance

Strategic Direction: Student Well Being

Focus Area: Safe and Caring Schools

Goal (Outcome):

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

ACTION PLAN: Reviewed and Revised September 27, 2018

Strategies	Status	Steps	By Whom?	When?	Resources
<ul style="list-style-type: none"> Provide active supervision within the school and on school grounds 	<ul style="list-style-type: none"> Will initiate In progress 	<ul style="list-style-type: none"> Define active supervision and develop a consistent set of supervision guidelines Implementation of recommendations at the school level <ul style="list-style-type: none"> Review with all staff Monitor supervision and provide feedback to supervisors 	<ul style="list-style-type: none"> Committee (teachers, principals, educational assistants) Share with Student Voice Committee for input Principal/Designate Principal/Designate 	<ul style="list-style-type: none"> March 2017 Prior to October 31, 2018 and September 30th annually thereafter On-going – feedback minimum twice per year 	<ul style="list-style-type: none"> Meeting release time Active Supervision document Checklist to support supervisors
	<ul style="list-style-type: none"> Completed 	<ul style="list-style-type: none"> Develop division-wide procedure/guidelines (with respect to number of supervisors, times of day (before and after schools, recess, lunch, transitions), flexible use of support staff, etc.) 	<ul style="list-style-type: none"> Committee of Senior Admin, principals, Student Services Coordinator, Workplace Health and Safety Officer, Coordinator of Operations 	<ul style="list-style-type: none"> November 2017 	

Strategies	Status	Steps	By Whom?	When?	Resources
<ul style="list-style-type: none"> Educate staff and students around supporting appropriate behaviours 	<ul style="list-style-type: none"> On-going/ will initiate As of April 2018, 12/16 schools implemented Positive Behaviour Program 	<ul style="list-style-type: none"> Respect in School module Administrators session on supporting appropriate behaviours Each school will implement a school-wide positive behaviour strategies and/or program and evaluate effectiveness 	<ul style="list-style-type: none"> Each staff member Superintendent; Divisional PD Committee; teachers 	<ul style="list-style-type: none"> Upon hire November Admin Council September 2017 and on-going 	<ul style="list-style-type: none"> Respect in School license Speakers and PD materials purchased by schools and/or divisionally Department Document and Resource Review by Clinicians
<ul style="list-style-type: none"> Use various interventions to support students with significant behavioural challenges 	<ul style="list-style-type: none"> Initiated and on-going 	<ul style="list-style-type: none"> Review with administration the role of divisional clinician services Establish and maintain a current database of supports available in each community Continue to build partnerships between schools and community-based agencies Research interventions for supporting students with extreme behaviour and purchase as deemed appropriate 	<ul style="list-style-type: none"> Students service in each school/ community School principals and student services staff Student Services 	<ul style="list-style-type: none"> January 2019 November 2016; updated as needed On-going On-going 	<ul style="list-style-type: none"> Student services resource purchases

Strategies	Status	Steps	By Whom?	When?	Resources
<ul style="list-style-type: none"> Research the effectiveness/ feasibility of surveillance systems in schools and on grounds 	<ul style="list-style-type: none"> Has been initiated 	<ul style="list-style-type: none"> Contact other Divisions/ organizations (MSBA, etc.) for their feedback re: surveillance systems 	<ul style="list-style-type: none"> Coordinator of Operations and Safe and Caring Schools committee 	<ul style="list-style-type: none"> March/April 2019 	<ul style="list-style-type: none"> PD release time
		<ul style="list-style-type: none"> Literature review re: surveillance systems 	<ul style="list-style-type: none"> Coordinator of Operations and Safe and Caring Schools committee 	<ul style="list-style-type: none"> December 2019 	
		<ul style="list-style-type: none"> Review and revise MVSD procedures related to surveillance 	<ul style="list-style-type: none"> Senior Administration 	<ul style="list-style-type: none"> December 2018 	
<ul style="list-style-type: none"> Provide professional development on positive student-teacher interactions 	<ul style="list-style-type: none"> Initiated 	<ul style="list-style-type: none"> Provide PD on positive student-teacher interactions Administration will include Positive Student Interactions strategies at staff meetings Review Code of Conduct for Employees procedure - add/revise in terms of student/employee interaction 	<ul style="list-style-type: none"> PD Committee Senior Admin and School-based administrators 	<ul style="list-style-type: none"> September 2016 (DeGroot Div. PD Day) January 2018 – PD Committee review of 2018-19 PD February 2018 (Niigaan Session) Staff meeting item by March 2018 	<ul style="list-style-type: none"> PD release time
		<ul style="list-style-type: none"> Review employee code of conduct procedure with all employee groups 	<ul style="list-style-type: none"> Staff group supervisors (principals, coordinators, etc.) 	<ul style="list-style-type: none"> October staff meeting each year 	
		<ul style="list-style-type: none"> Review employee code of conduct with new hires as part of orientation/mentorship 	<ul style="list-style-type: none"> Staff group supervisors (principals, coordinators, etc.) 	<ul style="list-style-type: none"> At time of hire 	

Strategies	Status	Steps	By Whom?	When?	Resources
<ul style="list-style-type: none"> Enrich the physical school environments to welcome the diversity of all learners 	<ul style="list-style-type: none"> Initiated 	<ul style="list-style-type: none"> Review best practice around supporting diversity within schools. Consider: <ul style="list-style-type: none"> -gender neutral washrooms -furnishings in classrooms (accentuated learning environments) -reflective of cultural diversity -reflective of learning styles 	<ul style="list-style-type: none"> Team of stakeholders led by Assistant Superintendent of Programs and Planning 	<ul style="list-style-type: none"> October 2017 and on-going 	<ul style="list-style-type: none"> Divisional maintenance and school budgets, as necessary
	<ul style="list-style-type: none"> Not yet started 	<ul style="list-style-type: none"> Create a rubric/continuum to assess the physical environment in relation to above noted descriptors 	<ul style="list-style-type: none"> Team of stakeholders led by Assistant Superintendent of Programs and Planning 	<ul style="list-style-type: none"> November 2018 	
<ul style="list-style-type: none"> Continue to implement and support best practices for quality instruction that recognizes the diversity of all learners 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Support the continued use of UDL across all schools Support administrators in supervising for UDL strategies in classrooms – What to look for? 	<ul style="list-style-type: none"> UDL, Literacy, and Numeracy Coaches, Coordinator of Curriculum Assessment; Assistant Sup. of Programs and Planning School-based administrators 	<ul style="list-style-type: none"> Continual Admin Council PD session Fall 2017 	<ul style="list-style-type: none"> PD release time

Strategies	Status	Steps	By Whom?	When?	Resources
<ul style="list-style-type: none"> Support Indigenous students' sense of belonging 	<ul style="list-style-type: none"> Initiated 	<ul style="list-style-type: none"> Youth Support Workers provide home and school liaison support and promote student attendance 	<ul style="list-style-type: none"> Youth Support Workers Guidance Teachers School-base Administrators 	<ul style="list-style-type: none"> Continual 	<ul style="list-style-type: none"> IAA Grant Divisional Staffing BSSAP Grant Cultural Enrichment Grant Release time
		<ul style="list-style-type: none"> Funds provided to schools to offer culturally diverse extra-curricular options such as fiddling, Powwow clubs, Indigenous student leadership groups, etc. 	<ul style="list-style-type: none"> Divisional Personnel School-based Administrators School staff 	<ul style="list-style-type: none"> Funds are provided at the beginning of each year Depends on event – some are continual, i.e. fiddling and some are one day events, or short-term clubs 	
		<ul style="list-style-type: none"> Youth Support Workers help organize culture activities and events, such as Louis Riel Day and Indigenous Solidarity Day 	<ul style="list-style-type: none"> Youth Support Workers School staff 	<ul style="list-style-type: none"> February and June of each Year 	
		<ul style="list-style-type: none"> Success Coach at WCI provides on-going support for Indigenous learners 	<ul style="list-style-type: none"> Success Coach School-based Administrator or designate 	<ul style="list-style-type: none"> Continual 	
		<ul style="list-style-type: none"> Liaison Worker at GV school provides home and school connections and supports student attendance 	<ul style="list-style-type: none"> Liaison Worker School-based Administrator or designate 	<ul style="list-style-type: none"> Continual 	

Strategies	Status	Steps	By Whom?	When?	Resources
		<ul style="list-style-type: none"> Late bus is provided at WCI to support Indigenous attendance at after-school activities 	<ul style="list-style-type: none"> Success Coach School staff 	<ul style="list-style-type: none"> Every Wednesday during the school year 	
		<ul style="list-style-type: none"> Establish a divisional Indigenous Education Committee The committee will investigate alternative uses for the IAA grant to further support Indigenous perspectives and student success. 	<ul style="list-style-type: none"> Assistant Superintendent and Committee 	<ul style="list-style-type: none"> Fall 2017 	
<ul style="list-style-type: none"> Build staff knowledge and understanding of Indigenous culture and history 	<ul style="list-style-type: none"> Initiated 	<ul style="list-style-type: none"> Provide professional development for MVSD staff on Treaty Relations 	<ul style="list-style-type: none"> Division Personnel organize PD In-house trained teachers 	<ul style="list-style-type: none"> A Staff Meeting Every November Feb PD Day 	<ul style="list-style-type: none"> Kits IAA Grant PD release time Indigenous Directorate
		<ul style="list-style-type: none"> Provide professional development for MVSD staff on Truth and Reconciliation 	<ul style="list-style-type: none"> Division Personnel organize PD PD Committee 	<ul style="list-style-type: none"> February 2017 February 2018 	
		<ul style="list-style-type: none"> Purchase resources on Indigenous Culture and History 	<ul style="list-style-type: none"> School-based Administrators or designate Coordinator of Library Services 	<ul style="list-style-type: none"> continual 	

Strategies	Status	Steps	By Whom?	When?	Resources
		<ul style="list-style-type: none"> • Provide professional development for MVSD staff on Indigenous perspectives and history, such as the Blanket Exercise 	<ul style="list-style-type: none"> • Division Personnel organize PD • PD Committee 	<ul style="list-style-type: none"> • Every February PD Session 	
		<ul style="list-style-type: none"> • Hire an Indigenous Education Facilitator to work with staff to build their knowledge of Indigenous perspectives and how to infuse Indigenous perspectives in the curriculum 	<ul style="list-style-type: none"> • Superintendent's Department 	<ul style="list-style-type: none"> • September 2018 	

MVSD 2016-2021 Divisional Goals Master Implementation Timeline (Reviewed and Revised September 27, 2018)

Key:	Literacy	Safe and Caring Schools			
Career Education	Numeracy	Mental Health			
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	Division Purchases Career Cruising enhanced license		Division Purchases Xello license		
	Division Facilitates Career Development Committee Meeting	Review Advocacy Activities for School Year (such as Orange Shirt Day, Pink Day, etc.)	Review Advocacy Activities for School Year (such as Orange Shirt Day, Pink Day, etc.)	Review Advocacy Activities for School Year (such as Orange Shirt Day, Pink Day, etc.)	Review Advocacy Activities for School Year (such as Orange Shirt Day, Pink Day, etc.)
	Clinicians to Share Caseload Information with Schools	Clinicians to Share Caseload Information with Schools	Clinicians to Share Caseload Information with Schools	Clinicians to Share Caseload Information with Schools	Clinicians to Share Caseload Information with Schools
	Division Facilitates Literacy and Numeracy Administrators PD - Building Teacher Efficacy	Division Facilitates Literacy and Numeracy Administrators PD - Building Teacher Efficacy	Division Facilitates Grade 3 Provincial Assessment PD for Literacy and Numeracy	Division Facilitates Literacy and Numeracy Administrators PD - Building Teacher Efficacy	Division Facilitates Literacy and Numeracy Administrators PD - Building Teacher Efficacy
September		Create indigenous perspectives committee	Essential Math 40S Cohort PD Department of Education		
		Schools will implement a school-wide behaviour program and evaluate effectiveness.	Gr 7/8 mRLC Cohort Session		
	Division Facilitates Respect in Schools Program for all New Staff	Division Facilitates Respect in Schools Program for all New Staff	Division Facilitates Respect in Schools Program for all New Staff	Division Facilitates Respect in Schools Program for all New Staff	Division Facilitates Respect in Schools Program for all New Staff
	Schools and Division Review Employee Code of Conduct with all Employee Groups Including New Hires	Review Employee Code of Conduct with New Hires	Review Employee Code of Conduct with New Hires	Review Employee Code of Conduct with New Hires	Review Employee Code of Conduct with New Hires
	Division Facilitates Career Cruising PD	Division Facilitates Career Cruising/Xello PD	Division Facilitates Xello PD	Division Facilitates Xello PD	Division Facilitates Xello PD
			Divisional PD Day Career Focus		
		Division Facilitates Career Development Committee Meeting	Division Facilitates Career Development Committee Meeting	Division Facilitates Career Development Committee Meeting	Division Facilitates Career Development Committee Meeting
	Schools Promote WE Day Event	Schools Promote Student-led Advocacy Groups (such as Philanthropy, Conflict Managers, Sustainable Development, etc.)	Schools Promote Student-led Advocacy Groups (such as Philanthropy, Conflict Managers, Sustainable Development, etc.)	Schools Promote Student-led Advocacy Groups (such as Philanthropy, Conflict Managers, Sustainable Development, etc.)	Schools Promote Student-led Advocacy Groups (such as Philanthropy, Conflict Managers, Sustainable Development, etc.)
October	Schools Complete Classroom Profiles	Schools Complete Classroom Profiles	Schools Complete School/Classroom/Student Profiles	Schools Complete School/Classroom/Student Profiles	Schools Complete School/Classroom/Student Profiles
	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 1-3	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 2-4	Essential Math 40S Cohort PD Department of Education	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 4-6	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 5-7
	Division Organizes Student Voice Initiative - High Schools	Review Employee Code of Conduct with all employee groups	Review Employee Code of Conduct with all employee groups	Review Employee Code of Conduct with all employee groups	Review Employee Code of Conduct with all employee groups

MVSD 2016-2021 Divisional Goals Master Implementation Timeline (CONTINUED)

Key:	Literacy	Safe and Caring Schools			
Career Education	Numeracy	Mental Health			
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 1-3			Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 4-6	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 5-7
November	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 8-9	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 9		Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 9	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 9
		Division Facilitates Numeracy PD to Build Teacher Efficacy of High School Essential Math Teachers	Division Facilitates Literacy Administrators PD - Building Teacher Efficacy	Division Facilitates Numeracy PD to Build Teacher Efficacy of High School Essential Math Teachers	Division Facilitates Numeracy PD to Build Teacher Efficacy of High School Essential Math Teachers
		Division Develops and Recommends Reading Assessments Resource list for K-12	Division Completes Reading Assessments Resource list for K-12		
		Follow-up classroom profiles and review action plans	Follow-up classroom profiles and review action plans	Follow-up classroom profiles and review action plans	Follow-up classroom profiles and review action plans
	Division Establishes, Shares and Maintains a Current Database of Social Supports Available in Each Community	Division Creates and Shares a Rubric to Assess the Physical Environment of Schools with Respect to Diversity			
		Administrators PD - Supervising for UDL Implementation: What to Look For			
	In-house trained teachers provide Professional Development on Treaty Relations	In-house trained teachers provide Professional Development on Treaty Relations	In-house trained teachers provide Professional Development on Treaty Relations	In-house trained teachers provide Professional Development on Treaty Relations	In-house trained teachers provide Professional Development on Treaty Relations
		Develop division-wide procedure guidelines on active supervision	Admin Council - School Based Positive Behaviour Support Program		
December	Division Facilitates Numeracy PD to Build Teacher Efficacy of High School Essential Math Teachers		Division Facilitates ELA 40S Cohort PD		
		Guidance/Youth Support meet to identify students at risk of not graduating	Guidance/Youth Support meet to identify students at risk of not graduating	Guidance/Youth Support meet to identify students at risk of not graduating	Guidance/Youth Support meet to identify students at risk of not graduating
		Follow-up classroom profiles and review action plans	Follow-up classroom profiles and review action plans	Follow-up classroom profiles and review action plans	Follow-up classroom profiles and review action plans
		Literature Review re: surveillance systems	Review and revise MVSD procedures related to surveillance		

MVSD 2016-2021 Divisional Goals Master Implementation Timeline (CONTINUED)

Key:	Literacy	Safe and Caring Schools			
Career Education	Numeracy	Mental Health			
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	Division Shares Career Development Calendar of Events				
	Division Collects and Shares Data on Existing Career Development Practices	Division Shares Career Development Framework and Activities			
	Division Facilitates Career Development Committee Meeting	Follow-up classroom profiles and review action plans	Follow-up classroom profiles and review action plans	Follow-up classroom profiles and review action plans	Follow-up classroom profiles and review action plans
January	Division Facilitates Mental Health First Aid Training	Division Facilitates Mental Health First Aid Training	Division Facilitates Mental Health First Aid Training	Division Facilitates Mental Health First Aid Training	Division Facilitates Mental Health First Aid Training
	Schools Promote Mental Health Awareness - Blue Monday	Schools Promote Mental Health Awareness - Blue Monday	Schools Promote Mental Health Awareness - Blue Monday	Schools Promote Mental Health Awareness - Blue Monday	Schools Promote Mental Health Awareness - Blue Monday
	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 1-3	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 2-4	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 3-5	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 4-6	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 5-7
	Division Facilitates mRLC Grade 6 and 9 Numeracy Research				
		Senior Administration/Board of Trustees to review Code of Conduct for Employees (Procedure 4.9)	Review with Administration Role of Clinician Services		
		Follow-up classroom profiles and review action plans	Follow-up classroom profiles and review action plans	Follow-up classroom profiles and review action plans	Follow-up classroom profiles and review action plans
	Schools Promote Anti-Bullying Campaign - Day of Pink	Schools Promote Anti-Bullying Campaign - Day of Pink	Schools Promote Anti-Bullying Campaign - Day of Pink	Schools Promote Anti-Bullying Campaign - Day of Pink	Schools Promote Anti-Bullying Campaign - Day of Pink
		Division Shares Career Cruising Grade Level Targets			
February	Divisional Literacy/ Numeracy PD - All Teaching Staff	Divisional PD on Numeracy	Division Facilitates Literacy PD to Build Teacher Efficacy Gr. 9 and 12		
	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 8-9	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 9	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 3-5	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 9	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 9
	Professional Development on Truth and Reconciliation	Division provides Professional Development on Aboriginal History, such as the Blanket Exercise	Gr 7/8 mRLC Cohort Session		
	Youth Support Workers help organize culture activities and events such as Louis Riel Day, Aboriginal Solidarity Day	Youth Support Workers help organize culture activities and events such as Louis Riel Day, Aboriginal Solidarity Day	Youth Support Workers help organize culture activities and events such as Louis Riel Day, Aboriginal Solidarity Day	Youth Support Workers help organize culture activities and events such as Louis Riel Day, Aboriginal Solidarity Day	Youth Support Workers help organize culture activities and events such as Louis Riel Day, Aboriginal Solidarity Day

MVSD 2016-2021 Divisional Goals Master Implementation Timeline (CONTINUED)

Key:	Literacy	Safe and Caring Schools			
Career Education	Numeracy	Mental Health			
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	Division Facilitates Career Development Committee Meeting	Guidance/Youth Support meet to identify/follow up with students at risk of not graduating	Guidance/Youth Support meet to identify/follow up with students at risk of not graduating	Guidance/Youth Support meet to identify/follow up with students at risk of not graduating	Guidance/Youth Support meet to identify/follow up with students at risk of not graduating
March	Division Team Develops Guidelines on Supervision Ratios for Schools	Division Facilitates Numeracy PD to Build Teacher Efficacy of High School Essential Math Teachers	Division Facilitates Numeracy PD to Build Teacher Efficacy Gr. 9		
			Division Facilitates Numeracy Administrators PD - Building Teacher Efficacy		
			Gr 7/8 mRLC Cohort Session		
		Follow-up classroom profiles and review action plans	Follow-up classroom profiles and review action plans	Follow-up classroom profiles and review action plans	Follow-up classroom profiles and review action plans
		Positive student interactions discussed at staff meetings	Positive student interactions discussed at staff meetings	Positive student interactions discussed at staff meetings	Positive student interactions discussed at staff meetings
		Follow-up classroom profiles and review action plans	Follow-up classroom profiles and review action plans	Follow-up classroom profiles and review action plans	Follow-up classroom profiles and review action plans
	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 1-3	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 2-4	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 3-5	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 4-6	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 5-7
April	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 8-9	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 9	Division Facilitates Numeracy PD to Build Teacher Efficacy Gr. 9	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 9	Division Facilitates Numeracy/Literacy PD to Build Teacher Efficacy- Gr. 9
	Division Team Develops Best Practice Guidelines for Supporting Diversity within Schools.		Gr 7/8 mRLC Cohort Session		
	Division to Contact other Divisions/Organizations (MSBA, etc.) for Their Feedback re: Surveillance Systems	Share and co-create criteria for assessing critical literacy in comprehension	Division Develops a Recommended List of Literacy Assessment Strategies for Communication of Critical Literacy		
	Division to Create and Share Literature Review re: Surveillance Systems	Division Facilitates Career Development Committee Meeting	Division Facilitates Career Development Committee Meeting	Division Facilitates Career Development Committee Meeting	Division Facilitates Career Development Committee Meeting

MVSD 2016-2021 Divisional Goals Master Implementation Timeline (CONTINUED)

Key:	Literacy	Safe and Caring Schools			
Career Education	Numeracy	Mental Health			
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	Division Facilitates Career Development Committee Meeting		Gr 7/8 mRLC Cohort Session		
	Division Launches Career Website Information	Follow-up classroom profiles and review action plans	Follow-up classroom profiles and review action plans	Follow-up classroom profiles and review action plans	Follow-up classroom profiles and review action plans
May	Division Team Researches interventions for Supporting Students with Emotional Behavioural Disorders - Shares Results				
	Division Facilitates Numeracy PD to Build Teacher Efficacy of High School Essential Math Teachers				
	School Administrator-led Survey of Career Education Implementation	School Administrator-led Survey of Career Education Implementation	Create Career Resource Website for MVSD		
June	Schools Establish Advocacy Programs for the Next School Year (e.g. SOS, TAG, VISION, TNT)	Schools Establish Advocacy Programs for the Next School Year (e.g. SOS, TAG, VISION, TNT)	Schools Establish Advocacy Programs for the Next School Year (e.g. SOS, TAG, VISION, TNT)	Schools Establish Advocacy Programs for the Next School Year (e.g. SOS, TAG, VISION, TNT)	Schools Establish Advocacy Programs for the Next School Year (e.g. SOS, TAG, VISION, TNT)
	Division and Schools Facilitate mRLC Grade 6 and 9 Assessments	Division and Schools Facilitate mRLC Grade 6 and 9 Assessments	Division and Schools Facilitate mRLC Grade 6 to 9 Assessments	Division and Schools Facilitate mRLC Grade 6 to 9 Assessments	Division and Schools Facilitate mRLC Grade 6 to 9 Assessments
	Divisional Team Defines Active Supervision and Develops and Shares a Consistent Set of Supervision Guidelines				
	Youth Support Workers help organize culture activities and events such as Louis Riel Day, Aboriginal Solidarity Day	Youth Support Workers help organize culture activities and events such as Louis Riel Day, Aboriginal Solidarity Day	Youth Support Workers help organize culture activities and events such as Louis Riel Day, Aboriginal Solidarity Day	Youth Support Workers help organize culture activities and events such as Louis Riel Day, Aboriginal Solidarity Day	Youth Support Workers help organize culture activities and events such as Louis Riel Day, Aboriginal Solidarity Day

MVSD 2016-2021 Divisional Goals Master Implementation Timeline (CONTINUED)

Key:	Literacy	Safe and Caring Schools			
Career Education	Numeracy	Mental Health			
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Ongoing	Schools Implement K-1 Oral Language Assessment and Support				
	Division Supports and Facilitates Ongoing PD for Implementation of Assessment Tools				
	Schools Include a Mental Health Component in Staff Meetings (Wellness and/or Education)				
	Division and Schools Offer Mental Health PD Sessions and Provide Opportunities for Sharing and Follow-up				
	Schools Teach Mental Health Curriculum Components and Provide Classroom Based Awareness				
	Division and Schools Promote and Record Events (e.g. We Day, Blue Monday, Pink Shirt Day)				
	Schools Offer Presentations Through-out the Year (e.g. Guest Speakers)				
	Schools Administer Appropriate In-school Interventions (Guidance/Social Worker/YSW Involvement)				
	Division Makes Student Referrals to School, Divisional and Community Partners				
	Division and Schools Build Capacity of Staff to Provide supports				
	Division and Schools Emphasize Inclusion (Cultural, Identity, Physical)				
	Transition Planning				
	Support implementation of UDL				
	Division and Schools Support the Continued Use of UDL				
	Division and Schools Work to Strengthen Partnerships Between Schools and Community Based Agencies				
Division Organizes Student Voice Initiative - High Schools					

Implementation Plan for Enhancing Instructional Leadership

MVSD Masters Cohort

In the winter of 2014, MVSD created a partnership with Brandon University to support staff in obtaining a master's degree in education. Fifty staff participated in the information session held in the fall of 2013. Twenty-six staff registered in the Master's in Educational Administration program, eight registered in the Master's in Special Education program, thirteen registered in the Master's in Guidance and Counselling program and three registered in the Master in Curriculum and Instruction program. Brandon University offers the majority of the courses in Mountain View School Division, at the Division Office. The majority of the original cohort graduated in the spring/summer of 2018.

Administration Council Professional Learning

Each month, the school-based administrators participate in a professional learning session. The administrators have also participated in book studies in the past. However, for the 2018-19 year the administrators will study a variety of articles related to that month's professional learning topic.

The following professional learning sessions have been planned for the 2018-2019 school year:

Month	Topic	Possible Presenters/Facilitators
August 28	Reading Recovery	Reading Recovery Lead Teacher
September 27	Fall Division Planning Day	Divisional Team
October 3	Fall Division PD: Career Education and Critical Thinking	Keynote: Dr. Garfield Gini-Newman; various presenters
October 25	Positive Mental Health, Safe and Caring Schools, Positive Relationships, and Social Emotional Learning	Coordinator of Student Services; Assistant Superintendent
November 29	Literacy and Reading Assessments	Coordinator of Curriculum and Assessment, Coordinator of Library Services, Literacy Coach
January 24	Student Services Funding Model	Coordinator of Student Services
February 25	Winter Divisional PD: Mental Health and Wellness	Keynote: Sylvia Marusyk; various presenters

February 28	Career Education and Xello	Coordinator of Information, Communication Technology
March 20	Numeracy and mRLC project	Assistant Superintendent, Coordinator of Curriculum and Assessment, Numeracy Coach
April 25	Teacher Supervision and Evaluation Model	Divisional Team
May 24	Spring Divisional Planning Day	Divisional Team
June 18	School Planning and Sharing of Year-end Accomplishments	Divisional Team