



*Keeping Learners at  
the Centre*



9/27/2018

# Fall Division Planning Day

**Fall Division Planning Day**  
**Thursday, September 27, 2018**  
**“Preparing for Reporting and Defining the Focus”**

**Present:** D. Davidson, D. Ward, B. Michaleski, S. Cottyn, J. Mischuk, J. Knight, M. Kunza, S. Thompson, D. Anderson, N. Casavant, R. Casavant, A. Collins, D. Dutchak, C. Helgeson, W. Heschuk, S. Jaddock (a.m. only), R. Minshull, M. Rathgeber, W. Lawrence, J. Galbraith, K. MacMillan, E. Persson, N. Thacker, L. Jensen, D. Smith, S. Tucker, C. Fisher, M. Lefebvre, T. Mikolayenko, M. Giasson

**Regrets:** L. Slepicka, S. Hess, G. Wood, B. Johnson, R. Tritthart, T. Cholka

**Thursday, September 27, 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 Strategic Directions and Progress to date
- Review and update Action Plans and master timeline for 2018-2019
- Review data and generate progress statements
- Prepare progress statements for Division Plan Report

Ms. Davidson reviewed the Division’s foundation statements.

**9:30 A.M. – 10:15 A.M. Where Are We?**

Each Division Planning Team leader reported on progress to date and reviewed the work completed at the spring planning day. Ms. Davidson explained that the planning teams are to review the progress-to-date statements generated at the spring planning day, analyze the data collected for the 2017-2018 school year, add new progress to date statements, and determine if the data gathered respond to the indicators of success for each strategic direction.

**10:30 A.M. – 2:00 P.M. Division Planning Teams Working Groups**

In planning teams, the following three activities were carried out:

1. Generated progress statements based on 2017-2018 data compared to 2015-2016 baseline data. Teams referenced indicators of success and goal statements to ensure data statements aligned with indicators and goals.
2. Reviewed Action Plans, made any necessary adjustments and identified priority areas for 2018-2019.
3. Updated Master Timeline to reflect priority areas for 2018-2019.

**2:00 P.M. – 3:30 P.M.**

**Division Planning Teams Shared Progress to Date Statements  
and Updates to Action Plans**

Following are the reports generated by each Division Planning Team. The reports illustrate additions and revisions made since the spring planning day and/or the fall planning day. Changes to the reports are highlighted or are written in red. The updated progress-to-date reports will be used to create the 2017-2018 Division Plan Report and the revised action plans and the master timeline will guide the work of the Division Planning Teams for the 2018-2019 school year. The updated strategies, action plans and master timeline will also be used to update the Division's 2016-2021 Strategic Plan.

Revised September 27, 2018

**Focus Area:**

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

**Indicator of Success:** There will be an annual 2% (or 10% over 5 years) increase in the number of Gr. 1 to 8 students meeting in the areas of comprehension and communication within selected cohorts on the provincial report card (3 or 4)/ provincial assessment data.

Data Results

**Baseline: 2015-2016 Report Card Data**

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

**Year 1: 2016-2017 Report Card Data**

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%

\*G indicates expected Graduation year

**Year 2: 2017-2018 Report Card Data**

Grade 2 G28	Reading	Listening & Viewing	Writing	Speaking & Representing
ND	1%	1%	1%	1%
1	9%	1%	4%	0%
2	12%	8%	15%	8%
3	31%	39%	47%	40%
4	46%	52%	32%	51%

Grade 3 G27	Reading	Listening & Viewing	Writing	Speaking & Representing
ND	0%	0%	0%	0%
1	6%	2%	6%	2%
2	15%	11%	19%	11%
3	35%	41%	45%	39%
4	44%	46%	30%	49%

Grade 4 G26	Reading	Listening & Viewing	Writing	Speaking & Representing
ND	0%	0%	0%	0%
1	4%	0%	3%	0%
2	12%	8%	15%	9%
3	32%	37%	43%	35%
4	52%	54%	38%	55%

\*G indicates expected Graduation year

**Fall Provincial Grade 3 Data**

MVSD Grade 3 Provincial Reading Assessment Fall			
		<b>Baseline 2016</b>	<b>2017</b>
Reading Comprehension	%Needing On-Going Help	9.1	12.9
	% Needing Some Help	34.8	27.9
	<b>% Meeting Expectations</b>	<b>53.9</b>	<b>57.5</b>
	% Out of Range	2.2	1.7

Summary Statements

**September 27, 2018**

- G28 Increase over baseline (2015-16): Reading 1%, Listening & Viewing 8%, Writing 9%, Speaking & Representing 8%
- G27 Increase over baseline (2015-16): Reading 7%, Listening & Viewing 6%, Speaking & Representing 16%; Decrease from baseline (2015-16): Writing 10%
- G26 Increase over baseline (2015-16): Reading 9%, Listening & Viewing 7%, Speaking & Representing 19%; Decrease from baseline (2015-16): Writing 6%
- Grade 3 Prov. Assessment: 6.6 % increase in students meeting expectations in all 3 sub competencies
- There is a noticed disconnect between provincial assessment marks and report card data (Grade 3 and Grade 8)

**April 26, 2018:**

- Cohort PD sessions for Gr. 2-4 teachers completed for 2017-18 year
- Completion of participation in the 3-year ELA 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 on-going help was noted

**Oct 3, 2017:**

- ELA Pilot team attended PD in August 2017
- 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

- G27 cohort results, compared to baseline: 5% increase in reading, 6% increase in listening and viewing, 8% decrease in writing and 17% increase in speaking and representing
- Comprehension= Reading and Listening & Viewing; Communication= Writing and Speaking & Representing
- G27- 5.5% increase in comprehension and 4.5% increase in communication
- G26- 2% increase in comprehension and 1% increase in communication

**Spring 2017:**

- ELA Pilot team attended PD in August 2016 and throughout the 2016-17 school year
- In-servicing provided in Fall 2016 for school administrators on the ELA curriculum
- PD sessions provided for teachers in Grades 1, 2, and 3 in October, January, and April
- Addition of a Grade 2 and Grade 4 teacher to the ELA Pilot team. Coaching support provided by the Divisional Literacy Coach
- Reading Recovery Training for RR Teachers
- Divisional Literacy Committee began the processes of reviewing reading assessments
- Divisional PD – Manitoba Education Consultant facilitated K-12 literacy sessions



**Indicator of Success: 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.**

**Data Results**

**Baseline: 2015-2016 Report Card Data**

Grade 7 G21	Reading	Listening & Viewing	Writing	Speaking & Representing
ND	1%	3%	2%	1%
1	11%	7%	7%	15%
2	16%	17%	14%	14%
3	26%	26%	27%	27%
4	44%	47%	49%	43%

Grade 8 G20	Reading	Listening & Viewing	Writing	Speaking & Representing
ND	3%	3%	3%	3%
1	6%	5%	4%	8%
2	15%	16%	9%	13%
3	24%	21%	33%	24%
4	50%	54%	49%	50%

\*G indicates expected Graduation year

**Year 1: 2016-2017 Report Card Data**

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%

Grade 9 G20		English Language Arts
ND	0-49%	6%
1	50-59%	14%
2	60-69%	12%
3	70-79%	26%
4	80-100%	42%

**Year 2: 2017-2018 Report Card Data**

Grade 9 G21		English Language Arts
ND	0-49%	13%
1	50-59%	10%
2	60-69%	18%
3	70-79%	18%
4	80-100%	41%

Grade 10 G20		English Language Arts
ND	0-49%	6%
1	50-59%	14%
2	60-69%	23%
3	70-79%	21%
4	80-100%	37%

**Provincial Grade 8 Data: Comprehension**

Winter: Comprehension				
Competencies		Baseline 2016	2017	2018
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

**Provincial Grade 8 Data: Communication**

Winter: Communication				
Competencies		Baseline 2016	2017	2018
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

**Summary Statements**

**September 27, 2018**

- Note: A mark of 0% may indicate students continuing in the course the following year
- 10% decrease in the number of G21 (current Grade 9) students achieving 70% or higher in ELA from baseline June 2016 to June 2018
- G20 (current grade 10) 10% decrease in students at 70% or above ELA grade over their Grade 9 marks
- G20 (current grade 10) drop from baseline from approx. 70% to 58%- Report card data
- Grade 9 (G20) credit attainment – minor (less than 2%) difference between Indigenous and non-Indigenous students

- Seeing growth in Grade 9 ELA Credit attainment for Indigenous students from 77.8% (2015-16) to 82.7% (2016-17); steady growth seen from 2011-12 moving forward
- Seeing decrease in Grade 9 ELA Credit attainment for females of 10% between 2015-16 and 2016-17 (15-16 seems to be an exceptionally high year-outlier)
- Overall Grade 9 ELA Credit attainment slight decrease 4.6% between 2015-16 and 2016-17

**April 26, 2018:**

- Cohort PD sessions for Gr. 9 teachers completed for 2017-18 year
- Completion of participation in the 3-year ELA pilot
- 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 ELA40S teachers to review Gr. 12 Provincial Exam data

**Oct 3, 2017:**

- G20 cohort: ELA Report card data shows 74% or more of students are attaining a 3 or 4 in all areas being monitored
- G21- 3% increase in comprehension and 6% increase in communication
- 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
- 2017 Grade 8 Provincial assessment data compared to baseline: Overall there was an increase in the students obtaining “not meeting” in all competencies
- Comprehension= Reading and Listening & Viewing  
Communication= Writing and Speaking & Representing
- Grade 9 final ELA mark on Provincial Report Card did vary significantly from the baseline
- 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)
- Grade 12 average ELA Provincial Exam results and pass rates have not shown any significant changes over the last 3 years

	<p><b>Spring 2017:</b></p> <ul style="list-style-type: none"><li>• Divisional PD – Manitoba Education Consultant facilitated K-12 literacy sessions</li><li>• Coaching support provided by the Divisional Literacy Coach for Gr. 7 and 8 teachers new to the ELA Pilot team</li><li>• Divisional Literacy Coach and a Grade 7 teacher participated in a provincial assessment team</li><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>
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Revised September 27, 2018

**Focus Area: Numeracy – Enhance student achievement in numeracy**

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

**Indicator of Success:**

- 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

Data Results

**2015-2016 Report Card Baseline Data**

**Problem Solving**

Problem Solving	Grade 1 G27	Grade 2 G26
ND	1%	0%
1	5%	6%
2	17%	18%
3	33%	42%
4	43%	35%

\*G indicates expected Graduation year

**2016-2017 Report Card Data**

**Problem Solving**

	Grade 1 G28	Grade 2 G27	Grade 3 G26
ND	2%	0%	0%
1	3%	4%	4%
2	25%	12%	24%
3	38%	41%	42%
4	33%	43%	30%

**2017-2018 Report Card Baseline Data**

**Problem Solving**

	Grade 2 G28	Grade 3 G27	Grade 4 G26
ND	1%	0%	0%
1	3%	6%	2%
2	16%	20%	15%
3	44%	35%	41%
4	36%	39%	42%

**Winter Provincial Gr. 7 Numeracy Data**

<b>MVSD Gr. 7 Provincial Numeracy Assessment Winter</b>			
Competencies		<b>Baseline 2017</b>	<b>2018</b>
Orders Fractions	% Not Meeting	13.6	6.5
	% Approaching	31.6	28.5
	% Meeting	53.4	62.6
	% Out of Range	1.5	2.3
Orders Decimals	% Not Meeting	8.7	6.1
	% Approaching	28.6	25.2
	% Meeting	61.7	66.4
	% Out of Range	1.0	2.3
Represents a Given Number	% Not Meeting	10.2	11.7
	% Approaching	24.8	25.7
	% Meeting	63.6	60.3
	% Out of Range	1.5	2.3
Uses Number Patterns	% Not Meeting	11.2	13.1
	% Approaching	41.7	42.1
	% Meeting	46.1	42.5
	% Out of Range	1.0	2.3
Variety of Mental Math Strategies	% Not Meeting	17.0	10.7
	% Approaching	36.4	41.1
	% Meeting	45.1	45.8
	% Out of Range	1.5	2.3

<p>Summary Statements</p>	<p><b>September 27, 2018:</b></p> <ul style="list-style-type: none"> <li>• PD sessions (cohorts) provided for teachers in Grades 2, 3, and 4 in Fall, Winter and Spring of 2017-2018</li> <li>• The G28 cohort realized an increase of 9% in the number of students meeting a 3 or 4 in Mathematical Problem Solving on the Provincial Report Card (from last year)</li> <li>• The G27 cohort realized a decrease of 2% in the number of students meeting a 3 or 4 in Mathematical Problem Solving on the Provincial Report Card</li> <li>• The G26 cohort realized an increase of 6% in the number of students meeting a 3 or 4 in Mathematical Problem Solving on the Provincial Report Card</li> <li>• PD sessions were offered at both divisional PD days on Indigenous Perspectives in mathematics, making sense of problem solving and number sense and discourse for Kindergarten teachers</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>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>• The G27 cohort realized an increase of 8% in the number of students meeting a 3 or 4 in Mathematical Problem Solving on the Provincial Report Card</li> <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>
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**Focus Area: Numeracy – Enhance student achievement in numeracy**

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

**Indicator of Success:**

- There will be an annual 2% (or 10% over 5 years) increase in the number of Grade 3 students meeting grade level outcomes in number sense and algebraic reasoning

Data Results

**Fall Provincial Grade 3 Data**

MVSD Grade 3 Provincial Numeracy Assessment Fall			
Competencies		Baseline 2016	2017
Repeating Patterns	%Needing On-Going 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 On-Going 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 On-Going 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 On-Going 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

Summary Statements	<p><b>September 27, 2018</b></p> <ul style="list-style-type: none"> <li>• There was a 3% increase in Grade 3 students meeting expectations in representing whole numbers and a 5% increase in mental math and addition. There was an 11% decrease in Grade 3 students meeting expectations in equality and a 20% decrease in repeating patterns</li> <li>• In the plan focus areas there was a marginal increase in Grade 7 students meeting expectations in mental math strategies and a 4% decrease in number patterns</li> <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>• Through the mRLC Numeracy project, a select group of Grade 6 teachers participated in the second year of an initiative that included curriculum pacing, common assessments and planning using assessment data</li> <li>• 23% increase in the number of Grade 6 students (of teachers 2 years in the project) who scored above a 65% as compared with the Grade 6 Baseline data (2016) on the year-end mRLC numeracy assessment</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>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>
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**Focus Area: Numeracy – Enhance student achievement in numeracy**

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

**Indicator of Success:**

- 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

Data Results

**Overall Grade in Mathematics**

G21	Grade Range	2015-2016 Baseline (Gr. 7)	2016-2017 Year 1 (Gr. 8)	2017-2018 Year 2 (Gr. 9)
ND	0-49%	3%	2%	8%
1	50-59%	12%	13%	15%
2	60-69%	9%	18%	16%
3	70-79%	21%	16%	24%
4	80-100%	55%	51%	38%

G20	Grade Range	2015-2016 Baseline (Gr. 8)	2016-2017 Year 1 (Gr. 9)	2017-2018 Year 2 (Gr. 10)	
				Essential	Pre-Cal
ND	0-49%	5%	9%	20%	8%
1	50-59%	14%	20%	14%	15%
2	60-69%	10%	19%	21%	14%
3	70-79%	21%	20%	15%	23%
4	80-100%	50%	33%	30%	41%

Summary Statements

**September 27, 2018**

- The G21 cohort realized a 14% decrease in the number of students meeting a 3 or 4 (70%-100%) from baseline
- There was a 9% increase in the percentage of Grade 9 students meeting a 3 or 4 (70%-100%) (G20 vs G21)
- The G20 cohort realized an 18% decrease in the number of students meeting a 3 or 4 (70%-100%) from Grade 8 to Grade 9
- Within the G20 cohort, 45% of students in Essential Math met a 3 or 4 (70%-100%) and 64% of students in Pre-Calculus met a 3 or 4 (70%-100%) 77.9% of Grade 9 students attained their math credit in 2016-2017, 10% below the provincial average and a 7% decline from the year before
- From 2009-2017, 35% of Grade 9 students had a Math 10 average of at least 80% and 22% had an average of 70-79, which was very close to the provincial average (37% and 20% respectively)
- Through the mRLC Numeracy project, a select group of Grade 9 teachers participated in the second year of an initiative that included curriculum pacing, common assessments and planning using assessment data
- The Grade 9 Math teachers cohort met to build capacity in numeracy instruction
- There was a 19% increase in the number of Grade 9 students (of teachers 2 years in the project) who scored above a 65% as compared with the Grade 9 Baseline data (2016) on the year-end mRLC numeracy assessment

**April 21, 2018**

- 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

**Oct. 3, 2017**

- Divisional PD – Manitoba Education Consultant facilitated K-12 numeracy sessions
- PD to build teacher capacity through Grades 8-9 numeracy cohorts that met in December of 2016 and spring of 2017
- Through the mRLC Numeracy project, a select group of Grade 9 teachers is participating in an initiative that includes curriculum pacing and common assessments

**Focus Area: Numeracy – Enhance student achievement in numeracy**

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

**Indicator of Success:**

- There will be a 25% increase in the pass rate on the Grade 12 Provincial Essential Math Test

Data Results

**Essential Math 40S Provincial Standards Test Pass Rate**

Year	Total Students (Jan/June)	Pass Rate
2014-2015	113	40%
2015-2016	111	70.6%
2016-2017	111	62.1%
2017-2018	113	45.9%

- 2014-2016 Combined Essential Math Provincial Test Pass Rate = 50.6%

Summary Statements

**September 27, 2018**

- The Essential Math Pass Rate has increased by 5.9% since 2014-15
- Early gains in the Essential Math Pass Rate have not been maintained
- Essential Math Working Group met in 2017-2018 to continue work on an established action plan

**April 26, 2018**

- Essential Math Working Group met to continue work on an established action plan

**Oct. 3, 2017**

- Divisional PD – Manitoba Education Consultant facilitated K-12 numeracy sessions
- The Division has formed an Essential Math Working Group that will be meeting in May
- The Essential Math Working group will meet at least once annually and will receive support in building teacher capacity in the area of Essential Mathematics
- The Essential Math Pass Rate has increased by 22.1% since 2014-15

Progress Toward the 2016-2021 Strategic Plan – Career Development September 27, 2018

Revised and edited September 27, 2018

<b>Focus Area:</b>													
<b>Outcome: By June 2021, there will be an increase in the number of students who will report knowledge of available career opportunities for them.</b>													
<b>Indicator of Success:</b>													
<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>													
Data Results	<table border="1"> <thead> <tr> <th>2015-16 (Baseline)</th> <th>2016- 2017</th> <th>2017- 2018</th> <th>2018- 2019</th> <th>2019- 2020</th> <th>2020- 2021</th> </tr> </thead> <tbody> <tr> <td>0%</td> <td>0.9%</td> <td>31%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2015-16 (Baseline)	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	0%	0.9%	31%			
2015-16 (Baseline)	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021								
0%	0.9%	31%											
Summary Statements	<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> <p><b>September 27, 2018</b></p> <ul style="list-style-type: none"> <li>We have seen a 30% increase in student completion of Xello lessons</li> <li>The province is no longer supporting Xello, MVSD has continued to purchase licensing and will provide teacher PD</li> </ul>												

**Indicators of Success:**

- 95% of Grade 5-12 students have participated in a career fair, career presentation and/or career awareness activity

Data Results	<table border="1" data-bbox="699 203 1533 354"> <thead> <tr> <th data-bbox="699 203 865 284">2015-16 (Baseline)</th> <th data-bbox="865 203 999 284">2016- 2017</th> <th data-bbox="999 203 1136 284">2017- 2018</th> <th data-bbox="1136 203 1270 284">2018- 2019</th> <th data-bbox="1270 203 1404 284">2019- 2020</th> <th data-bbox="1404 203 1533 284">2020- 2021</th> </tr> </thead> <tbody> <tr> <td data-bbox="699 284 865 354">92%</td> <td data-bbox="865 284 999 354">87%</td> <td data-bbox="999 284 1136 354">86%</td> <td data-bbox="1136 284 1270 354"></td> <td data-bbox="1270 284 1404 354"></td> <td data-bbox="1404 284 1533 354"></td> </tr> </tbody> </table>						2015-16 (Baseline)	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	92%	87%	86%			
2015-16 (Baseline)	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021													
92%	87%	86%																
Summary Statements	<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> <p><b>September 27, 2018</b></p> <ul style="list-style-type: none"> <li>• There has been a 6% decrease in reported participation in career activities; however, schools are providing a variety of options</li> </ul>																	

**Indicators of Success:**

- 95% of K-4 students will have an awareness of career opportunities within their communities

Data Results	<table border="1" data-bbox="699 883 1533 1024"> <thead> <tr> <th data-bbox="699 883 865 964">2015-16 (Baseline)</th> <th data-bbox="865 883 999 964">2016- 2017</th> <th data-bbox="999 883 1136 964">2017- 2018</th> <th data-bbox="1136 883 1270 964">2018- 2019</th> <th data-bbox="1270 883 1404 964">2019- 2020</th> <th data-bbox="1404 883 1533 964">2020- 2021</th> </tr> </thead> <tbody> <tr> <td data-bbox="699 964 865 1024">100%</td> <td data-bbox="865 964 999 1024">100%</td> <td data-bbox="999 964 1136 1024">100%</td> <td data-bbox="1136 964 1270 1024"></td> <td data-bbox="1270 964 1404 1024"></td> <td data-bbox="1404 964 1533 1024"></td> </tr> </tbody> </table>						2015-16 (Baseline)	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	100%	100%	100%			
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100%	100%	100%																
Summary Statements	<p>Students have participated in community career awareness activities through classroom presentations and activities, as well as the ccSpark game through Career Cruising.</p> <p><b>September 27, 2018</b></p> <ul style="list-style-type: none"> <li>• All schools have reported 100% participation with a wide variety of activities</li> </ul>																	

**Indicators of Success:**

- All Grade 9 students will have completed a resume

Data Results	<table border="1"> <thead> <tr> <th></th> <th>2015-16 (Baseline)</th> <th>2016-2017</th> <th>2017-2018</th> <th>2018-2019</th> <th>2019-2020</th> <th>2020-2021</th> </tr> </thead> <tbody> <tr> <td>Resume</td> <td>27%</td> <td>67%</td> <td>70%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>							2015-16 (Baseline)	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Resume	27%	67%	70%			
	2015-16 (Baseline)	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021														
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Summary Statements	<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> <p><b>September 27, 2018</b></p> <ul style="list-style-type: none"> <li>• We have seen a 43% increase in Grade 9 resume completion</li> </ul>																			

**Indicators of Success:**

- All Grade 10 students will have explored the interview process as outlined in Career Cruising/Xello

Data Results	<table border="1"> <thead> <tr> <th>2015-16 (Baseline)</th> <th>2016-2017</th> <th>2017-2018</th> <th>2018-2019</th> <th>2019-2020</th> <th>2020-2021</th> </tr> </thead> <tbody> <tr> <td>0%</td> <td>8%</td> <td>41%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						2015-16 (Baseline)	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	0%	8%	41%			
2015-16 (Baseline)	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021													
0%	8%	41%																
Summary Statements	<p>The Division provided access for students to Career Cruising/Xello, and training support for school Career Education representatives.</p> <p><b>September 27, 2018</b></p> <ul style="list-style-type: none"> <li>• There was a 33% increase in Grade 10 interview exploration. This is now a lesson in Xello at the Grade 10 level</li> </ul>																	



**Indicators of Success:**

- All Grade 7 and/or Grade 8 students will have participated in the life work exploration activity (Ex. Real Game)

**Data Results**

2015-16 (Baseline)	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021
88%	90%	98%			

**Summary Statements**

The Division provided access for students to the Real Game within Career Cruising, and training support for school Career Education representatives.

**September 27, 2018**

- There has been a 10% reported increase in participation of a life/work exploration activity

**Indicators of Success:**

- All Grade 12 students will have an updated resume

**Data Results**

	2015-16 (Baseline)	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021
Resume	29%	25%	53%			

**Summary Statements**

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.

**September 27, 2018**

- There has been a 24% reported increase in Grade 12 resume completion

**Indicators of Success:**

- 10% increase (over 5 years) in student enrollments in the Life Work courses, HSAP, CFE and Dual Credit programs

Data Results	<p>*Count is number of course enrolments</p> <table border="1" data-bbox="699 253 1533 440"> <thead> <tr> <th>2015-16 (Baseline)</th> <th>2016- 2017</th> <th>2017- 2018</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>364 33% <i>increase</i></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2015-16 (Baseline)	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	273	334 22% <i>increase</i>	364 33% <i>increase</i>			
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273	334 22% <i>increase</i>	364 33% <i>increase</i>											
Summary Statements	<p>Schools continue to offer a variety of career oriented credit opportunities.</p> <p><b>September 27, 2018</b></p> <ul style="list-style-type: none"> <li>• There has been a 33% increase in career credit enrollments</li> <li>• There is a predicted decrease in 2018-19 due to the Dual Credit program not being offered</li> </ul>												

**Indicators of Success:**

- **Students planning to finish high school (data from the TTFM survey) will exceed the national average from the TTFM survey**

**Data Results**

	2015-16 (Baseline)	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021
MVSD	73%	77%	76%			
National Average	78%	82%	82%			

**Summary Statements**

2015-2016 TTFM survey was completed in November 2015  
2016-2017 TTFM survey was completed in May 2017  
2017-2018 TTFM survey was completed in May 2018

**September 27, 2018**

- MVSD has been consistently 5-6% below the national average
- 2018-2019 TTFM survey will be completed in May 2019

**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 the number of students who report positive mental health.**

**Indicator of Success: 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.**

**Cohorts: 2015-2016 – Grades 4, 5, 6; 2016-2017 – Grades 5, 6, 7; 2017-2018 – Grades 6, 7, 8; 2018-2019 – Grades 7, 8, 9; 2019-2020 – Grades 8, 9, 10; 2020-2021 – Grades 9, 10, 11**

Data Results

**2015-2016 Moderate to High Levels of Anxiety**

Grade 4	22% Male	32% Female
Grade 5	23% Male	37% Female
Grade 6	21% Male	26% Female

**2016-2017 Moderate to High Levels of Anxiety**

Grade 5	16% Male (-6%)	24% Female (-8%)
Grade 6	16% Male (-7%)	30% Female (-7%)
Grade 7	15% Male (-6%)	30% Female (+4%)

**2017-2018 Moderate to High Levels of Anxiety**

Grade 6	17% Male (+1%)	31% Female (+7%)
Grade 7	23% Male (+7%)	37% Female (+7%)
Grade 8	11% Male (-4%)	55% Female (+25%)

Summary Statements

**September 2018**

- The Canadian norm for reporting moderate to high level of anxiety for the Grade 6 cohort is 16%
- The MVSD data for moderate to high levels of anxiety in Grade 6 is 24%, which above the Canadian norm
- The Grade 7 and 8 Canadian norm for anxiety is 18%
- 31.5% of MVSD students in Grade 7 and 8 reported on average experiencing moderate to high levels of anxiety
- All Grade levels within the cohort reported an increase in anxiety with the exception of the Grade 8 males
- The Grade 8 females experienced a significant increase in moderate to high levels of anxiety

**Oct. 2017**

- 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
- MVSD is significantly above the Canadian norm for reporting moderate to high levels of anxiety in the selected Grade levels within the cohort

**Indicator of Success: 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**

<p>Data Results</p> <p><b>Positive Relationships</b></p>	<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> <p><b>2016-2017 Report Positive Relationships</b></p> <table border="0"> <tr> <td>Grade 5</td> <td>68% Male (-5%)</td> <td>93% Female (+6%)</td> </tr> <tr> <td>Grade 6</td> <td>72% Male (-5%)</td> <td>77% Female (-7%)</td> </tr> <tr> <td>Grade 7</td> <td>76% Male (-7%)</td> <td>66% Female (-22%)</td> </tr> </table> <p><b>2017-2018 Report Positive Relationships</b></p> <table border="0"> <tr> <td>Grade 6</td> <td>74% Male (+6%)</td> <td>87% Female (-6%)</td> </tr> <tr> <td>Grade 7</td> <td>67% Male (-5%)</td> <td>81% Female (+4%)</td> </tr> <tr> <td>Grade 8</td> <td>72% Male (-4%)</td> <td>65% Female (-1%)</td> </tr> </table>	Grade 4	73% Male	87% Female	Grade 5	77% Male	84% Female	Grade 6	83% Male	88% Female	Grade 5	68% Male (-5%)	93% Female (+6%)	Grade 6	72% Male (-5%)	77% Female (-7%)	Grade 7	76% Male (-7%)	66% Female (-22%)	Grade 6	74% Male (+6%)	87% Female (-6%)	Grade 7	67% Male (-5%)	81% Female (+4%)	Grade 8	72% Male (-4%)	65% Female (-1%)
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<p>Summary Statements</p>	<p><b>September 2018</b></p> <ul style="list-style-type: none"> <li>• On average, there was a 1% decrease in both males and females who reported having positive relationships with friends</li> <li>• Four out of the six cohorts decreased moderately in this area</li> <li>• The Canadian norm for positive relationships with friends in Grade 6 is 81% and 78% for Grade 7 and 8</li> <li>• The average for students reporting a positive relationship in MVSD for Grade 6 is 81% and Grade 7 and 8 is 71%</li> </ul> <p><b>October 2017</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</li> <li>• All cohorts experienced a moderate decrease, with the exception of one that experienced a significant decrease and another that experienced a moderate increase</li> <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>Data Results <b>Advocacy</b></p>	<p><b>2015-2016 Advocate at School (Rank out of 10)</b></p> <table border="0"> <tr> <td>Grade 4</td> <td>6.5 Male</td> <td>6.4 Female</td> </tr> <tr> <td>Grade 5</td> <td>6.3 Male</td> <td>6.3 Female</td> </tr> <tr> <td>Grade 6</td> <td>6.0 Male</td> <td>5.4 Female</td> </tr> </table> <p><b>2016-2017 Advocate at School (Rank out of 10)</b></p> <table border="0"> <tr> <td>Grade 5</td> <td>5.8 Male (-0.7)</td> <td>5.3 Female (-1.1)</td> </tr> <tr> <td>Grade 6</td> <td>5.4 Male (-0.9)</td> <td>5.3 Female (-1.0)</td> </tr> <tr> <td>Grade 7</td> <td>2.9 Male (-3.1)</td> <td>2.5 Female (-3.9)</td> </tr> </table> <p><b>2017-2018 Advocate at School (Rank out of 10)</b></p> <table border="0"> <tr> <td>Grade 6</td> <td>5.8 Male ( 0.0)</td> <td>5.4 Female (+1.0)</td> </tr> <tr> <td>Grade 7</td> <td>3.3 Male (-2.1)</td> <td>3.1 Female (-2.2)</td> </tr> <tr> <td>Grade 8</td> <td>3.2 Male (+0.3)</td> <td>2.1 Female (-0.4)</td> </tr> </table>	Grade 4	6.5 Male	6.4 Female	Grade 5	6.3 Male	6.3 Female	Grade 6	6.0 Male	5.4 Female	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)	Grade 6	5.8 Male ( 0.0)	5.4 Female (+1.0)	Grade 7	3.3 Male (-2.1)	3.1 Female (-2.2)	Grade 8	3.2 Male (+0.3)	2.1 Female (-0.4)
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<p>Summary Statements</p>	<p><b>September 2018</b></p> <ul style="list-style-type: none"> <li>• On a rank out of 10, there was an increase of 0.5 for students who report having a consistent staff advocate at school in Grade 6</li> <li>• In Grade 7 and 8 there is a 1.1 decrease in students reporting they have a staff advocate at school</li> <li>• MVSD is above the Canadian norm in Grade 6, 7 and 8 with the exception of the Grade 8 girls who are slightly below the Canadian norm, which is 2.5</li> </ul> <p><b>October 2017</b></p> <ul style="list-style-type: none"> <li>• On a rank out 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>Data Results Positive Teacher/Student Relationships</p>	<p><b>2015-2016 Positive Teacher/Student Relationships (Rank out of 10)</b></p> <table border="0"> <tr> <td>Grade 4</td> <td>8.4 Male</td> <td>8.8 Female</td> </tr> <tr> <td>Grade 5</td> <td>7.8 Male</td> <td>8.3 Female</td> </tr> <tr> <td>Grade 6</td> <td>7.7 Male</td> <td>7.4 Female</td> </tr> </table> <p><b>2016-2017 Positive Teacher/Student Relationships (Rank out of 10)</b></p> <table border="0"> <tr> <td>Grade 5</td> <td>7.6 Male (-0.8)</td> <td>7.8 Female (-1.0)</td> </tr> <tr> <td>Grade 6</td> <td>7.4 Male (-0.4)</td> <td>7.3 Female (-1.0)</td> </tr> <tr> <td>Grade 7</td> <td>6.3 Male (-1.4)</td> <td>6.1 Female (-1.3)</td> </tr> </table> <p><b>2017-2018 Positive Teacher/Student Relationships (Rank out of 10)</b></p> <table border="0"> <tr> <td>Grade 6</td> <td>7.0 Male (-0.6)</td> <td>7.5 Female (-0.3)</td> </tr> <tr> <td>Grade 7</td> <td>6.2 Male (-0.1)</td> <td>6.7 Female (-0.6)</td> </tr> <tr> <td>Grade 8</td> <td>6.4 Male (+0.1)</td> <td>5.3 Female (-0.8)</td> </tr> </table>	Grade 4	8.4 Male	8.8 Female	Grade 5	7.8 Male	8.3 Female	Grade 6	7.7 Male	7.4 Female	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)	Grade 6	7.0 Male (-0.6)	7.5 Female (-0.3)	Grade 7	6.2 Male (-0.1)	6.7 Female (-0.6)	Grade 8	6.4 Male (+0.1)	5.3 Female (-0.8)
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<p>Summary Statements</p>	<p><b>September 2018</b></p> <ul style="list-style-type: none"> <li>• There was a 0.45 decrease in Grade 6 students who reported having a positive teacher-student relationship</li> <li>• Similarly, there was a 0.7 decrease in Grade 7 and 8 students reporting a positive teacher-student relationship</li> <li>• The Canadian norm for Grade 6 is 8.0; MVSD reports 7.3</li> <li>• The Canadian norm for Grade 7 and 8 is 5.9</li> <li>• In Grade 7 and 8, MVSD students are above the norm at 6.2, aside from the Grade 8 girls who are slightly below at 5.3</li> </ul> <p><b>October 2017</b></p> <ul style="list-style-type: none"> <li>• On a rank out of 10, there was a 0.9 decrease in males who reported having a positive teacher-student relationship</li> <li>• Similarly, there was a 1.1 average decrease in females who reported having a positive teacher-student relationship</li> <li>• This data falls slightly below the Canadian norms</li> </ul>																											



<b>Data Results Student Services Reporting</b>	<table border="1"> <thead> <tr> <th data-bbox="443 120 856 185">Strategy</th> <th data-bbox="856 120 1079 185">Number of Schools</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 185 856 225">UDL Block 1</td> <td data-bbox="856 185 1079 225">16</td> </tr> <tr> <td data-bbox="443 225 856 266">Positive Behavioural Support</td> <td data-bbox="856 225 1079 266">12</td> </tr> <tr> <td data-bbox="443 266 856 306">Mental Health at Staff Meetings</td> <td data-bbox="856 266 1079 306">14</td> </tr> <tr> <td data-bbox="443 306 856 347">School-based PD on Mental Health</td> <td data-bbox="856 306 1079 347">9</td> </tr> <tr> <td data-bbox="443 347 856 388">Classroom Profiles</td> <td data-bbox="856 347 1079 388">16</td> </tr> <tr> <td data-bbox="443 388 856 428">Awareness Days</td> <td data-bbox="856 388 1079 428">13</td> </tr> <tr> <td data-bbox="443 428 856 469">Mental Health Curriculum</td> <td data-bbox="856 428 1079 469">16</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
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<b>Summary Statements</b>	<p><b>September 2018</b></p> <ul style="list-style-type: none"> <li>• Classroom profiles were utilized in all schools</li> <li>• Of the 16 schools reporting, 12 schools implemented 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 16 schools reporting, 100% of the classroom teachers incorporated block 1 UDL strategies or other types of strategies to build cooperative, supportive learning environments</li> </ul> <p><b>October 2017</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>																

**Fall/Spring Planning Day:**

Oct 18, 2016 guidance meeting dedicated to review the MVSD Strategic plan with focus on career education, mental health and safe and caring schools focus areas. Discussion was help 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 action plans to take back to their school administrators and staff to outline how their school was going to address and achieve these goals.

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. Macneill School and Goose Lake High shared the work their schools have done in attempting to reduce the levels of anxiety in students.

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.

<http://subscriptions.viddler.com/lynnlyons/2k6xkx>

Username: [mvsdguidance@mvsd.ca](mailto:mvsdguidance@mvsd.ca)

Password: anxiety

Mental Health First Aid training was offered to staff, teachers, educational assistants, twice in 2016-2017. This training will be offered annually.

Revised September 27, 2018

<b>Safe and Caring Schools - Enhance the climate and culture in schools by building strong relationships and inclusive environments.</b>	
<b>Outcome: By June 2021, there will be an increase in the percentage of students feeling a strong sense of safety and belonging.</b>	
<b>Indicator of Success: There will be a 5% decrease in the prevalence of bullying</b>	
Data Results	<p>The number of staff (including subs) who completed Respect in Schools Program in:</p> <ul style="list-style-type: none"> <li>• 2015/16 was 51</li> <li>• 2016/17 was 128</li> <li>• 2017/18 was 105</li> </ul>
Summary Statements	<p><b>September 27, 2018</b></p> <ul style="list-style-type: none"> <li>• 83.4% of all division staff have completed RIS as of June 30, 2018 (596/714)</li> </ul> <p><b>October 3, 2017</b></p> <ul style="list-style-type: none"> <li>• 72% of division staff have completed RIS as of Sept 5, 2017</li> <li>• Division continues to participate in the Respect in Schools program</li> <li>• The HR department is actively tracking staff completion of this program</li> <li>• 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> </ul>

**Indicator of Success: There will be a 5% decrease in the number of students who are suspended due to aggressive incidents**

Data Results

**MVSD Suspension Data:**

Violation	Number 2015- 2016	Number 2016- 2017	Number 2017- 2018
<b>Bullying</b>	18	13	18
<b>Fighting</b>	52	31	40
<b>Assault</b>	2	2	20
<b>Physical Aggression</b>	24	23	34
<b>Verbal Aggression</b>	9	16	36
<b>Total Suspensions</b>	105	85	148

Summary Statements

**September 27, 2018**

- Total suspensions increased 45% from 2016-17
- Number of suspensions for aggressive incidents increased 74% over 2016-17
- As a percentage of total suspensions, suspension for aggressive incidents increased 8% over prior year
- Suspensions for verbal aggression and assault have increased over past two years
- With the increase of 96 suspensions, 55 (57%) increased in one school

**October 3, 2017**

- The number of incidents of aggressive suspensions has decreased 19%
- 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

**Indicators of Success:**

- 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

**Data Results**

<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>Division 2017-2018</b>
<b>Male</b>	High	11.0	15.1	16.2	13.7
	Moderate	15.0	15.1	17.3	20.2
	Any	20.0	22.8	18.5	23.1
<b>Female</b>	High	7.0	14.0	11.8	8.0
	Moderate	18.6	17.8	15.2	15.9
	Any	21.0	19.2	21.0	20.2
<b>Mean</b>	High	9.2	14.6	14.0	10.8
	Moderate	16.8	16.4	16.2	18.1
	Any	20.0	21.0	19.8	21.1
<b>Overall</b>		46	52	50	50
<b>Bullying by type</b>					
	Physical	22	24	19	18
	verbal	35	35	35	33
	social	31	34	35	33
	cyber	7	9	8	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%)		
2017-2018	Outside (58%)	Classroom (2%)	Bus (8%)		
<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%)		
2017-2018	Recess (57%)	After school (15%)	Lunch (19%)		

	Students Who Feel Safe at School					
	feel safe at school	78%	71%	63%	54%	
	feel safe going to school	78%	76%	75%	--	
	feel safe on the way home	81%	81%	78%	--	

  

Summary Statements	<p><b>September 27, 2018</b></p> <ul style="list-style-type: none"> <li>• In Grades 4-6, the prevalence of bullying (High) has decreased 22.8% overall and decreased for both boys and girls</li> <li>• In Grades 4-6, the prevalence of bullying (moderate) has increased 11.7% overall and increased for both boys and girls</li> <li>• Overall prevalence of bullying remains unchanged from the previous year</li> <li>• Bullying by type has decreased or stayed the same as the previous year and similar to the national average</li> <li>• Grades 4-6 Students reporting feeling safe at school has decreased significantly, and the results are 24% below the 2013-14 baseline national average</li> <li>• The overall prevalence of bullying has increased 7.2%, and it is now 4% above the national average</li> </ul> <p><b>October 3, 2017</b></p> <ul style="list-style-type: none"> <li>• In grade 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 2013-14 baseline 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 incidences of bullying on the school bus has decreased</li> <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 reporting feeling safe at schools decreased significantly and the results are 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> </ul>
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Data Results

GRADES 7-12 TTFM BULLYING AND SCHOOL SAFETY SURVEY DATA					
Prevalence of Bullying Percentage of Students		Canadian 2013-2014	Division 2015-2016	Division 2016-2017	Division 2017-2018
<b>male</b>	High	9.0	11.1	11.6	12.2
	Moderate	16.0	9.3	7.0	10.7
	Any	13.0	10.0	9.9	11.2
<b>Female</b>	High	14.0	8.2	10.8	11.3
	Moderate	5.0	10.6	11.1	14.5
	Any	19.0	15.8	17.6	20.8
<b>Mean</b>	High	11.0	9.7	11.2	11.7
	Moderate	11.0	10.0	9.1	12.6
	Any	16.0	12.9	14.5	17.6
<b>Overall – Any type of bullying</b>		38.0	32.5	34.8	42
<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%)		
2017-2018	Outside on SP (23%)	Hallways (37%)	Classroom (16%)		
<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%)		
2017-2018	After School (25%)	Breaks (39%)	During Classes (16%)		
<b>Students Who Feel Safe at School</b>					
	feel safe at school	72	62	63	54
	feel safe going to school	77	71	72	--
	feel safe on the way home	76	72	72	--

Summary Statements

**September 27, 2018**

- In grades 7-12, the prevalence of bullying has increased in all categories
- In Grades, 7-12, students reporting feeling safe at school has dropped significantly, and it is now 18% below the national average
- Based on the top 3 responses, the incidence of where bullying occurs remained relatively unchanged

**October 3, 2017**

- In Grades 7-12, the prevalence of bullying overall increased 7.1% as reported by students
- 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
- Reports of any bullying remain above the baseline 2013-14 national average
- Reports of physical bullying has decreased 20.8% and is now below the baseline 2013-14 national average
- Based on the top 3 responses, the incidence of where bullying occurs remained relatively unchanged
- Based on the top 3 responses, when bullying occurred increased after school and between classes and decreased during breaks
- In Grades 7-12, The top three responses for where and when bullying occurs remain unchanged
- Grades 7-12 Students feeling safe at schools increased slightly and is below the baseline 2013-14 national



**Indicator of Success:**

- There will be a 10% increase in students reporting an increased sense of belonging

Data Results	<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>Division 2017- 2018</b>
	<b>Drivers of Student Outcomes (Out of 10)</b>				
	Advocate at school	4.9	6.1	5.7	6.2
	+ teacher/student relations	7.9	8.1	7.8	7.8
	Expectations for success	8.7	8.5	8.3	8.5
Positive learning climate	7.4	6.9	6.5	6.7	
Summary Statements	<p><b>September 27, 2018</b></p> <ul style="list-style-type: none"> <li>• In Grades 4-6, students are reporting an increase in all of the identified drivers of student outcome with the exception of teacher/student relations, which remained unchanged</li> <li>• We are considerably above the national average in advocate at school, but we are below in all other drivers</li> </ul>				
	<p><b>October 3, 2017</b></p> <ul style="list-style-type: none"> <li>• In Grades 4-6, students are reporting a decrease in all of the identified drivers of student outcome</li> </ul>				

Data Results	<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>Division 2017- 2018</b>
	<b>Drivers of Student Outcomes (Out of 10)</b>				
	Advocate at school	2.7	3	2.7	2.8
	+ teacher/student relations	6	6.2	6	5.8
Expectations for success	7.1	7	6.9	6.9	
Positive learning climate	5.9	6.2	6	5.8	
Summary Statements	<p><b>September 27, 2018</b></p> <ul style="list-style-type: none"> <li>• In Grades 7-12, there is a small increase in advocate at school and we are slightly above the national average</li> <li>• In Grades 7-12, there is a small decrease in teacher/student relations and positive learning climate and we are slightly below the national average</li> </ul> <p><b>October 3, 2107</b></p> <ul style="list-style-type: none"> <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>				

Data Results	Student Voice Survey June 2018 (Grade 9 and 11 students) 289 survey responses. Response rate = $289/521 = 55\%$						
<b>How effective do you think out of school suspensions are to reduce the frequency of behaviour issues</b>			<b>What are the most effective disciplinary consequences to reduce negative behaviours in school</b>				
<b>Very</b>	<b>Some-what</b>	<b>Not at all</b>	<b>Suspensions out of school</b>	<b>In-school suspensions</b>	<b>Alternate consequence</b>	<b>Other</b>	
21.00	118.00	145.00	36.00	93.00	126.00	47.00	
7.3%	40.8%	50.2%	11.9%	30.8%	41.7%	15.6%	
<b>Summary Statements</b>							
<p><b>September 27, 2018</b></p> <ul style="list-style-type: none"> <li>In response to most effective consequence to reduce negative behaviors, grade 9 &amp; 11 students rated alternate consequences most effective (57%), followed by in school suspensions (31%), and out of school suspensions (12%)</li> </ul>							

Data Results	<p style="text-align: center;"><b>School Reports on Strategy Implementation</b></p> <table border="1" data-bbox="445 147 1215 440"> <thead> <tr> <th data-bbox="445 147 972 212">Strategy</th> <th data-bbox="972 147 1215 212">Number of Schools 2017/2018</th> </tr> </thead> <tbody> <tr> <td data-bbox="445 212 972 253">Positive Behavioural Support program</td> <td data-bbox="972 212 1215 253">12</td> </tr> <tr> <td data-bbox="445 253 972 293">PD to improve student-teacher relationships</td> <td data-bbox="972 253 1215 293">15</td> </tr> <tr> <td data-bbox="445 293 972 334">Changes to physical environment</td> <td data-bbox="972 293 1215 334">15</td> </tr> <tr> <td data-bbox="445 334 972 399">PD to enhance understanding of Indigenous culture</td> <td data-bbox="972 334 1215 399">9</td> </tr> <tr> <td data-bbox="445 399 972 440">Strategies to enhance sense of well-being</td> <td data-bbox="972 399 1215 440">16</td> </tr> </tbody> </table>	Strategy	Number of Schools 2017/2018	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
Strategy	Number of Schools 2017/2018												
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												
Summary Statements	<p><b>September 27, 2018</b></p> <ul style="list-style-type: none"> <li>• Division supervision guidelines have been created and have been shared with all schools</li> <li>• 12 schools out of 16 reported that they have implemented school-wide positive behavior support initiatives/programs</li> <li>• Surveillance procedures still need to be developed</li> <li>• 15 out of 16 schools reported that they have staff who have participated in professional development sessions on supporting student-teacher relationships</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 Indigenous art lessons</li> <li>• Schools participate in cultural awareness days, such as Pink Day, Indigenous Solidarity Day</li> <li>• Students have participated in the blanket activity, in leadership groups, artist in the schools' programs with a focus on Indigenous culture, presentations by Indigenous role models, bannock making, lessons on the 7-Teachings, and Truth and Reconciliation lessons</li> <li>• Success Coach at WCI provides on-going support for Indigenous students</li> <li>• Fifteen schools reported changes to their physical environment. Discussed camera strategies and the need for procedures for 2018-19</li> </ul> <p><b>October 3, 2017</b></p> <ul style="list-style-type: none"> <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> </ul>												

- 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
- A current database of community supports available in each community has been created and distributed to the schools
- The division is researching the effectiveness/feasibility of surveillance systems on school grounds
- We will need to develop a set of procedures to monitor the use of surveillance systems
- The DRCSS, WCI, MMS, GRV, GLH, and OR have surveillance systems
- Professional development has been offered on positive student-teacher interactions, such as creating socially and emotionally safe classrooms - UDL
- 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
- Professional development sessions have been offered in the areas of culture diversity, Truth and Reconciliation, Blanket Activity, Indigenous perspectives, Human Rights, 7 Teachings, and Indigenous ways of knowing
- The use of UDL block one strategies (creating a safe and nurturing classroom environment) are being supported across the division
- We have 30 collaborative classrooms in the division
- Youth support workers provide home and school liaison support and support student attendance
- 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 Indigenous art lessons
- Schools participate in cultural awareness days, such as Pink Day, Indigenous Solidarity Day
- Students have participated in the blanket activity, in leadership groups, artist in the schools' programs with a focus on Indigenous culture, presentations by Indigenous role models, bannock making, lessons on the 7-Teachings, and Truth and Reconciliation lessons
- Success Coach at WCI provides on-going support for Indigenous students
- The Division has started its journey on creating an Eagle Staff to represent Indigenous students in MVSD

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|--|---|
|  | <ul style="list-style-type: none"><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 re-modeling reception area, painting hallways and classrooms, enhancing library space and student lounges, grooming rooms, and supporting the many capital projects</li></ul> |
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# 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 <b>critical literacy</b> through the development of comprehension and communication skills.</p>	<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> <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> <li> <p><u>Cohorts:</u>                      Gr. 1, 2, 3; Gr.8 &amp; 9 for 2016-17                      Gr. 2, 3, 4; Gr. 9, 12 for 2017-18                      Gr. 3, 4, 5; Gr. 9 &amp; 12 for 2018-19                      Gr. 4, 5, 6; Gr. 12 for 2019-20                      Gr. 5, 6, 7; Gr. 12 for 2020-21</p> </li> </ul>	<ul style="list-style-type: none"> <li>Build teacher knowledge, understanding and practice in implementing comprehension and communication strategies that improve critical literacy</li> <li>Strengthen teacher capacity to assess comprehension and communication based upon triangulating evidence</li> <li>Strengthen teacher knowledge and understanding of Indigenous perspectives found within the curriculum</li> <li>Build teacher capacity to support Indigenous students in strengthening their comprehension and communication skills</li> <li>Strengthen EAL support to enhance EAL students' comprehension and communication</li> <li>Determine how cohort teachers are teaching and assessing for critical literacy within comprehension and communication</li> </ul>	<ul style="list-style-type: none"> <li>Report Card Data (categories of communication, and comprehension, critical thinking in ELA, Math, Science, Social Studies)</li> <li>Gr. 3 and 8 Provincial Assessments</li> <li>Gr. 1-8 reading assessment</li> <li>Report Card Data (categories of communication and comprehension)</li> <li>Gr. 12 Provincial Assessment</li> <li><del>Gr. 9-12 reading assessment</del></li> <li>Grade 9 ELA Credit Attainment</li> <li>Report Card Data (category of critical thinking)- ELA only</li> </ul>

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

Goal (Outcome)	Indicator	Strategy	Data Source
	<ul style="list-style-type: none"> <li>● There will be growth in critical thinking skills in ELA, Math, Science and Social Studies for selected cohorts, as reported on the provincial report card (baseline data to be collected for Gr. 1-8 at the end of 2015-16 school year)</li> </ul> <p>Cohorts same as above</p>	<ul style="list-style-type: none"> <li>● Determine how teachers are teaching and assessing for critical thinking</li> <li>● PD/ coaching support for teachers on critical thinking skills, how to develop critical thinking skills, and how to embed these skills</li> <li>● Add the category of critical thinking for Gr. 9-12 in PowerSchool in ELA, Math, Science and Social Studies (rolled out over the 5 years)</li> <li>● Follow cohorts of students with respect to critical thinking skills in ELA, Science and Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>● Report Card Data (category of critical thinking)</li> <li>● Teacher survey</li> </ul>



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"> <li>Build teacher knowledge, understanding and practice in implementing comprehension and communication strategies that improve critical literacy</li> </ul>	<ul style="list-style-type: none"> <li>2017-2018 is the third year of the ELA Pilot – Pilot teachers are being in-serviced on critical literacy as a component of the new curriculum (Senior years- year 2)</li> </ul>	<ul style="list-style-type: none"> <li>ELA Pilot team attended PD (Admin, Coaches, Teaching Staff)</li> </ul>	<ul style="list-style-type: none"> <li>Manitoba Education &amp; Training Consultant</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2017</li> <li>Continued regular meetings</li> <li>Pilot concluded June 2018</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development Budget</li> <li>Manitoba Education &amp; Training Support</li> <li>Divisional Support &amp; Allocation of Coaches</li> </ul>
		<ul style="list-style-type: none"> <li>In-Service for Administration on ELA curriculum with a focus on critical literacy</li> </ul>	<ul style="list-style-type: none"> <li>Manitoba Education &amp; Training Consultant</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2017</li> <li>Continue annually</li> </ul>	
		<ul style="list-style-type: none"> <li>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:  <u>Cohorts:</u> Gr. 1, 2, 3; Gr.8 &amp; 9 for 2016-17 Gr. 2, 3, 4; Gr. 8, 9, &amp; 10 for 2017-2018 Gr. 3, 4, 5; Gr. 9, 10 &amp; 11 for 2018-2019 Gr. 4, 5, 6; Gr. 9, 10, 11 &amp; 12 for 2019-2020 Gr. 5, 6, 7; Gr. 9, 10, 11, &amp; 12 for 2020-2021</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Coach and Coordinator of Curriculum and Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Fall/Winter /Spring session cycles annually</li> </ul>	
		<ul style="list-style-type: none"> <li>Coaching follow-up support for teacher cohorts</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Coach</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>	
		<ul style="list-style-type: none"> <li>PD for K/1/2 Teachers in oral language and in-class small group support</li> </ul>	<ul style="list-style-type: none"> <li>Speech/ Language Pathologists</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>	

Strategies	Status	Steps	By Whom?	When?	Resources
		<ul style="list-style-type: none"> <li>Reading Recovery Training for RR Teachers and Early Literacy Support Training for Resource Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Reading Recovery Teacher Leader</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>	
<ul style="list-style-type: none"> <li>Determine how cohort teachers are teaching and assessing for critical literacy within comprehension and communication</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> </ul>	<ul style="list-style-type: none"> <li>Share samples from during cohort sessions to establish exemplars</li> <li>Co-construct criteria for assessing critical literacy</li> <li>PD with Grade 3 teachers regarding Gr. 3 Provincial Assessment</li> <li>PD with Grade 8 teachers regarding Gr. 8 Provincial Assessment</li> <li>PD with Grade 12 teachers regarding Gr. 12 Provincial Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Cohort teachers</li> <li>Literacy Coach</li> </ul>	<ul style="list-style-type: none"> <li>Starting Spring, 2018</li> <li>Starting Winter 2019</li> <li>Starting 2018-19</li> <li>Starting 2018-19</li> <li>Starting 2018-19</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development Budget</li> <li>Manitoba Education &amp; Training Support</li> <li>Divisional Support &amp; Allocation of Coaches</li> </ul>
<ul style="list-style-type: none"> <li>Strengthen teacher capacity to assess comprehension and communication based upon triangulating evidence</li> </ul>		<p>Comprehension:</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>A representative committee consisting of K-12 personnel to be formed via the Coordinator of Curriculum &amp; Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Started Fall 2017</li> <li>Fall 2018</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development Budget</li> <li>Divisional Support &amp; Allocation of Coaches</li> </ul>

Strategies	Status	Steps	By Whom?	When?	Resources
		<p>Comprehension:</p> <ul style="list-style-type: none"> <li>Provide PD on the implementation of recommended divisional assessments and how to use the data to inform instruction</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Coach and Coordinator of Curriculum &amp; Assessment</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>	
		<p>Communication:</p> <ul style="list-style-type: none"> <li>Research strategies and assessment tools for communicating critical literacies and establish criteria</li> </ul>	<ul style="list-style-type: none"> <li>A representative committee consisting of K-12 personnel to be formed via the Coordinator of Curriculum &amp; Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Winter 2018-19</li> </ul>	
		<p>Communication:</p> <ul style="list-style-type: none"> <li>Provide PD and in-class support in developing communication competencies</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Coach and Coordinator of Curriculum &amp; Assessment</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>	
<ul style="list-style-type: none"> <li>Strengthen teacher knowledge and understanding of Indigenous perspectives found within the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Initiated</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional development for classroom teachers on curricular connections</li> </ul>	<ul style="list-style-type: none"> <li>Coaches and Division Personnel</li> <li>Indigenous Standing Committee</li> <li>School-based administrators</li> <li>Indigenous Education Facilitator (Fall 2018 onward)</li> </ul>	<ul style="list-style-type: none"> <li>During literacy Cohort sessions</li> <li>Feb. 2018 PD Day</li> <li>On-going</li> </ul>	<ul style="list-style-type: none"> <li>IAA Grant</li> <li>School instructional budget</li> <li>Divisional and school-based PD budgets</li> </ul>

Strategies	Status	Steps	By Whom?	When?	Resources
<ul style="list-style-type: none"> <li>Build teacher capacity to support Indigenous students in strengthening their comprehension and communication skills</li> </ul> <p>Can we combine this one with the one above?</p>	<ul style="list-style-type: none"> <li>Initiated</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional development on supporting Indigenous learners</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Coach</li> <li>Division Personnel</li> <li>Indigenous Standing Committee</li> <li>School-based administrators</li> <li>Indigenous Education Facilitator (Fall 2018 onward)</li> </ul>	<ul style="list-style-type: none"> <li>During Literacy Cohort PD</li> <li>Feb. 2018 PD Day</li> <li>On-going</li> </ul>	<ul style="list-style-type: none"> <li>IAA Grant</li> <li>School instructional budget</li> <li>Divisional and school-based PD budgets</li> </ul>
		<ul style="list-style-type: none"> <li>Purchase Literacy resources and text that support Indigenous learners</li> </ul>	<ul style="list-style-type: none"> <li>School staff</li> <li>Coordinator of Library Services</li> <li>Divisional Personnel</li> </ul>	<ul style="list-style-type: none"> <li>Continual</li> </ul>	
		<ul style="list-style-type: none"> <li>Provide one-on-one and small group support to classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Coach</li> <li>Division Personnel</li> </ul>	<ul style="list-style-type: none"> <li>Continual</li> </ul>	

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

## MVSD Strategic Planning Strategic Direction: Student Learning

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"> <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>	<ul style="list-style-type: none"> <li>Build teacher capacity through cohort PD to utilize instructional and assessment strategies that support numeracy achievement</li> <li>Strengthen teacher knowledge and understanding of Indigenous perspectives found within the math curriculum</li> <li>Provide PD opportunities (e.g. Ed Lab, PLCs, workshops, coaching) for teachers on numeracy</li> </ul>	<ul style="list-style-type: none"> <li>Provincial Report Card</li> <li>Grade 3 <del>and 7</del> Provincial Assessments</li> </ul>
	<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 and <b>Gr. 7 students</b> meeting grade level outcomes in number sense and algebraic reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Build teacher capacity through cohort PD to utilize instructional and assessment strategies that support numeracy achievement</li> <li>Build teacher capacity to support Indigenous students' achievement in numeracy</li> <li><b>Build teacher capacity through mRLC numeracy research project at the Grade 7 &amp; 8 level</b></li> </ul>	<ul style="list-style-type: none"> <li>Provincial Report Card</li> <li>Grade 3 Provincial Assessment</li> <li><b>Grade 7 Provincial Assessment</b></li> </ul>

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

Goal (Outcome)	Indicator	Strategy	Data Source
	<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 cohorts in math courses</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Build teacher capacity through Grade 3 and 7 numeracy assessment PD</li> <li>Review numeracy support documents on instructional strategies and assessment practices, create/share example and exemplars</li> <li>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 2016-2018.</li> </ul>	<ul style="list-style-type: none"> <li>Provincial Report Card</li> <li>Focus Group Responses (Cohort teams)</li> </ul>
	<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>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Grade 12 Provincial Math Standards Tests</li> <li>Focus Group Responses (Cohort team)</li> </ul>

**Strategic Direction: Student Learning**

**Focus Area: Numeracy**

**Goal (Outcome):**

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

**ACTION PLAN:** *Reviewed September 27, 2018*

<b>Strategies</b>	<b>Status</b>	<b>Steps</b>	<b>By Whom?</b>	<b>When?</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>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 2016-2018.</li> </ul>	<ul style="list-style-type: none"> <li>On-going (Started spring of 2016)</li> </ul>	<ul style="list-style-type: none"> <li>School based teams attend four PD sessions per school year</li> <li>Investigate ways to scale up the project</li> </ul>	<ul style="list-style-type: none"> <li>Admin, Coaches, &amp; Teaching Staff</li> </ul>	<ul style="list-style-type: none"> <li>2016-2018</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development Budget</li> <li>Divisional Support &amp; Allocation of Admin, Teachers, Coaches</li> </ul>
		<ul style="list-style-type: none"> <li>Grade 6 and 9 math assessments June of 2016, 2017 and 2018 (on-going)</li> </ul>	<ul style="list-style-type: none"> <li>mRLC Consultant, Division Staff, Administrators, Teachers</li> </ul>	<ul style="list-style-type: none"> <li>June 2016- June 2018 (on-going)</li> </ul>	
<ul style="list-style-type: none"> <li>Build teacher capacity through cohort PD to utilize instructional and assessment strategies that support numeracy achievement</li> </ul>	<ul style="list-style-type: none"> <li>Established and on-going</li> </ul>	<ul style="list-style-type: none"> <li>Provide PD sessions to build teacher capacity in instructional and assessment strategies for the following cohorts over the duration of the plan</li> <li>Provide opportunities for school leaders to celebrate successes and share challenges in numeracy achievement with other schools</li> </ul>	<ul style="list-style-type: none"> <li>Admin &amp; Division Office Personnel</li> <li>Manitoba Education &amp; Training Consultant</li> <li>Numeracy Coach</li> </ul>	<ul style="list-style-type: none"> <li>See Master Timeline</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy Coach,</li> <li>Divisional Support &amp; Allocation of Coaches</li> <li>Manitoba Education &amp; Training</li> </ul>



Strategies	Status	Steps	By Whom?	When?	Resources
		<u>Cohorts PD:</u> 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			
<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Established and on-going</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Admin &amp; Division Office Personnel</li> <li>Coaches</li> <li>Manitoba Education &amp; Training Consultant</li> </ul>	<ul style="list-style-type: none"> <li>See Master Timeline</li> </ul>	<ul style="list-style-type: none"> <li>Divisional Support &amp; Allocation of Coaches</li> <li>Manitoba Education &amp; Training</li> <li>Divisional Support &amp; Allocation of Coaches</li> </ul>
		<ul style="list-style-type: none"> <li>In-Service for Administration on supporting effective numeracy instruction in targeted areas</li> </ul>			
<ul style="list-style-type: none"> <li>Provide PD opportunities (e.g. Ed Lab, PLCs, workshops, coaching) for teachers on numeracy</li> </ul>	<ul style="list-style-type: none"> <li>Established and on-going</li> </ul>	<ul style="list-style-type: none"> <li>Offered several times throughout school year</li> </ul>	<ul style="list-style-type: none"> <li>Coaches, divisional staff</li> </ul>	<ul style="list-style-type: none"> <li>2016-2021</li> </ul>	<ul style="list-style-type: none"> <li>Divisional Support &amp; Allocation of Coaches; PD Budget</li> </ul>

Strategies	Status	Steps	By Whom?	When?	Resources
<ul style="list-style-type: none"> <li>Review numeracy support documents on instructional strategies and assessment practices, create/share example and exemplars</li> </ul>	<ul style="list-style-type: none"> <li>Established and on-going</li> </ul>	<ul style="list-style-type: none"> <li><del>Divisional numeracy committee will meet in fall of 2018 to review numeracy support documents on instructional and assessment practices and create/share examples and exemplars with schools</del></li> <li>Intention to create support document for Grades 1-8 Provincial Report Card</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Coaches, divisional staff, divisional numeracy committee</li> </ul>	<ul style="list-style-type: none"> <li>2016-2021</li> </ul>	<ul style="list-style-type: none"> <li>Divisional Support &amp; Allocation of Coaches; PD Budget</li> <li>Provincial Numeracy Leaders Network</li> </ul>
<ul style="list-style-type: none"> <li>Restructure Numeracy Coach position with additional focus on improving high school math instruction</li> </ul>	<ul style="list-style-type: none"> <li>Completed</li> </ul>	<ul style="list-style-type: none"> <li>Advertise for position, hire candidate, co-construct goals in alignment with Strategic Directions</li> </ul>	<ul style="list-style-type: none"> <li>Senior Admin</li> </ul>	<ul style="list-style-type: none"> <li>Spring 2017</li> </ul>	<ul style="list-style-type: none"> <li>School Board; budget, PD release time</li> </ul>

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

## MVSD Strategic Planning Strategic Direction: Student Learning

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"> <li>95% of the students in 6-12 will have completed the appropriate level within <del>Career Cruising</del> Xello</li> <li>95% of Grade 5-12 Students have participated in a career fair, career presentation and/or career awareness activity</li> <li>95% of K-4 students will have an awareness of career opportunities within their communities</li> </ul>	<ul style="list-style-type: none"> <li>Develop a divisional career education plan that incorporates various areas of career development such as event planning and <del>grade band appropriate activities</del> Xello grade based lessons</li> <li>Schools will share current practices and opportunities for guest speakers/ presentations that will expose students to different careers</li> <li>Support classroom teachers with implementation of career education into their curricula</li> <li>Purchase the enhanced <del>Career Cruising/Xello</del> licence fee for all students in Grades 6-12 and provide professional development for teachers</li> </ul>	<ul style="list-style-type: none"> <li>Career Education Committee Reports</li> <li>Guidance Reports on career opportunities and student participation</li> <li><del>Career Cruising/Xello</del> Program Reports</li> <li>TTFM- Division Based Questions</li> </ul>

**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"> <li>All Grade 9 students will have completed a resume</li> <li>All Grade 10 students will have explored the interview process</li> <li>All Grade 7 and/or Grade 8 students will have participated in the life work exploration activity (Ex. Real Game)</li> <li>All Grade 12 students will have an updated resume</li> </ul>	<ul style="list-style-type: none"> <li>Establish <del>Career Cruising</del>/Xello activity targets</li> <li>Resumes to be uploaded to <del>Career Cruising</del> (if not created there) <b>saved to Office 365 OneDrive for student access outside of school</b></li> </ul>	<ul style="list-style-type: none"> <li>Career Education Committee Report</li> <li><del>Career Cruising</del>/Xello Reports</li> <li>PowerSchool Reports</li> <li>School-based Reports on student participation</li> </ul>
	<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> <li>Students planning to finish high school (data from the TTFM survey) will exceed the national average from the TTFM survey</li> </ul>	<ul style="list-style-type: none"> <li>High School students will have the opportunity to attain credits in career and work related fields</li> <li>Access Guidance <b>Counsellors</b>, <b>School Social Workers</b>, 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)</li> </ul>	<ul style="list-style-type: none"> <li>TTFM – School Completion</li> <li>PowerSchool Reports</li> <li>Grad Survey</li> <li>Graduation rates</li> </ul>

**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 updated September 27, 2018*

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

Strategies	Status	Steps	By Whom?	When?	Resources
<ul style="list-style-type: none"> <li>Schools will share current practices and opportunities for guest speakers/presentations that will expose students to different careers</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>	<ul style="list-style-type: none"> <li>Create a shared calendar to organize and promote career development opportunities</li> </ul>	<ul style="list-style-type: none"> <li>HSAP Facilitator will create and share the calendar, MVSD Career Reps/ Guidance/ Administrators will update</li> </ul>	<ul style="list-style-type: none"> <li>October 2016 (created January 2017)</li> <li>Review/update each year</li> </ul>	<ul style="list-style-type: none"> <li>HSAP Facilitator</li> <li>MVSD staff</li> </ul>
		<ul style="list-style-type: none"> <li>Create and maintain Career Development information through the MVSD website for public information as well as staff resources</li> </ul>	<ul style="list-style-type: none"> <li>MVSD Career Development Committee; published by Manager of Communication and Reporting</li> </ul>	<ul style="list-style-type: none"> <li>March 2017</li> <li>2018-19 school year</li> <li>On-going</li> </ul>	
<ul style="list-style-type: none"> <li>Support classroom teachers with implementation of career education into curricula</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>	<ul style="list-style-type: none"> <li>Collect and collate data on existing practices</li> </ul>	<ul style="list-style-type: none"> <li>MVSD Career Development Committee</li> </ul>	<ul style="list-style-type: none"> <li>January 2017</li> <li>April each year</li> </ul>	<ul style="list-style-type: none"> <li>MVSD staff</li> <li>Manitoba Education</li> <li>Career Cruising Xello staff</li> <li>Guidance teachers</li> </ul>
		<ul style="list-style-type: none"> <li>Share curriculum infused career activities, including Career Cruising/Xello strategies, with teachers</li> </ul>	<ul style="list-style-type: none"> <li>MVSD Career Development Committee</li> <li>Guidance teachers/Career Cruising/Xello school reps</li> </ul>	<ul style="list-style-type: none"> <li>November 2018</li> <li>On-going</li> </ul>	
		<ul style="list-style-type: none"> <li>Administrators survey staff on implemented practices/activities already reported in data collection</li> </ul>	<ul style="list-style-type: none"> <li>MVSD Career Development Committee</li> </ul>	<ul style="list-style-type: none"> <li>June 2018 (changed to June of each year 2017-21)</li> </ul>	

Strategies	Status	Steps	By Whom?	When?	Resources
<ul style="list-style-type: none"> <li>Purchase the enhanced <del>Career Cruising/Xello</del> licence fee for all students in Grades 6-12 and provide professional development opportunities for teachers</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>	<ul style="list-style-type: none"> <li>Purchase enhanced <del>Career Cruising/Xello</del> license</li> </ul>	<ul style="list-style-type: none"> <li>MVSD</li> </ul>	<ul style="list-style-type: none"> <li>September 2016</li> <li>On-going</li> </ul>	<ul style="list-style-type: none"> <li>Career Cruising staff</li> <li>Manitoba Education (funding ceased June 2018)</li> <li>MVSD staff</li> </ul>
		<ul style="list-style-type: none"> <li>Host <del>Career Cruising/Xello</del> training</li> </ul>	<ul style="list-style-type: none"> <li>MVSD and Manitoba Education</li> </ul>	<ul style="list-style-type: none"> <li>October 2016</li> </ul>	
<ul style="list-style-type: none"> <li>High School students will have the opportunity to attain credits in career and work related fields</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Career Education Committee</li> <li><del>Dual Credit</del> Facilitator</li> <li>HSAP Facilitator</li> </ul>	<ul style="list-style-type: none"> <li>November 2016 and annually with course selection sessions</li> </ul>	<ul style="list-style-type: none"> <li>MVSD staff</li> <li>Manitoba Education</li> <li>HSAP Facilitator</li> <li>Guidance teachers</li> </ul>
<ul style="list-style-type: none"> <li>Access Guidance <del>Counsellors</del>, <del>School Social Workers</del>, 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)</li> </ul>	<ul style="list-style-type: none"> <li><del>Not yet initiated</del></li> <li>On-going</li> </ul>	<ul style="list-style-type: none"> <li>Guidance <del>Counsellors</del>, <del>School Social Workers</del>, and Youth Support Workers identify students needing further career option support</li> </ul>	<ul style="list-style-type: none"> <li>Guidance</li> <li>Youth Support Workers</li> <li>MVSD staff</li> </ul>	<ul style="list-style-type: none"> <li>Annually in December and March</li> </ul>	<ul style="list-style-type: none"> <li>MVSD staff</li> <li>Community networking</li> </ul>



## MVSD Strategic Planning Strategic Direction: Student Well-Being

Strategic Direction Focus Area: Mental Health - Enhance student positive mental health through strength-based approaches to learning and social-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><u>2015-2016 Cohorts – 4, 5, and 6</u>  <u>2016-2017 Cohorts – 5, 6 and 7</u>  <u>2017-2018 Cohorts – 6, 7 and 8</u></p>	<ul style="list-style-type: none"> <li>Educate students on mental health awareness and understanding</li> <li>Educate <del>select</del> staff on mental health awareness and understanding</li> <li>Identify and support students whose mental health issues affect attendance and achievement</li> </ul>	<ul style="list-style-type: none"> <li><del>ourSCHOOL</del><del>Tell Them From Me</del> survey</li> <li>Guidance reporting</li> <li>Classroom profile</li> <li>Classroom observation</li> <li><u>YSW contact information</u></li> <li><del>Clinician Social Worker information</del><u>Gr 5-MH survey results</u></li> </ul>
	<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"> <li>Include social/emotional inventory in student profile</li> <li>Establish advocacy programs in schools (SOS, TAG, VISION, TNT)</li> <li>Develop school-wide approaches to enhance social-emotional learning (SEL, UDL Block 1 <u>and other strategies to promote positive relationships</u>)</li> <li><u>Continue to support students in grade/school transitions</u></li> <li>Respect and celebrate diversity (UDL Block 1 <u>and other strategies as stated above</u>, Cultural Proficiency)</li> </ul>	<ul style="list-style-type: none"> <li>Guidance reporting</li> <li>Classroom profiles</li> <li>Youth Mental Health survey</li> <li><del>Tell Them From Me</del><u>ourSCHOOL</u> survey (positive relationships and advocacy scores)</li> </ul>

**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: Revised September 27, 2018**

Strategies	Status	Steps	By Whom?	When?	Resources
<ul style="list-style-type: none"> <li>Educate staff on mental health awareness and understanding</li> </ul>	<ul style="list-style-type: none"> <li>On-going - focus to date has been on educating student services and administration</li> </ul>	<ul style="list-style-type: none"> <li>Include a mental health component in staff meetings (wellness and/or education)</li> </ul>	<ul style="list-style-type: none"> <li>School Administrators/ Designate</li> </ul>	<ul style="list-style-type: none"> <li>Monthly meetings</li> </ul>	<ul style="list-style-type: none"> <li>MTS Balance magazine</li> <li>Professional literature</li> <li>PD opportunities</li> <li>Built-in time for PLC groups</li> </ul>
		<ul style="list-style-type: none"> <li>Offer professional development sessions and ensure there are opportunities for sharing and follow-up occurs</li> </ul>	<ul style="list-style-type: none"> <li>PD Committee</li> <li>Student Services</li> </ul>	<ul style="list-style-type: none"> <li>PD dates as available</li> <li><del>Divisional PD</del> Sept 2016 mental health (MH) focus</li> </ul>	
		<ul style="list-style-type: none"> <li>Mental Health First Aid (MHFA) Training</li> </ul>	<ul style="list-style-type: none"> <li><del>Division trainer – Carole Shankaruk PD Committee – Outside agency</del></li> </ul>	<ul style="list-style-type: none"> <li>MHFA annual training, starts Jan. and Feb. 2017)</li> </ul>	
		<ul style="list-style-type: none"> <li><a href="#">Thrive Kits</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Gr. 4-6 Whitmore pilot</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">On-going</a></li> </ul>	
		<ul style="list-style-type: none"> <li><a href="#">Speak Up</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Middle Years Guidance/CRT in Gr. 7</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">September</a></li> </ul>	
		<ul style="list-style-type: none"> <li>Advertise and promote awareness of events amongst colleagues (Blue Monday, Addictions Awareness Week, Pink Day, Orange Shirt Day)</li> </ul>	<ul style="list-style-type: none"> <li>School Administrator/designate</li> <li>Student Services – <a href="#">shared calendar of events</a></li> </ul>	<ul style="list-style-type: none"> <li>Designated provincial/<del>na</del>tional dates</li> </ul>	

Strategies	Status	Steps	By Whom?	When?	Resources
		<p><u>Provide as a topic for Mentorship afterschool sessions</u></p> <ul style="list-style-type: none"> <li>Collaborate through Professional Learning Communities (PLC)</li> <li><u>Continue training of Provide awareness to new and existing staff in Universal Design for Learning (UDL) Block 1 and other strategies to build cooperative, supportive learning environments</u></li> </ul>	<p><u>Mentors</u></p> <ul style="list-style-type: none"> <li>School-based and division-based PLC members</li> <li><u>UDL Coach Coordinator of Curriculum and Assessment</u></li> </ul>	<p><u>Target 2 of the monthly meetings</u></p> <ul style="list-style-type: none"> <li>Scheduled PLC</li> <li><u>UDL Implementation Schedule September and on-going</u></li> </ul>	
<ul style="list-style-type: none"> <li>Educate students on mental health awareness and understanding</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the mental health component of the curriculum is addressed in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>School Administrators</li> <li>Student councils and staff advisors</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> <li>Designated awareness days</li> </ul>	<ul style="list-style-type: none"> <li>Honorariums</li> <li>Website access to various organizations</li> <li><u>UDL Coach</u></li> </ul>
		<ul style="list-style-type: none"> <li>Offer mental health and awareness presentations</li> </ul>	<ul style="list-style-type: none"> <li>Guidance counsellors and outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>As needed</li> </ul>	
		<ul style="list-style-type: none"> <li>Participate in awareness activities such as: Day of Pink, Orange T-Shirt Day, Blue Monday and Addictions Awareness</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>School Administrators</li> </ul>	<ul style="list-style-type: none"> <li>Designated provincial/<u>national</u> dates</li> </ul>	
		<ul style="list-style-type: none"> <li><u>Support implementation of Implement-UDL Block 1 and other strategies to build cooperative, supportive learning environments</u></li> </ul>	<ul style="list-style-type: none"> <li><u>UDL Coach and teachers School Administrators</u></li> <li><u>Coordinator of Curriculum and Assessment</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Annual in the Spring On-going</u></li> </ul>	
		<ul style="list-style-type: none"> <li><u>Thrival Kits</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Gr. 4-6 Whitmore pilot</u></li> </ul>	<ul style="list-style-type: none"> <li><u>On-going</u></li> </ul>	
		<ul style="list-style-type: none"> <li><u>Speak Up</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Middle Years Guidance and CRT – Gr. 7</u></li> </ul>	<ul style="list-style-type: none"> <li><u>September</u></li> </ul>	

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

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

## MVSD Strategic Planning Strategic Direction: Enhanced 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"> <li>• There will be a 5% decrease in the prevalence of bullying</li> <li>• There will be a 10% increase in the percentage of students who report that they feel safe at school</li> </ul>	<ul style="list-style-type: none"> <li>• <del>Increase-Provide</del> active supervision within the school and on school grounds</li> <li>• <del>Increase education for</del>Educate staff and students around supporting appropriate behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Tell Them From Me Survey</li> <li>• Student Voice Survey</li> <li>• <del>Youth Health Survey</del></li> <li>• MVSD Suspension Data</li> <li>• <del>Monthly reports from guidance counsellors/youth support workers/social worker</del></li> </ul>
	<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>	<ul style="list-style-type: none"> <li>• <del>Increase active supervision within the school and on school grounds</del></li> <li>• <del>Increase-Use various</del> interventions to support students with significant behavioural challenges</li> <li>• Research the effectiveness and feasibility of surveillance systems in schools and on grounds</li> </ul>	<ul style="list-style-type: none"> <li>• MVSD Suspension Data</li> </ul>

**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
	<ul style="list-style-type: none"> <li>There will be a 10% increase in students reporting an increased sense of belonging</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional development on positive student-teacher interactions</li> <li>Enrich the physical school environments to welcome the diversity of all learners</li> <li>Continue to implement and support best practices for quality instruction that recognizes the diversity of all learners</li> <li>Support Indigenous students' sense of belonging</li> <li>Build teachers' knowledge and understanding of Indigenous culture and history</li> <li>Hire an Indigenous Education Facilitator</li> </ul>	<ul style="list-style-type: none"> <li>TTFM</li> <li>Student Voice Data</li> <li>Supervision and Evaluation</li> <li>Student attendance</li> <li>Monthly reports from guidance counsellors/youth support workers/social worker.</li> <li>Reports from coaches regarding best practices</li> </ul>

**Strategic Direction: Enhanced 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:** *Review and Revised September 27, 2018*

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



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

Strategies	Status	Steps	By Whom?	When?	Resources
<ul style="list-style-type: none"> <li>Research the effectiveness/ feasibility of surveillance systems in schools and on grounds</li> </ul>	<ul style="list-style-type: none"> <li>Has been initiated</li> </ul>	<ul style="list-style-type: none"> <li>Contact other Divisions/ organizations (MSBA, etc.) for their feedback re: surveillance systems</li> </ul>	<ul style="list-style-type: none"> <li>Coordinator of Operations and Safe and Caring Schools committee</li> </ul>	<ul style="list-style-type: none"> <li>March/April <del>2017</del>-2019</li> </ul>	<ul style="list-style-type: none"> <li>PD release time</li> </ul>
		<ul style="list-style-type: none"> <li>Literature review re: surveillance systems</li> </ul>	<ul style="list-style-type: none"> <li>Coordinator of Operations and Safe and Caring Schools committee</li> </ul>	<ul style="list-style-type: none"> <li>December <del>2017</del>-2019</li> </ul>	
		<ul style="list-style-type: none"> <li>Review and revise MVSD procedures related to surveillance</li> </ul>	<ul style="list-style-type: none"> <li>Senior Administration</li> </ul>	<ul style="list-style-type: none"> <li>December <del>2017</del>-2018</li> </ul>	
<ul style="list-style-type: none"> <li>Provide professional development on positive student-teacher interactions</li> </ul>	<ul style="list-style-type: none"> <li>Initiated</li> </ul>	<ul style="list-style-type: none"> <li>Provide PD on positive student-teacher interactions</li> <li>Administration will include Positive Student Interactions strategies at staff meetings</li> <li>Review Code of Conduct for Employees procedure - add/revise in terms of student/employee interaction</li> </ul>	<ul style="list-style-type: none"> <li>PD Committee</li> <li>Senior Admin and School-based administrators</li> </ul>	<ul style="list-style-type: none"> <li>September 2016 (DeGroot Div. PD Day)</li> <li>January 2018 – PD Committee review of 2018-19 PD</li> <li>February 2018 (Niigaan Session)</li> <li>Staff Meeting Item by March 2018</li> </ul>	<ul style="list-style-type: none"> <li>PD release time</li> </ul>
		<ul style="list-style-type: none"> <li>Review employee code of conduct procedure with all employee groups</li> </ul>	<ul style="list-style-type: none"> <li>Staff group supervisors (principals, coordinators, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>October staff meeting each year</li> </ul>	
		<ul style="list-style-type: none"> <li>Review employee code of conduct with new hires- as part of orientation/ mentorship</li> </ul>	<ul style="list-style-type: none"> <li>Staff group supervisors (principals, coordinators, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>At time of hire</li> </ul>	

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

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

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

Strategies	Status	Steps	By Whom?	When?	Resources
		<ul style="list-style-type: none"> <li data-bbox="598 149 961 425">• 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</li> </ul>	<ul style="list-style-type: none"> <li data-bbox="991 149 1249 214">• Superintendent's Department</li> </ul>	<ul style="list-style-type: none"> <li data-bbox="1304 149 1486 214">• September 2018</li> </ul>	