



MVSD 2016-2021 DIVISION PLAN



10/31/2017

Keeping Learners at the Centre

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

Lombardi, Vince

MVSD 2016-2021 Division Plan

KEEPING LEARNERS AT THE CENTRE

INTRODUCTION

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

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

It is important to note, the Division Plan is a “living” document and will be updated by division staff, parents, students, and the education community through the structures created in the planning cycle. Senior Administrative staff will incorporate such updates and modifications in the planning documents and bring forward to the Board of Trustees, as required. As the Division progresses down this strategic path, it will continue to foster a climate for growth and improvement, recognizing the tremendous responsibility of educating all children.

MVSD Foundation Statements

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

Motto

Keeping Learners at the Centre

Mission Statement

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

Vision Statement

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

Value Statements

Students

Mountain View School Division values:

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

Community

Mountain View School Division values:

- the support, involvement and partnerships with our communities

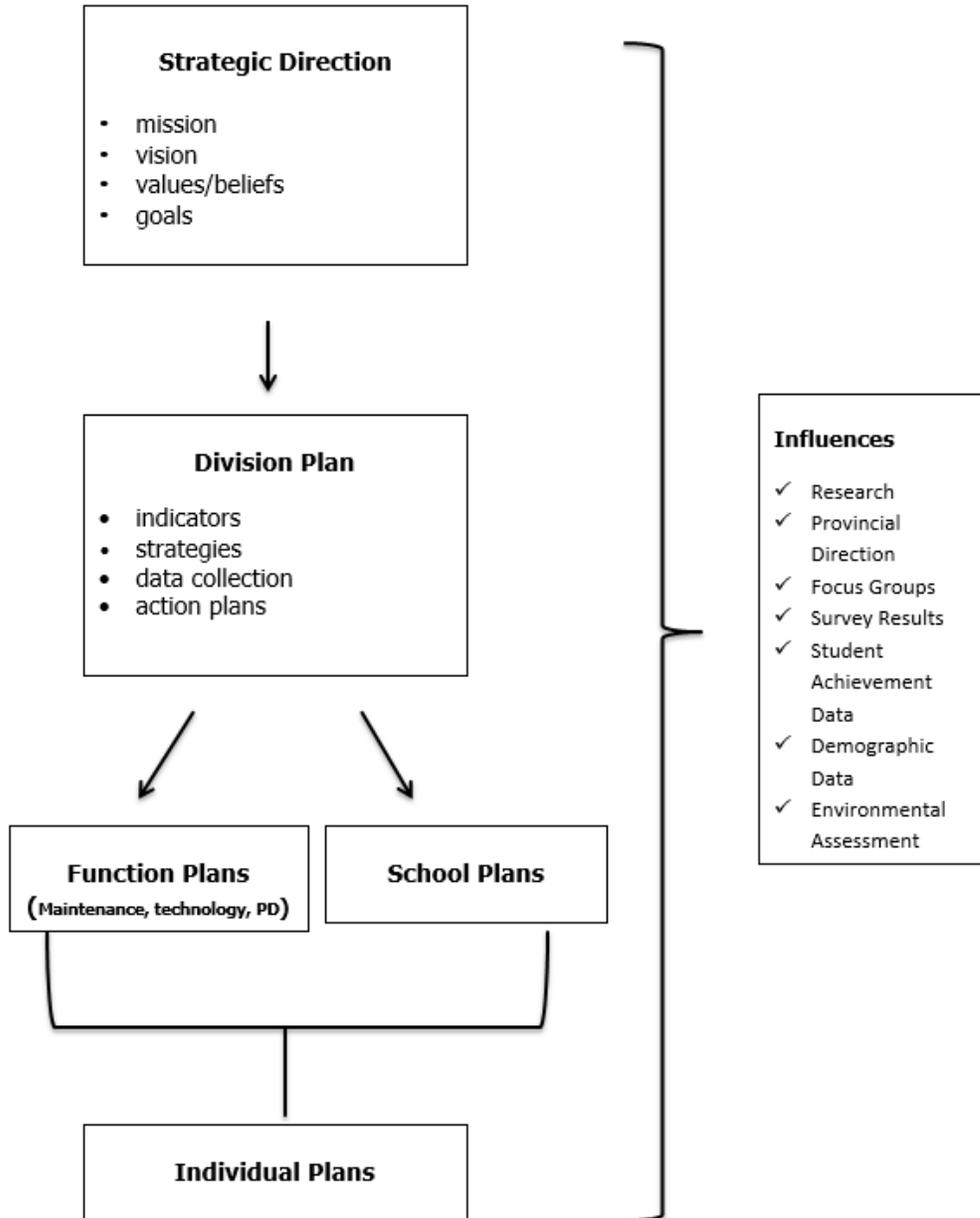
Citizenship

Mountain View School Division values:

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

Planning Framework

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



Planning Process

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

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

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

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

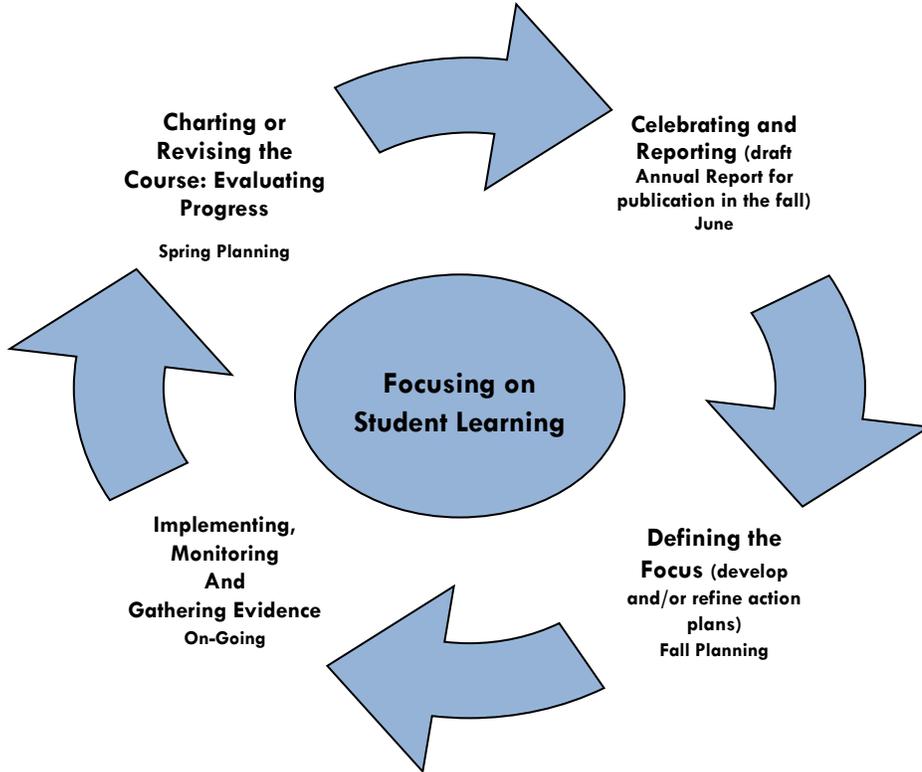
The Division plan will be monitored by the Board of Trustees, Senior Administration, and the Division Planning Team. The Board of Trustees will receive strategic plan monitoring reports. The Board of Trustees and Senior Administration will participate in an annual planning retreat where evaluating progress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

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

At the 2017 spring and fall Division planning days, Division Planning Teams reviewed progress to date, revised action plans and recommended changes to a couple of the indicators of success. The approved revisions have been included in this version of the plan.

Mountain View School Division

Continuous Planning and Reporting Cycle



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

Planning and Reporting Timeline

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

Comprehensive 2016-2021 Division Plan

Strategic Directions

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

1. Learning - Enhancing Student Learning in Foundational Skills

Literacy - enhance student achievement in literacy

Numeracy - enhance student achievement in numeracy

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

2. Well-Being - Enhancing Student Well-Being

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

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

Comprehensive 2016-2021 Division Plan

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

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

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

MVSD Strategic Planning Strategic Direction: Student Learning

Reviewed and Revised October 3, 2017

Strategic Direction Focus Area: Literacy – enhance student achievement in literacy			
Goal (Outcome)	Indicator	Strategy	Data Source
<p>By June 2021, students will increase critical literacy through the development of comprehension and communication skills.</p>	<ul style="list-style-type: none"> There will be an annual 2% (or 10% over 5 years) increase in the number of Gr. 1 to 8 students <i>meeting</i> in the areas of comprehension and communication within selected cohorts on the provincial report card (3 or 4)/ provincial assessment data There will be an annual 2% (or 10% over 5 years) increase in the number of Gr. 9 to 12 students achieving a 70% or above within selected cohorts in provincial assessment data/ comprehension and communication on the provincial report card <p><u>Cohorts:</u> Gr. 1, 2, 3; Gr. 8 & 9 for 2016-17 Gr. 2, 3, 4; Gr. 9 & 10 for 2017-18 Gr. 3, 4, 5; Gr. 10 & 11 for 2018-19 Gr. 4, 5, 6; Gr. 11 & 12 for 2019-20 Gr. 5, 6, 7; Gr. 12 for 2020-21</p>	<ul style="list-style-type: none"> Build teacher knowledge, understanding and practice in implementing comprehension and communication strategies that improve critical literacy Strengthen teacher capacity to assess comprehension and communication based upon triangulating evidence Strengthen teacher knowledge and understanding of Aboriginal perspectives found within the curriculum Build teacher capacity to support Aboriginal students in strengthening their comprehension and communication skills Strengthen EAL support to enhance EAL students' comprehension and communication Determine how cohort teachers are teaching and assessing for critical literacy within comprehension and communication 	<ul style="list-style-type: none"> Report Card Data (categories of communication and comprehension) Gr. 3 and 8 Provincial Assessments Gr. 1-8 reading assessment Report Card Data (categories of communication and comprehension) Gr. 12 Provincial Assessment Gr. 9-12 reading assessment

Strategic Direction: Critical Literacy

Focus Area: Literacy

Goal (Outcome):

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

ACTION PLAN: **Reviewed and Revised October 3, 2017**

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

Strategies	Status	Steps	By Whom?	When?	Resources
		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"> Coaching follow-up support for teacher cohorts 	<ul style="list-style-type: none"> Literacy Coach 	<ul style="list-style-type: none"> On-going 	
		<ul style="list-style-type: none"> PD for K/1/2 Teachers in oral language and in-class small group support 	<ul style="list-style-type: none"> Speech/ Language Pathologists 	<ul style="list-style-type: none"> On-going 	
		<ul style="list-style-type: none"> Reading Recovery Training for RR Teachers and Early Literacy Support Training for Resource Teachers 	<ul style="list-style-type: none"> Reading Recovery Teacher Leader 	<ul style="list-style-type: none"> On-going 	
<ul style="list-style-type: none"> Determine how cohort teachers are teaching and assessing for critical literacy within comprehension and communication 	<ul style="list-style-type: none"> Planning 	<ul style="list-style-type: none"> Share samples from during cohort sessions to establish exemplars Co-construct criteria for assessing critical literacy 	<ul style="list-style-type: none"> Cohort teachers Literacy Coach 	<ul style="list-style-type: none"> Starting Spring 2018 	<ul style="list-style-type: none"> Professional Development Budget Manitoba Education & Training Support Divisional Support & Allocation of Coaches

Strategies	Status	Steps	By Whom?	When?	Resources
<ul style="list-style-type: none"> Strengthen teacher capacity to assess comprehension and communication based upon triangulating evidence 		Comprehension congruency to be established via the selection of recommended divisional reading assessments for Gr. 1 to 12 that incorporate cross-discipline reading passages and one-on-one assessment	<ul style="list-style-type: none"> A representative committee consisting of K-12 personnel to be formed via the Coordinator of Curriculum & Assessment 	<ul style="list-style-type: none"> Fall 2017 	<ul style="list-style-type: none"> Professional Development Budget Divisional Support & Allocation of Coaches
		Comprehension Provide PD on the implementation of recommended divisional assessments and how to use the data to inform instruction	<ul style="list-style-type: none"> Literacy Coach and Coordinator of Curriculum and Assessment 	<ul style="list-style-type: none"> On-going 	
		Communication: <ul style="list-style-type: none"> Research strategies and assessment tools for communicating critical literacies and establish criteria 	<ul style="list-style-type: none"> A representative committee consisting of K-12 personnel to be formed via the Coordinator of Curriculum & Assessment 	<ul style="list-style-type: none"> Winter 2018-19 	
		Communication <ul style="list-style-type: none"> Provide PD and in-class support in developing communication competencies 	<ul style="list-style-type: none"> Literacy Coach and Coordinator of Curriculum and Assessment 	<ul style="list-style-type: none"> On-going 	

Strategies	Status	Steps	By Whom?	When?	Resources
<ul style="list-style-type: none"> Strengthen teacher knowledge and understanding of Aboriginal perspectives found within the curriculum 	<ul style="list-style-type: none"> Initiated 	<ul style="list-style-type: none"> Provide professional development for classroom teachers on curricular connections 	<ul style="list-style-type: none"> Coaches and Division Personnel Indigenous Standing Committee School-based administrators 	<ul style="list-style-type: none"> During literacy Cohort sessions Feb. 2018 PD Day On-going 	<ul style="list-style-type: none"> AAA Grant School instructional budget Divisional and school-based PD budgets
<ul style="list-style-type: none"> Build teacher capacity to support Aboriginal students in strengthening their comprehension and communication skills 	<ul style="list-style-type: none"> Initiated 	<ul style="list-style-type: none"> Provide professional development on supporting Aboriginal learners 	<ul style="list-style-type: none"> Literacy Coach Division Personnel Indigenous Standing Committee School-based administrators 	<ul style="list-style-type: none"> During Literacy Cohort PD Feb. 2018 PD Day On-going 	<ul style="list-style-type: none"> AAA Grant School instructional budget Divisional and school-based PD budgets
		<ul style="list-style-type: none"> Purchase Literacy resources and text that support Aboriginal learners 	<ul style="list-style-type: none"> School staff Coordinator of Library Services Divisional Personnel 	<ul style="list-style-type: none"> Continual 	
		<ul style="list-style-type: none"> Provide one-on-one and small group support to classroom teachers 	<ul style="list-style-type: none"> Literacy Coach Division Personnel 	<ul style="list-style-type: none"> Continual 	

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

MVSD Strategic Planning Strategic Direction: Student Learning

Reviewed and Revised October 3, 2017

Strategic Direction Focus Area: Numeracy - Enhance student achievement in numeracy			
Goal (Outcome)	Indicator	Strategy	Data Source
By June 2021, there will be an improvement in student numeracy achievement.	<ul style="list-style-type: none"> There will be an annual 2% (or 10% over 5 years) increase in the number of Gr. 1 to 8 students meeting (3 and 4) grade level outcomes within selected cohorts in the area of mathematical problem solving 	<ul style="list-style-type: none"> Build teacher capacity through cohort PD to utilize instructional and assessment strategies that support numeracy achievement Strengthen teacher knowledge and understanding of Indigenous perspectives found within the math curriculum Provide PD opportunities (e.g. Ed Lab, PLCs, workshops, coaching) for teachers on numeracy 	<ul style="list-style-type: none"> Provincial Report Card Grade 3 and 7 Provincial Assessments
	<ul style="list-style-type: none"> There will be an annual 2% (or 10% over 5 years) increase in the number of Gr. 3 students meeting grade level outcomes in number sense and algebraic reasoning 	<ul style="list-style-type: none"> Build teacher capacity through cohort PD to utilize instructional and assessment strategies that support numeracy achievement Build teacher capacity to support Indigenous students' achievement in numeracy 	<ul style="list-style-type: none"> Provincial Report Card Grade 3 Provincial Assessment

Strategic Direction Focus Area: Numeracy - Enhance student achievement in numeracy			
Goal (Outcome)	Indicator	Strategy	Data Source
	<ul style="list-style-type: none"> There will be an annual 2% (or 10% over 5 years) increase in the number of Gr. 9-12 students achieving a 70% or above within selected cohorts in math courses 	<ul style="list-style-type: none"> Build teacher capacity through Grade 9 cohort PD to use student achievement data at the classroom level to plan instruction and develop a better understanding of achievement indicators on the Provincial Report Card Review numeracy support documents on instructional strategies and assessment practices, create/share example and exemplars Review and implement school-based plans on pacing and unit sequencing through participation as a division in the Manitoba Rural Learning Consortium (mRLC) Numeracy Research Project 2016-2018 	<ul style="list-style-type: none"> Provincial Report Card Focus Group Responses (Cohort teams)
	<ul style="list-style-type: none"> There will be a 25% increase in the pass rate on the Grade 12 Provincial Essential Math Test 	<ul style="list-style-type: none"> Form a divisional Essential Math working group to provide collegial support on numeracy achievement and to allow for focused PD and teacher training to build teacher capacity in math pedagogy 	<ul style="list-style-type: none"> Grade 12 Provincial Math Standards Tests Focus Group Responses (Cohort team)

Strategic Direction: Student Learning

Focus Area: Numeracy

Goal (Outcome):

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

ACTION PLAN: Reviewed and Revised October 3, 2017

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

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

Strategies	Status	Steps	By Whom?	When?	Resources
		<p>Card for the duration of the plan</p> <ul style="list-style-type: none"> In-Service for Administration on supporting effective numeracy instruction in targeted areas 	<ul style="list-style-type: none"> Coaches, divisional staff 	<ul style="list-style-type: none"> September 2017 – 2020 	<ul style="list-style-type: none"> PD release time, coaches
<ul style="list-style-type: none"> Provide PD opportunities (e.g. Ed Lab, PLCs, workshops, coaching) for teachers on numeracy 	<ul style="list-style-type: none"> Established and on-going 	<ul style="list-style-type: none"> Offered several times throughout school year 	<ul style="list-style-type: none"> Coaches, divisional staff 	<ul style="list-style-type: none"> 2016-2021 	<ul style="list-style-type: none"> Divisional Support & Allocation of Coaches; PD Budget
<ul style="list-style-type: none"> Review numeracy support documents on instructional strategies and assessment practices, create/share example and exemplars 	<ul style="list-style-type: none"> Established and on-going 	<ul style="list-style-type: none"> Provide divisional and cohort PD sessions to build teacher capacity in instructional and assessment strategies (including numeracy support documents) for the following cohorts over the duration of the plan 	<ul style="list-style-type: none"> Coaches, divisional staff 	<ul style="list-style-type: none"> 2016-2021 	<ul style="list-style-type: none"> Divisional Support & Allocation of Coaches; PD Budget Provincial Numeracy Leaders Network

Strategies	Status	Steps	By Whom?	When?	Resources
<ul style="list-style-type: none"> Restructure Numeracy Coach position with additional focus on improving high school math instruction 	<ul style="list-style-type: none"> Completed 	<ul style="list-style-type: none"> Advertise for position, hire candidate, co-construct goals in alignment with Strategic Directions 	<ul style="list-style-type: none"> Senior Admin 	<ul style="list-style-type: none"> Spring 2017 	<ul style="list-style-type: none"> School Board; budget, PD release time
<ul style="list-style-type: none"> Form a divisional Essential Math working group to provide collegial support on numeracy achievement and to allow for focused PD and teacher training to build teacher capacity in math pedagogy 	<ul style="list-style-type: none"> Established and on-going 	<ul style="list-style-type: none"> Inquiry based PD 	<ul style="list-style-type: none"> Coaches, divisional staff 	<ul style="list-style-type: none"> Spring 2017-2021 	<ul style="list-style-type: none"> Divisional Support & Allocation of Coaches; PD Budget
<ul style="list-style-type: none"> Strengthen teacher knowledge and understanding of Indigenous perspectives found within the math curriculum 	<ul style="list-style-type: none"> To be initiated spring 2018 	<ul style="list-style-type: none"> Provide professional development for classroom teachers on curricular connections 	<ul style="list-style-type: none"> Coaches and Division Personnel 	<ul style="list-style-type: none"> During Numeracy Cohort sessions 	<ul style="list-style-type: none"> AAA Grant Divisional Textbook budget School instructional budget
		<ul style="list-style-type: none"> Purchase math resources that support Aboriginal learners 	<ul style="list-style-type: none"> School staff Coordinator of Library Services Divisional Personnel 	<ul style="list-style-type: none"> Continual 	

Strategies	Status	Steps	By Whom?	When?	Resources
		<ul style="list-style-type: none"> • Provide one-on-one and small group support to classroom teachers 	<ul style="list-style-type: none"> • Numeracy Coach • Division Personnel 	<ul style="list-style-type: none"> • Continual 	
Building teacher capacity to support Indigenous students' achievement in numeracy	<ul style="list-style-type: none"> • Initiated 	<ul style="list-style-type: none"> • Provide professional development on supporting Indigenous learners 	<ul style="list-style-type: none"> • Numeracy Coach • Division Personnel 	<ul style="list-style-type: none"> • During Numeracy Cohort PD 	<ul style="list-style-type: none"> • AAA Grant

MVSD Strategic Planning Strategic Direction: Student Learning

Reviewed and Revised October 3, 2017

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

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

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

Strategic Direction: Student Learning

Focus Area: Career Education

Goal (Outcome):

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

ACTION PLAN: Reviewed and updated October 3, 2017

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

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

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

MVSD Strategic Planning Strategic Direction: Student Well-Being

Reviewed and updated October 3, 2017

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.	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 2015-2016 Cohorts – 4, 5, and 6 2016-2017 Cohorts – 5, 6 and 7 2017-2018 Cohorts – 6, 7 and 8	<ul style="list-style-type: none"> Educate students on mental health awareness and understanding Educate staff on mental health awareness and understanding Identify and support students whose mental health issues affect attendance and achievement 	<ul style="list-style-type: none"> Tell Them From Me survey Guidance reporting Classroom profile Classroom observation Gr 5 MH survey results
	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	<ul style="list-style-type: none"> Include social/emotional inventory in student profile Establish advocacy programs in schools (SOS, TAG, VISION, TNT) Develop school-wide approaches to enhance social-emotional learning (SEL, UDL Block 1) Continue to support students in grade/school transitions Respect and celebrate diversity (UDL Block 1, Cultural Proficiency) 	<ul style="list-style-type: none"> Guidance reporting Classroom profiles Youth Mental Health survey Tell Them From Me survey (positive relationships and advocacy scores)

Strategic Direction: Student Well Being

Focus Area: Mental Health

Goal (Outcome):

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

ACTION PLAN: *Reviewed and Revised Oct. 3, 2017*

Strategies	Status	Steps	By Whom?	When?	Resources
<ul style="list-style-type: none"> Educate staff on mental health awareness and understanding 	<ul style="list-style-type: none"> On-going - focus to date has been on educating student services and administration 	<ul style="list-style-type: none"> Include a mental health component in staff meetings (wellness and/or education) 	<ul style="list-style-type: none"> School Administrators/ Designate 	<ul style="list-style-type: none"> Monthly meetings 	<ul style="list-style-type: none"> MTS Balance magazine Professional literature PD opportunities Built-in time for PLC groups
		<ul style="list-style-type: none"> Offer professional development sessions and ensure there are opportunities for sharing and follow-up occurs 	<ul style="list-style-type: none"> PD Committee Student Services 	<ul style="list-style-type: none"> PD dates as available 	
		<ul style="list-style-type: none"> Mental Health First Aid (MHFA) Training 	<ul style="list-style-type: none"> PD Committee – Outside agency 	<ul style="list-style-type: none"> MHFA annual training 	
		<ul style="list-style-type: none"> Advertise and promote awareness of events amongst colleagues (Blue Monday, Addictions Awareness Week, Pink Day, Orange Shirt Day) 	<ul style="list-style-type: none"> School Administrator/designate Student Services 	<ul style="list-style-type: none"> Designated provincial/national dates 	
		<ul style="list-style-type: none"> Collaborate through Professional Learning Communities (PLC) 	<ul style="list-style-type: none"> School-based and division-based PLC members 	<ul style="list-style-type: none"> Scheduled PLC 	

Strategies	Status	Steps	By Whom?	When?	Resources
		<ul style="list-style-type: none"> • Provide awareness to new and existing staff in Universal Design for Learning (UDL) Block 1 	<ul style="list-style-type: none"> • Coordinator of Curriculum and Assessment 	<ul style="list-style-type: none"> • September and on-going 	
<ul style="list-style-type: none"> • Educate students on mental health awareness and understanding 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Ensure the mental health component of the curriculum is addressed in the classroom 	<ul style="list-style-type: none"> • Teachers • School Administrators • Student councils and staff advisors 	<ul style="list-style-type: none"> • On-going • Designated awareness days 	<ul style="list-style-type: none"> • Honorariums • Website access to various organizations
		<ul style="list-style-type: none"> • Offer mental health and awareness presentations 	<ul style="list-style-type: none"> • Guidance counsellors and outside agencies 	<ul style="list-style-type: none"> • As needed 	
		<ul style="list-style-type: none"> • Participate in awareness activities such as: Day of Pink, Orange T-Shirt Day, Blue Monday and Addictions Awareness 	<ul style="list-style-type: none"> • Teachers • School Administrators 	<ul style="list-style-type: none"> • Designated provincial/national dates 	
		<ul style="list-style-type: none"> • Support implementation of UDL Block 1 	<ul style="list-style-type: none"> • School Administrators • Coordinator of Curriculum and Assessment 	<ul style="list-style-type: none"> • On-going 	
<ul style="list-style-type: none"> • Identify and support students whose mental health issues affect attendance and achievement 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Gather and share information on classroom/student profile with school teams and the Division Student Services Team 	<ul style="list-style-type: none"> • Classroom Teachers • Resource Teachers • School Administrators • Parents/Guardians • School and Divisional Student Services Teams 	<ul style="list-style-type: none"> • September/October • On-going 	<ul style="list-style-type: none"> • Meeting time and sub costs • Adequate allocation of in-school student services based on caseload
		<ul style="list-style-type: none"> • Sharing of caseload information with school teams 	<ul style="list-style-type: none"> • School and Divisional Student Services Teams • Classroom teachers 	<ul style="list-style-type: none"> • September/October • As needed with new referrals 	

Strategies	Status	Steps	By Whom?	When?	Resources
		<ul style="list-style-type: none"> • Administer appropriate in-school interventions 	<ul style="list-style-type: none"> • Clinicians • Student Services • Youth Support Workers 	<ul style="list-style-type: none"> • As needed 	
		<ul style="list-style-type: none"> • Make referrals to school, divisional and community partners 	<ul style="list-style-type: none"> • Student Services 	<ul style="list-style-type: none"> • Monthly school-based student services meetings • As needed 	
		<ul style="list-style-type: none"> • Build capacity of staff to provide supports through consultation and PD sessions 	<ul style="list-style-type: none"> • School and Divisional Student Services Teams 	<ul style="list-style-type: none"> • Monthly Student Services Meetings 	
<ul style="list-style-type: none"> • Develop school-wide approaches to enhance social-emotional learning (SEL, UDL Block 1) 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Ensure the social/emotional learning component of the curricula is addressed in the classroom 	<ul style="list-style-type: none"> • Classroom Teachers • School Administrators • PLC Groups 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Staffing • Time
		<ul style="list-style-type: none"> • Support implementation of UDL Block 1 	<ul style="list-style-type: none"> • School Administrators, teachers and Coordinator of Curriculum and Assessment 	<ul style="list-style-type: none"> • On-going 	
		<ul style="list-style-type: none"> • Include social/emotional inventory in student profile 	<ul style="list-style-type: none"> • Student Services Team • Classroom Teachers 	<ul style="list-style-type: none"> • September/October 	
		<ul style="list-style-type: none"> • Establish advocacy programs in schools (SOS, TAG, VISION, TNT) 	<ul style="list-style-type: none"> • Classroom Teachers • School Administrators • Student Services 	<ul style="list-style-type: none"> • June and September school planning 	
<ul style="list-style-type: none"> • Continue to support students 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Implement transition meetings (classroom-classroom, school-school, 	<ul style="list-style-type: none"> • Classroom Teachers • School Administrators 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • ISP Student Handbook

Strategies	Status	Steps	By Whom?	When?	Resources
<p>in grade/school transitions</p>		<p>new/international students, students with special needs)</p>	<ul style="list-style-type: none"> • School and Divisional Student Services Teams • Coordinator of International Student Program • Community Partners 		<ul style="list-style-type: none"> • Department resources on transitions • School handbook • Open House/Parent Information Night
<ul style="list-style-type: none"> • Respect and celebrate diversity 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Emphasize inclusion (cultural, identity, physical), such as: International Student Program, Indigenous Graduation Powwow, Gay Straight Alliance 	<ul style="list-style-type: none"> • All staff • Community partners • Indigenous Education Steering Committee 	<ul style="list-style-type: none"> • September and February (ISP intake) • June (Indigenous Grad Powwow) • As needed 	<ul style="list-style-type: none"> • Community partnerships • Time • Coordination of events

MVSD Strategic Planning Strategic Direction: Enhanced Student Well-Being

Reviewed Oct. 3, 2017

Strategic Direction Focus Area: Safe and Caring Schools - enhance the climate and culture in schools by building strong relationships and inclusive environments			
Goal (Outcome)	Indicators	Strategies	Data Source
By June 2021, there will be an increase in the percentage of students feeling a strong sense of safety and belonging.	<ul style="list-style-type: none"> • There will be a 5% decrease in the prevalence of bullying • There will be a 10% increase in the percentage of students who report that they feel safe at school 	<ul style="list-style-type: none"> • Increase active supervision within the school and on school grounds • Increase education for staff and students around supporting appropriate behaviours 	<ul style="list-style-type: none"> • Tell Them From Me Survey • Student Voice input • Youth Health Survey • MVSD Suspension Data • Monthly reports from guidance counsellors/youth support workers/social worker
	<ul style="list-style-type: none"> • There will be a 5% decrease in the number of students who are suspended due to aggressive incidents 	<ul style="list-style-type: none"> • Increase active supervision within the school and on school grounds • Increase interventions to support students with significant behavioural challenges • Research the effectiveness and feasibility of surveillance systems in schools and on grounds 	<ul style="list-style-type: none"> • MVSD Suspension Data
	<ul style="list-style-type: none"> • There will be a 10% increase in students reporting an increased sense of belonging 	<ul style="list-style-type: none"> • Provide professional development on positive student-teacher interactions • Enrich the physical school environments to welcome the diversity of all learners 	<ul style="list-style-type: none"> • TTFM • Student Voice Data • Supervision and evaluation • Student attendance • Monthly reports from guidance counsellors/youth

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"> • Continue to implement and support best practices for quality instruction that recognizes the diversity of all learners • Support Aboriginal students' sense of belonging • Build teachers' knowledge and understanding of Aboriginal culture and history 	<p>support workers/social worker</p> <ul style="list-style-type: none"> • Reports from coaches regarding best practices

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: Reviewed and updated October 3, 2017

Strategies	Status	Steps	By Whom?	When?	Resources
<ul style="list-style-type: none"> Increase active supervision within the school and on school grounds 	<ul style="list-style-type: none"> Will initiate In progress 	<ul style="list-style-type: none"> Define active supervision and develop a consistent set of supervision guidelines 	<ul style="list-style-type: none"> Committee (teachers, principals, educational assistants) Share with Student Voice Committee for input 	<ul style="list-style-type: none"> March 2017 	<ul style="list-style-type: none"> Meeting release time
		<ul style="list-style-type: none"> Develop division-wide procedure/guidelines (with respect to number of supervisors, times of day (before and after schools, recess, lunch, transitions), flexible use of support staff, etc.) 	<ul style="list-style-type: none"> Committee of Senior Admin, principals, Student Services Coordinator, Workplace Health and Safety Officer, Coordinator of Operations 	<ul style="list-style-type: none"> November 2017 	
<ul style="list-style-type: none"> Increase education for staff and students around supporting appropriate behaviors 	<ul style="list-style-type: none"> On-going/ will initiate 	<ul style="list-style-type: none"> Respect in School module 	<ul style="list-style-type: none"> Each staff member 	<ul style="list-style-type: none"> Upon hire 	<ul style="list-style-type: none"> Respect in School license Speakers and PD materials purchased by schools and/or divisionally
		<ul style="list-style-type: none"> Each school will implement a school-wide positive behavior program and evaluate effectiveness (Examples: Positive Behavior Support training, Covey's Seven 	<ul style="list-style-type: none"> Superintendent/CEO; Divisional PD Committee; teachers 	<ul style="list-style-type: none"> September 2017 and on-going 	

Strategies	Status	Steps	By Whom?	When?	Resources
		Habits, Mindfulness, or Roots of Empathy)			
<ul style="list-style-type: none"> Increase interventions to support students with significant behavioural challenges 	<ul style="list-style-type: none"> Initiated and on-going 	<ul style="list-style-type: none"> Establish and maintain a current database of supports available in each community 	<ul style="list-style-type: none"> Students service in each school/ community 	<ul style="list-style-type: none"> November 2016; updated as needed 	<ul style="list-style-type: none"> Student services resource purchases
		<ul style="list-style-type: none"> Strengthen partnerships between schools and community-based agencies 	<ul style="list-style-type: none"> School principals and student services staff 	<ul style="list-style-type: none"> On-going 	
		<ul style="list-style-type: none"> Research interventions for supporting students with extreme behaviour and purchase as deemed appropriate 	<ul style="list-style-type: none"> Student Services 	<ul style="list-style-type: none"> On-going 	
<ul style="list-style-type: none"> Research the effectiveness/ feasibility of surveillance systems in schools and on grounds 	<ul style="list-style-type: none"> Has been initiated 	<ul style="list-style-type: none"> Contact other Divisions/ organizations (MSBA, etc.) for their feedback re: surveillance systems 	<ul style="list-style-type: none"> Coordinator of Operations and Safe and Caring Schools Committee 	<ul style="list-style-type: none"> March/April 2017 	<ul style="list-style-type: none"> PD release time
		<ul style="list-style-type: none"> Literature review re: surveillance systems 	<ul style="list-style-type: none"> Coordinator of Operations and Safe and Caring Schools Committee 	<ul style="list-style-type: none"> December 2017 	
		<ul style="list-style-type: none"> Review and revise MVSD procedures related to surveillance 	<ul style="list-style-type: none"> Senior Administration 	<ul style="list-style-type: none"> December 2017 	
<ul style="list-style-type: none"> Provide professional development on positive student- 	<ul style="list-style-type: none"> Initiated 	<ul style="list-style-type: none"> Provide PD on positive student-teacher interactions Administration will include Positive Student 	<ul style="list-style-type: none"> PD Committee Senor Admin and School-based administrators 	<ul style="list-style-type: none"> September 2016 (DeGroot Divisional PD Day) 	<ul style="list-style-type: none"> PD release time

Strategies	Status	Steps	By Whom?	When?	Resources
teacher interactions		Interactions strategies at staff meetings <ul style="list-style-type: none"> Review Code of Conduct for Employees (Procedure 4.9) - add/revise in terms of student/employee interaction 		<ul style="list-style-type: none"> January 2018 – PD Committee review of 2018-19 PD February 2018 (Niigaan Session) Staff Meeting Item by March 2018 	
		<ul style="list-style-type: none"> Review procedure 4.9 with all employee groups 	<ul style="list-style-type: none"> Staff group supervisors (principals, coordinators, etc.) 	<ul style="list-style-type: none"> October staff meeting each year 	
		<ul style="list-style-type: none"> Review employee code of conduct with new hires- as part of orientation/mentorship 	<ul style="list-style-type: none"> Staff group supervisors (principals, coordinators, etc.) 	<ul style="list-style-type: none"> At time of hire 	
<ul style="list-style-type: none"> Enrich the physical school environments to welcome the diversity of all learners 	<ul style="list-style-type: none"> Initiated 	<ul style="list-style-type: none"> Review best practice around supporting diversity within schools. Consider: <ul style="list-style-type: none"> Gender-neutral washrooms Furnishings in classrooms (accentuated learning environments) Reflective of cultural diversity Reflective of learning styles 	<ul style="list-style-type: none"> Team of stakeholders led by Assistant Superintendent of Programs and Planning 	<ul style="list-style-type: none"> October 2017 and on-going 	<ul style="list-style-type: none"> Divisional maintenance and school budgets, as necessary

Strategies	Status	Steps	By Whom?	When?	Resources
		<ul style="list-style-type: none"> • Create a rubric/continuum to assess the physical environment in relation to above-noted descriptors 	<ul style="list-style-type: none"> • Team of stakeholders led by Assistant Superintendent of Programs and Planning 	<ul style="list-style-type: none"> • November 2017 	
<ul style="list-style-type: none"> • Continue to implement and support best practices for quality instruction that recognizes the diversity of all learners 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Support the continued use of UDL across all schools • Support administrators in supervising for UDL strategies in classrooms – What to look for? 	<ul style="list-style-type: none"> • UDL, Literacy and Numeracy Coaches, Coordinator of Curriculum Assessment; Assistant Superintendent of Programs and Planning • School-based Administrators 	<ul style="list-style-type: none"> • Continual • Admin Council PD session Fall 2017 	<ul style="list-style-type: none"> • PD release time
<ul style="list-style-type: none"> • Support Aboriginal students' sense of belonging 	<ul style="list-style-type: none"> • Initiated 	<ul style="list-style-type: none"> • Youth Support Workers provide home and school liaison support and promote student attendance • Funds provided to schools to offer culturally diverse extra-curricular options such as fiddling, Powwow clubs, Aboriginal student leadership groups, etc. 	<ul style="list-style-type: none"> • Youth Support Workers • Guidance Teachers • School-based Administrators • Divisional Personnel • School-based Administrators • School staff 	<ul style="list-style-type: none"> • Continual • Funds are provided at the beginning of each year • Depends on event – some are continual, i.e. fiddling and some are one day events, or short-term clubs 	<ul style="list-style-type: none"> • AAA Grant • Divisional Staffing • BSSAP Grant • Cultural Enrichment Grant

Strategies	Status	Steps	By Whom?	When?	Resources
		<ul style="list-style-type: none"> Youth Support Workers help organize culture activities and events, such as Louis Riel Day and Aboriginal Solidarity Day 	<ul style="list-style-type: none"> Youth Support Workers School staff 	<ul style="list-style-type: none"> February and June of each Year 	
		<ul style="list-style-type: none"> Success Coach at WCI provides on-going support for Aboriginal learners 	<ul style="list-style-type: none"> Success Coach School-based Administrator or designate 	<ul style="list-style-type: none"> Continual 	
		<ul style="list-style-type: none"> Liaison Worker at GV school provides home and school connections and supports student attendance 	<ul style="list-style-type: none"> Liaison Worker School-based Administrator or designate 	<ul style="list-style-type: none"> Continual 	
		<ul style="list-style-type: none"> Late bus is provided at WCI to support Aboriginal attendance at after-school activities 	<ul style="list-style-type: none"> Success Coach School staff 	<ul style="list-style-type: none"> Every Wednesday during the school year 	
		<ul style="list-style-type: none"> Establish a divisional Indigenous Perspectives Committee The committee will investigate alternative uses for the AAA grant to further support Indigenous perspectives and student success 	<ul style="list-style-type: none"> Assistant Superintendent and Committee 	<ul style="list-style-type: none"> Fall 2017 	
<ul style="list-style-type: none"> Build teachers' knowledge and understanding of Aboriginal 	<ul style="list-style-type: none"> Initiated 	<ul style="list-style-type: none"> Provide professional development for MVSD staff on Treaty Relations 	<ul style="list-style-type: none"> Division Personnel organize PD In-house trained teachers 	<ul style="list-style-type: none"> A staff meeting every November Feb PD Day 	<ul style="list-style-type: none"> Kits AAA Grant PD release time

Strategies	Status	Steps	By Whom?	When?	Resources
culture and history		<ul style="list-style-type: none"> • Provide professional development for MVSD staff on Truth and Reconciliation 	<ul style="list-style-type: none"> • Division Personnel organize PD • PD Committee 	<ul style="list-style-type: none"> • February 2017 • February 2018 	<ul style="list-style-type: none"> • Aboriginal Directorate
		<ul style="list-style-type: none"> • Purchase resources on Aboriginal culture and history 	<ul style="list-style-type: none"> • School-based Administrators or designate • Coordinator of Library Services 	<ul style="list-style-type: none"> • Continual 	
		<ul style="list-style-type: none"> • Provide professional development for MVSD staff on Aboriginal perspectives and history, such as the Blanket Exercise 	<ul style="list-style-type: none"> • Division Personnel organize PD • PD Committee 	<ul style="list-style-type: none"> • Every February PD Session 	

MVSD 2016-2021 Divisional Goals Master Implementation Timeline (Reviewed and Updated October 3, 2017)

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

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

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

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

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

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

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

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

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

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

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

Implementation Plan for Enhancing Instructional Leadership

MVSD Masters Cohort

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

Administration Council Professional Learning

Each month, the school-based administrators participate in a professional learning session. The administrators also participate in a book study. For the 2017-2018 school year, the administrators will be studying the book, *Mindset: The New Psychology of Success*, by Carol S. Dweck.

The following professional learning sessions have been planned for the 2017-2018 school year:

Month	Topic	Possible Presenters/Facilitators
September 28	Literacy and Numeracy Support – Role of Coaches and School Administration	Coordinator of Curriculum and Assessment
Fall Planning Day Oct. 3	2016-2021 Divisional Planning Session – Review Progress to Date	Divisional Team
October 26	Human Rights Code	Isha Khan, Manitoba Human Rights Commission
November 30	Response to Intervention	Ronda Casavant
January 25	New Funding Model Implementation and Supports	Jeane Mischuk – MVSD Coordinator of Student Services
February 22	One of Our Most Important Decisions – Hiring for Student Success	Manager of Human Resources
March 21	Indigenous Education – Supporting Success for All	TBA

April 26 Spring Planning Day	Divisional Planning Session	Divisional Team
May 24	BYOD (Bring Your Own Device) Supporting Student Learning	Coordinator of Information, Communication Technology