

## **2011-14 Swan Valley School Division Improvement Plan, Claimed for Success**

**Claimed for Success** has been designed as a working blue print for Swan Valley schools over the next three years. Its construction involved an extensive consultation process that began at the October 1<sup>st</sup>, 2010 **All Employees Professional Development Day**, and concluded with a **Stakeholder Review Committee** recommending that the **Division Improvement Plan** go forward to the Board of Trustees for approval.

During the time between October 1<sup>st</sup>, 2010 and June 27<sup>th</sup>, 2011 Trustees, Administrators, Teachers, Parent organizations, learning support staff, members of the greater community and students all contributed their best hopes and dreams for our Public Schools and the learning that takes place here. Students were asked about their priorities and their voices echo throughout this document. Within our stakeholder groups, a strong collective agreement was evident that the statement **educating and inspiring all learners** continued to capture the central work of the Swan Valley School Division. A genuine and often passionate focus on student learning and success for each and every child and youth within our mandate characterized discussions throughout the consultation period. **Claimed for Success** is the result.

The **2011-14 Swan Valley School Division Improvement Plan, Claimed for Success** was approved at the regular meeting of the Board of Trustees on Monday, June 27, 2011. It builds upon the improvement work completed from 2008 to 2011 and is outlined within the existing **Division Improvement Plan** format and structure. The **Division Improvement Plan** seeks, **a future in which all students are educated and inspired to reach excellence within their full potential.**

Strategic goal directions continue to be:

- Improving Outcomes for All Learners,
- Strengthening Community Relationships to Support Learning,
- Promoting the Development of Wellness and Healthy School Environments, and
- Strengthening Pathways Between and Among Secondary School, Post-Secondary Education and Work.

Embedded within the **2008-11 Division Improvement Plan**, were measures of growth and indicators of success with performance targets for each strategic direction profiled, and specific strategies for achieving these goals outlined. **Claimed for Success** builds on the successes of the past three years with new performance targets being set as previous goals have been achieved. Where goals have not yet been reached new strategies have been put forward to assist. The **Plan** is designed to be a working document with regular monitoring, review and revision.

We invite members of the community to review the plan and to direct any comments to the Superintendent, Marilyn Marquis-Forster, and /or your local Trustee.

Sincerely,

Marilyn Marquis-Forster, Superintendent

# Swan Valley School Division Improvement Plan: Improving Outcomes for All Learners

**Planning Team Contributors, October 1<sup>st</sup>, 2010 to May 25<sup>th</sup>, 2011:**  
 Board of Trustees, Division Senior Administrators, Principals and Vice-Principals, Teachers, Learning Support Employees, Students, Parent Advisory Councils, Canadian Parents for French and the general public.

**Stakeholder Review Committee Members: June 6<sup>th</sup>, 2011:**  
**Strategic Planning Committee:** Trustees, B. Schaffer, B. Fried, B. Martin, Board Chair, L. Wenzel,  
**Trustees:** K. Behrmann, K. Highmoor, M. Neely,  
**Swan Valley Teachers Association Reps.:** S. Cowan, E. Gillies  
**Parent Reps.:** Shannon Adamchuk, D. Burghart, A. Eardley, E. Forsyth, T. Powell, M. Stinson, C. Tripp, T. Yaschyshyn,  
**Principals/Vice-Principals:** M. Jones, L. Lachapelle, D. Walker-Gillam,  
**Senior Administration:** Superintendent, M. Forster, Secretary-Treasurer, B. Rausch, Student Services Co-ordinator, D. Burnside

**Timeframe:** 2011-2014

**Destination:**

***A future in which all students are educated and inspired to reach excellence within their full potential.***

**Goal:**

- For the betterment of themselves and the community, students will graduate from the Swan Valley School Division equipped to successfully pursue a path which serves their particular academic learning potential, social strengths, and personal talents and interests.

**Performance Targets to be reached by 2014:**

- SVSD student achievement will meet or exceed average provincial achievement levels in all Manitoba Education assessments.
- Division-wide summary results for pupils in Grades 2, 4, 6, 8 and 10 will exceed the 50<sup>th</sup> National Percentile in all subtests of the Canadian Achievement Tests (CAT4).
- The number of students in Grades 2, 4, 6, 8 and 10 scoring at Stanine 4 and above on all Canadian Achievement Tests (CAT4) subtests will reach or exceed 85%.
- The number of Senior Kindergarten students who are deemed "ready" or "very ready" to begin school as measured by the EDI will reach or exceed 90%.
- All Swan SVSD Graduates who receive a Regular or Vocational Diploma will possess *Workplace Essential Skills* as outlined by Human Resources and Skills Development Canada
- Graduation rates will meet or exceed those of the Province of Manitoba.

**Support Data:** (Outcome, Process, and Demographic Data)

- Provincial Assessment Results
- CAT4 results
- Kindergarten Assessments
- SPICE Reports
- Grade 1 Observation Surveys

- EDI results
- Graduation rates
- Credit acquisition rates
- Statistics Canada demographic profiles
- Community/stakeholder consultation
- Parkland Regional Health Authority Community Reports

- School climate survey data from parents, students and staff
- Workplace Essential Skills Assessment
- Fountas and Pinnell Benchmark Assessment System
- Student portfolios
- Workplace Essential Skills Assessments
- Communities That Care needs surveys

**WHAT WE BELIEVE WE NEED TO BE DOING**

*Offer programs which provide relevant and meaningful education to all students, emphasizing those communication skills and basic mathematical and scientific concepts necessary to the development of critical thought and awareness of responsible citizens.*

*Foster excellence in the delivery of our education services through regular review and monitoring of programs, thereby assuring accountability and ongoing improvement.*

*Utilize technology in a manner which enhances educational programming by promoting and developing students' access to information and their ability to understand and use it productively.*

Strategies	Responsibility	Timelines	Indicators of Successful Strategies	Progress Review October 2012	Progress Review October 2013	Progress Review October 2014
<p><b><u>Leadership Strategies:</u></b></p> <ul style="list-style-type: none"> <li>✓ Support the functioning of <i>Professional Learning Communities</i> throughout the Division:                             <ul style="list-style-type: none"> <li>➤ within professional mandates and assignments, including that of Trustee,</li> <li>➤ within and among schools,</li> <li>➤ within and across disciplines, and</li> <li>➤ across Grade levels.</li> </ul> </li> </ul>	<p>Superintendent, Board of Trustees, Division Senior Administrators, Principals and Vice-Principals, Teachers, learning support employees.</p>	<p>2011-2014</p>	<p>Successful development of <i>Professional Learning Communities</i> will be evidenced by observation of:</p> <ul style="list-style-type: none"> <li>✓ Teams working together to clarify intended outcomes;</li> <li>✓ Use and development of common assessments;</li> <li>✓ Joint analysis of student achievement data;</li> <li>✓ Establishment of team improvement goals;</li> <li>✓ Shared strategies and materials (Best Practices);</li> <li>✓ Engagement in collective inquires and action research regarding student learning.</li> <li>✓ Professional development activities.</li> <li>✓ SVSD Employee portfolios.</li> </ul>			

<ul style="list-style-type: none"> <li>✓ Utilize <i>Effective Schools</i> research and practice with a focus on instructional practices, including assessment of student learning, to build capacity for continuous improvement.</li> </ul>	<p>Superintendent, Board of Trustees, Division Senior Administrators, Principals and Vice- Principals, Teachers.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Implementation included in School Improvement Plans and reflected in Principal Performance Appraisal</li> <li>✓ Implementation included in Teachers' Annual Educational Plans</li> <li>✓ Evidenced through daily and unit teaching plans and reflected in Teacher Performance Appraisal</li> <li>✓ Classroom observation</li> <li>✓ Student Performance</li> <li>✓ Observation of program in operation</li> <li>✓ Student Performance</li> </ul>			
<ul style="list-style-type: none"> <li>✓ Ensure effective professional development activities through the development of a Division-wide Policy built upon the Characteristics of Professional Development as outlined by Dr. M. Delagardelle in <i>Lessons Learned from the Lighthouse Study</i>.</li> </ul>	<p>Superintendent, Board of Trustees, Division Senior Administrators, Principals and Vice- Principals, MTS Professional Development Committee.</p>	<p>2011-2012</p>	<ul style="list-style-type: none"> <li>✓ SVSD Policy outlining professional development standards and processes is approved by the Board of Trustees.</li> </ul>			

<ul style="list-style-type: none"> <li>✓ Build <i>Specialist</i> capacity within our teaching staff through strategic hiring, for example, Physical Education, French and the Arts, as well as Senior Mathematics, Science and English Language Arts.</li> </ul>	<p>Superintendent, Board of Trustees, Division Senior Administrators, Principals and Vice- Principals.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Specialist capacity within our Division serves student learning needs and community expectations.</li> </ul>			
<ul style="list-style-type: none"> <li>✓ Through strategic hiring, develop our teaching and learning support staff complement so that cultural demographics reflect the wider composition of the Swan Valley community.</li> </ul>	<p>Superintendent, Board of Trustees, Division Senior Administrators, Principals and Vice- Principals.</p>	<p>2011-14</p>	<ul style="list-style-type: none"> <li>✓ Cultural demographics within our Division teaching and learning support staff serve student learning needs and reflect the wider composition of the Swan Valley community.</li> </ul>			
<ul style="list-style-type: none"> <li>✓ Build leadership capacity within the SVSD teaching faculty with a view towards developing future candidates for positions of added responsibility through a leadership training and mentorship program.</li> </ul>	<p>Superintendent, Board of Trustees, Division Senior Administrators, Principals and Vice- Principals, and participating Teachers.</p>	<p>2011-14</p>	<ul style="list-style-type: none"> <li>✓ Leadership Training Cohort program offered.</li> <li>✓ Leadership capacity with our Division provides appropriate candidates for vacant positions of added responsibility.</li> </ul>			
<ul style="list-style-type: none"> <li>✓ Trustees and Administration will continue to study and apply lessons learned from the Iowa School Boards Foundation <i>Lighthouse Study</i> and the <i>School Board Fieldbook</i> published by Solution Tree.</li> </ul>	<p>Trustees, Administrators</p>	<p>2011-14</p>	<ul style="list-style-type: none"> <li>✓ Implementation included in School Improvement Plans and reflected in Principal Performance Appraisal</li> <li>✓ Implementation included in Teachers' Annual Educational Plans</li> <li>✓ Evidenced through daily and unit teaching plans and reflected in Teacher Performance Appraisal</li> <li>✓ Classroom observation</li> <li>✓ Student Performance</li> <li>✓ Observation of program in operation</li> <li>✓ Student Performance</li> </ul>			

<u><b>Communication Strategies</b></u>						
<ul style="list-style-type: none"> <li>✓ A comprehensive Division-Wide Communication Plan will be developed cooperatively with Teachers, Learning Support Staff, Administration and the Board of Trustees.</li> </ul>	<p>Administration, Teachers, Learning Support Staff, Trustees.</p>	<p>2011-14</p>	<ul style="list-style-type: none"> <li>✓ Utilization of a comprehensive Division-Wide Communication Plan developed cooperatively with Teachers, Learning Support Staff, Administration and the Board of Trustees will become common practice.</li> </ul>			
<ul style="list-style-type: none"> <li>✓ Based on the teachings of Stephen Covey a professional <i>culture of trust</i> will be developed and maintained within the SVSD.</li> </ul>	<p>Administration, Teachers, Learning Support Staff, Trustees.</p>	<p>2011-14</p>	<p>SVSD Board of Trustees, Administration, and employees will:</p> <ul style="list-style-type: none"> <li>✓ Demonstrate respect and show care for others,</li> <li>✓ Listen with the intent to understand,</li> <li>✓ Show loyalty and speak about people as if they were present, even if they're not, and</li> <li>✓ Begin with an advanced expectation of trust when working.</li> </ul>			
<ul style="list-style-type: none"> <li>✓ The Superintendent will host brief conferences with each employee over a three year cycle to discuss the employee's career and to invite observations and recommendations for continuous improvement within the organization and our delivery of services.</li> </ul>	<p>Administration, Teachers, Learning Support Staff, Trustees.</p>	<p>2011-14</p>	<ul style="list-style-type: none"> <li>✓ Records of conferences hosted.</li> <li>✓ Notes taken during the discussions.</li> </ul>			
<ul style="list-style-type: none"> <li>✓ The SVTA/Trustee Liaison Committee will meet a minimum of three times each year.</li> </ul>	<p>Trustee Human Relations Committee, SVTA Executive, Superintendent.</p>	<p>2011-14</p>	<ul style="list-style-type: none"> <li>✓ Records of Liaison meetings.</li> </ul>			

**Instructional Strategies:**

***CRITICAL THINKING:***

- ✓ Utilize resources from the *Critical Thinking Consortium*, [www.tc2.ca/wp](http://www.tc2.ca/wp) to systematically promote the development of critical thinking across all disciplines and in all Grade levels.

Superintendent, Board of Trustees, Division Senior Administrators, Principals and Vice-Principals, MTS Professional Development Committee.

2011-14

- ✓ Implementation included in School Improvement Plans and reflected in Principal Performance Appraisal
- ✓ Implementation included in Teachers' Annual Educational Plans
- ✓ Evidenced through daily and unit teaching plans and reflected in Teacher Performance Appraisal
- ✓ Classroom observation
- ✓ Student Performance

***GROWTH MINDSET:***

- ✓ Utilize resources from the *Growth Mindset Curriculum*, [www.brainology.us](http://www.brainology.us) to systematically promote the development of a growth mindset across all disciplines and in all Grade levels.

Superintendent, Board of Trustees, Division Senior Administrators, Principals and Vice-Principals, MTS Professional Development Committee, and Teachers.

2011-2014

- ✓ Implementation included in School Improvement Plans and reflected in Principal Performance Appraisal
- ✓ Implementation included in Teachers' Annual Educational Plans
- ✓ Evidenced through daily and unit teaching plans and reflected in Teacher Performance Appraisal
- ✓ Classroom observation
- ✓ Student Performance

***MEETING THE NEEDS OF ADVANCED LEARNERS:***

- ✓ Ensure that inclusive, appropriate and challenging learning opportunities exist for advanced learners, gifted and talented, across all disciplines and in all Grades.

Superintendent, Board of Trustees, Division Senior Administrators, Principals and Vice-Principals, MTS Professional Development Committee and Teachers.

2011-2014

- ✓ Implementation included in School Improvement Plans and reflected in Principal Performance Appraisal
- ✓ Implementation included in Teachers' Annual Educational Plans
- ✓ Evidenced through daily and unit teaching plans and reflected in Teacher Performance Appraisal
- ✓ Classroom observation
- ✓ Student Performance

<p><b>MEETING THE NEEDS OF LEARNERS WITH MILD INTELLECTUAL DISABILITIES:</b></p> <ul style="list-style-type: none"> <li>✓ Ensure that inclusive, appropriate and challenging learning opportunities exist for learners with mild intellectual disabilities across all disciplines and in all Grades.</li> </ul>	<p>Superintendent, Board of Trustees, Division Senior Administrators, Principals and Vice-Principals, MTS Professional Development Committee and Teachers.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Implementation included in School Improvement Plans and reflected in Principal Performance Appraisal</li> <li>✓ Implementation included in Teachers' Annual Educational Plans</li> <li>✓ Evidenced through daily and unit teaching plans and reflected in Teacher Performance Appraisal</li> <li>✓ Classroom observation</li> <li>✓ Documented <i>Individual Education Plans</i> that meet Divisional and Ministry standards</li> <li>✓ Student Performance</li> </ul>		
<p><b>MATHEMATICS:</b></p> <ul style="list-style-type: none"> <li>✓ The Pearson <i>Math Makes Sense</i> curriculum resource program will continue to be utilized as the foundational instructional resource Division-wide Grades K to 10.</li> </ul>	<p>Superintendent, Coordinator of Student Services, Principals and Vice-Principals, Teachers.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Implementation included in School Improvement Plans and reflected in Principal Performance Appraisal</li> <li>✓ Implementation included in Teachers' Annual Educational Plans</li> <li>✓ Evidenced through daily and unit teaching plans and reflected in Teacher Performance Appraisal</li> <li>✓ Classroom observation</li> <li>✓ Student Performance</li> </ul>		
<ul style="list-style-type: none"> <li>✓ The teachers' resource <i>First Steps Mathematics</i> will be utilized throughout the Division.</li> </ul>	<p>SVSD First Steps in Mathematics Trainers and Teachers.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ All SVSD teachers of Mathematics trained in First Steps in Mathematics by 2014</li> </ul>		

<ul style="list-style-type: none"> <li>✓ Implementation of the new Manitoba Education Secondary Mathematics courses of study.</li>   <li>✓ Teachers of Mathematics from Grades 7 through 12 will work together to develop common understandings of MB Curriculum Learning Outcomes and of the developmental nature of Mathematical thinking, teaching and learning.</li>   <li>✓ Teachers of Mathematics from Grades 7 through 12 will work together to increase the percentage of SVSD secondary students who successfully study Pre-Calculus.</li> </ul>	<p>Teachers of Mathematics, Grades 7 through 12, and Administrators.</p> <p>Teachers of Mathematics, Grades 7 through 12, and Administrators.</p> <p>Superintendent, Coordinator of Student Services, Principals and Vice-Principals, Teachers.</p>	<p>2011-2014</p> <p>2011-14</p> <p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Implementation included in School Improvement Plans and reflected in Principal Performance Appraisal</li> <li>✓ Implementation included in Teachers' Annual Educational Plans</li> <li>✓ Evidenced through daily and unit teaching plans and reflected in Teacher Performance Appraisal</li> <li>✓ Classroom observation</li> <li>✓ Student Performance</li>   <li>✓ Implementation included in School Improvement Plans and reflected in Principal Performance Appraisal</li> <li>✓ Implementation included in Teachers' Annual Educational Plans</li> <li>✓ Evidenced through daily and unit teaching plans and reflected in Teacher Performance Appraisal</li> <li>✓ Classroom observation</li> <li>✓ Student Performance</li>   <li>✓ The percentage of SVSD secondary students who successfully study Pre-Calculus increases.</li> </ul>		
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<p><b>ENGLISH LANGUAGE ARTS:</b></p> <ul style="list-style-type: none"> <li>✓ Full implementation of the <i>Nelson Literacy</i> program will be achieved in all Grade 2 to 10 ELA classrooms as the foundational curriculum ELA resource.</li> </ul>	<p>Superintendent, Coordinator of Student Services, Principals and Vice-Principals, Teachers.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Implementation included in School Improvement Plans and reflected in Principal Performance Appraisal</li> <li>✓ Implementation included in Teachers' Annual Educational Plans</li> <li>✓ Evidenced through daily and unit teaching plans and reflected in Teacher Performance Appraisal</li> <li>✓ Classroom observation</li> <li>✓ Student Performance</li> </ul>		
<ul style="list-style-type: none"> <li>✓ The teachers' resource <i>First Steps; Oral Language, Reading and Writing</i> will continue to be supported through on-going Teacher training.</li> </ul>	<p>Superintendent, Coordinator of Student Services, Principals and Vice-Principals, Teachers.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Division office records of professional development activity</li> </ul>		
<p><b>FRENCH IMMERSION:</b></p> <ul style="list-style-type: none"> <li>✓ Full implementation of the <i>GB+</i> Levelled Library and Assessment Strategies will be achieved throughout the FI program.</li> </ul>	<p>French Immersion Teachers and Administrators.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Implementation included in School Improvement Plans and reflected in Principal Performance Appraisal</li> <li>✓ Implementation included in Teachers' Annual Educational Plans</li> <li>✓ Evidenced through daily and unit teaching plans and reflected in Teacher Performance Appraisal</li> <li>✓ Classroom observation</li> <li>✓ Student Performance</li> </ul>		

<ul style="list-style-type: none"> <li>✓ Full implementation of Pearson's French Immersion Mathematics curriculum will be achieved throughout the FI program.</li> </ul>	<p>French Immersion Teachers, and Administrators.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Implementation included in School Improvement Plans and reflected in Principal Performance Appraisal</li> <li>✓ Implementation included in Teachers' Annual Educational Plans</li> <li>✓ Evidenced through daily and unit teaching plans and reflected in Teacher Performance Appraisal</li> <li>✓ Classroom observation</li> <li>✓ Student Performance</li> </ul>			
<ul style="list-style-type: none"> <li>✓ All French Immersion students will have access to <i>Rosetta Stone</i> Language Learning software on a regular basis.</li> </ul>	<p>French Immersion Teachers Principals and Vice-Principals.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Evidenced through daily and unit teaching plans and reflected in Teacher Performance Appraisal</li> <li>✓ Classroom observation</li> <li>✓ Student Performance</li> </ul>			
<ul style="list-style-type: none"> <li>✓ Teachers of French Immersion will continue to participate in the <i>EXTRA</i> professional development program.</li> </ul>	<p>Superintendent, Coordinator of Student Services, Principals and Vice-Principals, Teachers.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Division office records of professional development activity</li> </ul>			
<p><b><i>BASIC FRENCH:</i></b></p> <ul style="list-style-type: none"> <li>✓ Teachers of Basic French will continue to participate in the <i>EXTRA</i> professional development program.</li> </ul>	<p>Superintendent, Coordinator of Student Services, Principals and Vice-Principals, Teachers.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Division office records of professional development activity</li> </ul>			

<ul style="list-style-type: none"> <li>✓ All Basic French students will have access to <i>Rosetta Stone</i> Language Learning software on a regular basis.</li> </ul>	<p>French Teachers and Administrators.</p>	<p>2011-14</p>	<ul style="list-style-type: none"> <li>✓ Evidenced through daily and unit teaching plans and reflected in Teacher Performance Appraisal</li> <li>✓ Classroom observation</li> <li>✓ Student Performance</li> </ul>		
<ul style="list-style-type: none"> <li>✓ All Basic French students will receive regular instruction from a Basic French Curriculum recognized as appropriate by Manitoba Education, for example <i>Ca Marche</i>.</li> </ul> <p><b>Science:</b></p>	<p>Superintendent, Principals and Vice-Principals, and Teachers.</p>	<p>2011-14</p>	<ul style="list-style-type: none"> <li>✓ Evidenced through daily and unit teaching plans and reflected in Teacher Performance Appraisal</li> <li>✓ Classroom observation</li> <li>✓ Student Performance</li> </ul>		
<ul style="list-style-type: none"> <li>✓ Implementation of the new Manitoba Education Secondary Science courses of study.</li> </ul>	<p>Superintendent, Principals and Vice-Principals, and Teachers.</p>	<p>2011-14</p>	<ul style="list-style-type: none"> <li>✓ Evidenced through daily and unit teaching plans and reflected in Teacher Performance Appraisal</li> <li>✓ Classroom observation</li> <li>✓ Student Performance</li> </ul>		
<ul style="list-style-type: none"> <li>✓ Detailed plans for renewal and expansion of Science Lab facilities at the SVRSS will be included in the Five-Year Capital Plan in concert with the Public Schools Finance Branch.</li> </ul>	<p>Senior Administration, Trustees, SVRSS Administration, SVRSS Science Teachers.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Annual Five-Year Capital Plans submitted to PSFB,</li> <li>✓ Record of success in completing renewal and expansion of Science Lab facilities.</li> </ul>		

<ul style="list-style-type: none"> <li>✓ All Science students will receive regular instruction from a Science Curriculum recognized as appropriate by Manitoba Education.</li>   <li>✓ Continued participation in Biotech and other science-related competitions and enrichment activities will continue to be supported and celebrated.</li> </ul>	<p>Superintendent, Principals and Vice-Principals, and Teachers.</p>	<p>2011-14</p>	<ul style="list-style-type: none"> <li>✓ Evidenced through daily and unit teaching plans and reflected in Teacher Performance Appraisal</li> <li>✓ Classroom observation</li> <li>✓ Student Performance</li> </ul>		
<p><u>TECHNOLOGICAL/VOCATIONAL PROGRAMMING:</u></p> <ul style="list-style-type: none"> <li>✓ The SVRSS will continue to offer a comprehensive set of technological vocational courses for students with a view toward innovation.</li> </ul>	<p>Superintendent, Board of Trustees, Division Senior Administrators, SVRSS Principal and Vice-Principals, Teachers.</p>	<p>2011-14</p>	<ul style="list-style-type: none"> <li>✓ Implementation included in School Improvement Plans and reflected in Principal Performance Appraisal</li> <li>✓ Implementation included in Teachers' Annual Educational Plans</li> <li>✓ Evidenced through daily and unit teaching plans and reflected in Teacher Performance Appraisal</li> <li>✓ Classroom observation</li> <li>✓ Student Performance</li> <li>✓ Number of courses offered</li> <li>✓ Description of courses offered</li> <li>✓ Numbers of students enrolled in technical/vocational courses</li> </ul>		

<ul style="list-style-type: none"> <li>✓ Continued participation in Skills Canada will be encouraged, supported and celebrated.</li>   <li>✓ Additional to the Heavy Duty Mechanics program, <b>Level One Pre-Employment Certificates</b> will become available to students through Vocational Programs in partnership with the University College of the North and other Manitoba Colleges as are appropriate and available.</li>   <li>✓ Continue to support and utilize ICT throughout the SVSD.</li> </ul>	<p>Superintendent, Board of Trustees, Division Senior Administrators, SVRSS Principal and Vice-Principals, Teachers.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ School and Division records of participation and achievement.</li>   <li>✓ Records of additional <b>Level One Pre-Employment Certificates</b> being earned by students.</li>   <li>✓ ICT infused throughout student programs and the operation of the SVSD</li> </ul>		
<p><b><u>EARLY LEARNING:</u></b></p> <ul style="list-style-type: none"> <li>✓ Utilization of the <b>Animated Literacy</b> program will continue division-wide in all K to Grade 2 classrooms.</li> </ul>	<p>Administration, Director of Technology and Research, Vocational Teachers.</p> <p>Board of Trustees, Administration, Director of Technology and Research, and ICT Team, Teachers.</p>	<p>2011-14</p> <p>2011-1014</p>	<ul style="list-style-type: none"> <li>✓ Implementation included in School Improvement Plans and reflected in Principal Performance Appraisal</li> <li>✓ Implementation included in Grade K to 2 Teachers' Annual Educational Plans</li> <li>✓ Evidenced through daily and unit teaching plans and reflected in Teacher Performance Appraisal</li> <li>✓ Classroom observation</li> <li>✓ Student Performance</li> </ul>		

<ul style="list-style-type: none"> <li>✓ Full implementation of the <i>Literacy Place</i> program will be achieved in all Junior Kindergarten to Grade 1 classrooms as the foundational curriculum ELA resource.</li> </ul>	<p>Superintendent, Coordinator of Student Services, Principals and Vice- Principals, Teachers.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Implementation included in School Improvement Plans and reflected in Principal Performance Appraisal</li> <li>✓ Implementation included in Teachers' Annual Educational Plans</li> <li>✓ Evidenced through daily and unit teaching plans and reflected in Teacher Performance Appraisal</li> <li>✓ Classroom observation</li> <li>✓ Student Performance</li> </ul>		
<ul style="list-style-type: none"> <li>✓ Because oral language and listening are the foundations for reading and writing, continued support and training for Teachers and learning support staff pertaining to the usage and implementation of best practices for oral language development, example, <i>Learning Language and Loving It</i> and other Hanen programs.</li> </ul>	<p>Speech and Language Pathologists, Principals, K to Grade 3 Teachers and Educational Assistants.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Implementation included in School Improvement Plans and reflected in Principal Performance Appraisal</li> <li>✓ Implementation included in Grade K to 2 Teachers' Annual Educational Plans</li> <li>✓ Evidenced through daily and unit teaching plans and reflected in Teacher Performance Appraisal</li> <li>✓ Classroom observation</li> <li>✓ Student Performance</li> </ul>		
<ul style="list-style-type: none"> <li>✓ As resources allow, add an additional full-time Speech and Language Clinician so as to support more direct therapy support to early years, Junior Kindergarten to Grade 2 students.</li> </ul>	<p>Board of Trustees, Senior Administration.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Record of hiring.</li> </ul>		
<ul style="list-style-type: none"> <li>✓ Support for the <i>Better Beginnings</i> pre-school programs offered by our SVSD Pre-School Coordinator will continue.</li> </ul>	<p>Superintendent, Board of Trustees, Student Services Coordinator, Pre- School Coordinator.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Division record of <i>Better Beginnings</i> activities</li> </ul>		

<ul style="list-style-type: none"> <li>✓ Junior and Senior Kindergarten programs as offered in 2011-12 will continue to operate with ongoing action research investigation of best practices.</li> </ul>	<p>Board of Trustees, Administration, Teachers, Learning Support Staff, and Clinicians.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Records of program operation and action research.</li> <li>✓ Parent satisfaction surveys</li> <li>✓ Achievement data for participating students</li> <li>✓ EDI scores.</li> </ul>		
<ul style="list-style-type: none"> <li>✓ As resources allow and community needs dictate Junior Kindergarten services will be offered in additional Swan Valley communities.</li> </ul>	<p>Board of Trustees, Administration, Teachers, Learning Support Staff, and Clinicians.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Additional Junior Kindergarten programs are opened.</li> <li>✓ Parent satisfaction surveys</li> <li>✓ Achievement data for participating students</li> <li>✓ EDI scores</li> </ul>		
<ul style="list-style-type: none"> <li>✓ As resources allow and community needs dictate full-time Kindergarten services will be offered in additional Swan Valley communities.</li> </ul>	<p>Board of Trustees, Administration, Teachers, Learning Support Staff, and Clinicians.</p>	<p>2011-14</p>	<ul style="list-style-type: none"> <li>✓ Additional Junior Kindergarten programs are opened.</li> <li>✓ Parent satisfaction surveys</li> <li>✓ Achievement data for participating students</li> <li>✓ EDI scores</li> </ul>		
<p><b><u>EARLY LITERACY INTERVENTIONS:</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Early Literacy Intervention</i> programs as developed and implemented in 2010-11, and outlined in the <i>SVSD Early Literacy Intervention Handbook</i> will continue in all schools serving Kindergarten and Grade 1 students.</li> </ul>	<p>Superintendent, Principals, Intervention Teacher</p>	<p>2011-14</p>	<ul style="list-style-type: none"> <li>✓ Student achievement in oral communication, reading and writing.</li> </ul>		

<b><u>LEARNING RESOURCE PROGRAMMING:</u></b>						
<ul style="list-style-type: none"> <li>✓ The <i>Soar to Success</i> literacy intervention program will be utilized by learning support programs to assist groups of students who are experiencing reading difficulties, Grades 2 to Grade 8. Availability of kit resources will be phased in over the next three years.</li> </ul>	Principals, Resource Teachers	2011-14	<ul style="list-style-type: none"> <li>✓ Student achievement in reading</li> <li>✓ Number of students assisted by the intervention</li> </ul>			
<ul style="list-style-type: none"> <li>✓ <i>Dyslexia Tutoring</i> to appropriate students following the <i>Barton</i> method will be available throughout the Division.</li> </ul>	Student Services Coordinator, Resource Teachers.	2011-14	<ul style="list-style-type: none"> <li>✓ Student achievement in reading and writing</li> <li>✓ Number of students assisted by the intervention</li> </ul>			
<ul style="list-style-type: none"> <li>✓ The Manitoba Education standardized <i>Individual Educational Plan</i> (IEP) will be fully utilized throughout the Division through cooperative efforts of Resource Teachers, Clinicians, Classroom Teachers and Administrators.</li> </ul>	Coordinator of Student Services, Resource Teachers, Clinicians, Administrators and Classroom Teachers.	2011-14	<ul style="list-style-type: none"> <li>✓ Records of IEP's cooperatively being developed</li> <li>✓ An effective standardized Manitoba Education IEP is utilized throughout the SVSD</li> <li>✓ Student achievement of IEP goals</li> <li>✓ Number of Level 1,11, and 111 students served within the Division</li> <li>✓ Record of IEP's being utilized to serve non-funded students</li> </ul>			

<p><b><u>ALTERNATIVE EDUCATION:</u></b></p> <ul style="list-style-type: none"> <li>✓ Alternative education programs will continue to be provided for disengaged middle and secondary students with a pro-active communications plan designed to inform all members of the school community as to the purposes and nature of Alternative Education.</li>   <li>✓ Specific criteria for admission to the various Alternative Education programs will be determined and communicated.</li>   <li>✓ Expanded course offerings and community work experiences for Alternative Education students will be explored.</li>   <li>✓ Assessment for, as and of learning will become a daily focus within Alternative Education course offerings.</li>   <li>✓ Alternative Education Teachers are assisted to develop <b><i>Individual Education Plans</i></b> and <b><i>Individual Behavioural Plans</i></b> as is appropriate in cooperation with Learning Resources and Classroom Teachers.</li> </ul>	<p>Coordinator of Student Services, Clinicians, Administrators, Resource Teachers, Alternative Education Teachers, Guidance Teachers, Educational Assistants and wider-community partners.</p> <p>Coordinator of Student Services, Clinicians, Administrators, Resource Teachers, Alternative Education Teachers, Guidance Teachers, Educational Assistants and wider-community partners.</p> <p>Coordinator of Student Services, Clinicians, Administrators, Resource Teachers, Alternative Education Teachers, Guidance Teachers, Educational Assistants and wider-community partners.</p> <p>Coordinator of Student Services, Clinicians, Administrators, Resource Teachers, Alternative Education Teachers, Guidance Teachers, Educational Assistants and wider-community partners.</p> <p>Coordinator of Student Services, Clinicians, Administrators, Resource Teachers, Alternative Education Teachers, Guidance Teachers, Educational Assistants and wider-community partners.</p>	<p>2011-2014</p> <p>2011-2014</p> <p>2011-2014</p> <p>2011-2014</p> <p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Student achievement</li> <li>✓ Number of students assisted by the intervention</li>   <li>✓ Records of specific criteria for admission to the various Alternative Education programs having been determined and communicated.</li>   <li>✓ Expanded course offerings and community work experiences are available to Alternative Education students.</li>   <li>✓ Implementation included in Teachers' Annual Educational Plans</li> <li>✓ Evidenced through daily and unit teaching plans and reflected in Teacher Performance Appraisal</li> <li>✓ Classroom observation</li> <li>✓ Student Performance</li>   <li>✓ Records of IEP's and IBP's cooperatively being developed</li> <li>✓ Student achievement of IEP goals</li> </ul>		
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<p><b><u>ABORIGINAL LEARNERS:</u></b></p> <ul style="list-style-type: none"> <li>✓ Continue to utilize Aboriginal Academic Achievement funding to provide one teacher who supports Aboriginal students and connects with academic and support staff, parents and community.</li> <li>✓ Offer <i>Journey</i> training as resources allow.</li> <li>✓ Continue to support <i>Building Success with Aboriginal Parents</i> through staffing, outreach and school community activities.</li> <li>✓ Involve Aboriginal community leaders in planning for student success.</li> </ul>	<p>Superintendent, Coordinator of Student Services, Principals and Vice-Principals, Resource Teachers, Guidance Teachers, Community Partners</p> <p>Administration</p> <p>Student Services Coordinator, AAA Teacher, BSAP Learning Support Staff</p> <p>Superintendent, Coordinator of Student Services, Principals and Vice-Principals, Teachers, Parents</p>	<p>2011-2014</p> <p>2011-2014</p> <p>2011-2014</p> <p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Record of AAA Teacher allocation</li> <li>✓ Record of AAA activities</li> <li>✓ Student achievement</li> <li>✓ Record of Journey training sessions attended</li> <li>✓ Record of BSAP staffing and activities</li> <li>✓ Parent Climate Surveys</li> <li>✓ Record of meetings with stakeholders</li> <li>✓ Aboriginal participation in planning teams</li> </ul>			
<p><b><u>LIFE SKILLS PROGRAM:</u></b></p> <ul style="list-style-type: none"> <li>✓ A <i>Life Skills Program</i> at the SVRSS for Levels II and III funded students will continue to be offered and supported.</li> </ul>	<p>Coordinator of Student Services, SVRSS Administration, Resource Teachers and Learning Support Staff</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ IEP records of learning goals and achievement for students involved in the program</li> </ul>			

<p><b><u>MANITOBA EDUCATION STUDENT PROGRESS REPORT, K-12:</u></b></p> <ul style="list-style-type: none"> <li>✓ The Manitoba Education Provincial Student Report Card, Grades 1 to 12 will be implemented beginning in 2011-12.</li> <li>✓ The Division will work toward utilizing software that supports ongoing formative and summative assessment, a student and parent portal to information and formal grading and reporting reports.</li> </ul>	<p>Director of Research and Technology, IT Technicians, Administrators and Teachers</p> <p>Director of Research and Technology, IT Technicians, Administrators and Teachers</p>	<p>2011-2014</p> <p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Manitoba Education Provincial Report Cards, Grades 1 to 12 are utilized</li> <li>✓ Software that supports ongoing formative and summative assessment, a student and parent portal to information and formal grading and reporting reports is utilized Division-wide.</li> </ul>		
<p><b><u>ASSESSMENT EVALUATION AND REPORTING OF JUNIOR AND SENIOR KINDERGARTEN STUDENT PROGRESS:</u></b></p> <ul style="list-style-type: none"> <li>✓ The <i>SPICE (Social, Physical, Intellectual, Cultural and Emotional)</i> reporting process will continue to be used in Junior and Kindergarten programs.</li> </ul>	<p>JK and SK Teachers, Administrators, Student Services Coordinator, Clinicians, Resource Teachers, ELI Teachers</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Records of <i>SPICE</i> Reports</li> </ul>		
<p><b><u>BEYOND THE CLASSROOM EXPERIENTIAL LEARNING:</u></b></p> <ul style="list-style-type: none"> <li>✓ A multi-disciplined, comprehensive plan for experiences beyond the classroom, JK to 12, will be developed and implemented.</li> </ul>	<p>Administration and Teachers</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ A multi-disciplined, comprehensive plan for experiences beyond the classroom, JK to 12, is developed and implemented.</li> </ul>		
<p><b><u>OUTDOOR EDUCATION:</u></b></p> <ul style="list-style-type: none"> <li>✓ A multi-disciplined, comprehensive plan for outdoor education experiences, JK to 12, will be developed and implemented.</li> </ul>	<p>Administration and Teachers</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ A multi-disciplined, comprehensive plan for outdoor education experiences, JK to 12, is developed and implemented.</li> </ul>		

<p><b><u>Divisional Staff Development/Training:</u></b></p> <ul style="list-style-type: none"> <li>➤ Appropriate SVSD hosted workshops</li> <li>➤ Appropriate professional conferences and workshops</li> <li>➤ Teacher/Administrator self-directed Professional Development activities, i.e. peer coaching, focus groups</li> <li>➤ Professional reading</li> <li>➤ <i>Engaging Middle Years Learners</i>, Manitoba Education 2011</li> <li>➤ <i>STUDENT SPECIFIC PLANNING, A Handbook for Developing and Implementing Individual Education</i>, Manitoba Education, 2011</li> </ul>	<p>Superintendent, Board of Trustees, Division Senior Administrators, Principals and Vice- Principals, Teachers and Learning Support Staff.</p>	<p>2011-2014</p>	<p>Division office records of professional development activity</p>			
<p><b><u>Student Assessment Strategies:</u></b></p> <ul style="list-style-type: none"> <li>➤ Provincial Assessment Results</li> <li>➤ CAT results</li> <li>➤ Grade 1 Observation Surveys</li> <li>➤ Student Progress Reports</li> <li>➤ Graduation rates</li> <li>➤ EDI results</li> <li>➤ Graduation rates</li> <li>➤ Credit acquisition rates</li> <li>➤ Statistics Canada demographic profiles</li> <li>➤ Community/stakeholder consultation</li> <li>➤ Parkland Regional Health Authority Community Reports</li> <li>➤ School climate survey data from parents, students and staff</li> <li>➤ Workplace Essential Skills Assessment</li> <li>➤ Fountas and Pinnell Benchmark Assessment System</li> <li>➤ Student portfolios</li> </ul>	<p>Superintendent, Board of Trustees, Division Senior Administrators, Clinicians, Principals and Vice- Principals, Teachers.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>➤ SVSD student achievement will meet or exceed average provincial achievement levels in all Manitoba Education assessments.</li> <li>➤ Division-wide summary results for pupils in Grades 2, 4, 6, 8 and 10 will exceed the 50<sup>th</sup> National Percentile in all subtests of the Canadian Achievement Tests (CAT4).</li> <li>➤ The number of students in Grades 2, 4, 6, 8 and 10 scoring at Stanine 4 and above on all Canadian Achievement Tests (CAT4) subtests will reach or exceed 85%.</li> <li>➤ The number of SVSD Grade 9 students who graduate within five years of beginning their Grade 9 year will reach or exceed 90%.</li> <li>➤ The number of Senior Kindergarten students who are deemed "ready" or "very ready" to begin school as measured by the EDI will reach or exceed 90%.</li> <li>➤ All Swan SVSD Graduates who receive a Regular or Vocational Diploma will possess <i>Workplace Essential Skills</i> as outlined by Human Resources and Skills Development Canada</li> </ul>			

## Swan Valley School Division Improvement Plan: Strengthening Community Relationships to Support Learning

**Planning Team Contributors, October 1<sup>st</sup>, 2010 to May 25<sup>th</sup>, 2011:**  
Board of Trustees, Division Senior Administrators, Principals and Vice-Principals, Teachers, Learning Support Employees, Students, Parent Advisory Councils, Canadian Parents for French and the general public.

**Stakeholder Review Committee Members: June 6<sup>th</sup>, 2011:**  
**Strategic Planning Committee:** Trustees, B. Schaffer, B. Fried, B. Martin, Board Chair, L. Wenzel,  
**Trustees:** K. Behrmann, K. Highmoor, M. Neely,  
**Swan Valley Teachers Association Reps.:** S. Cowan, E. Gillies  
**Parent Reps.:** Shannon Adamchuk, D. Burghart, A. Eardley, E. Forsyth, T. Powell, M. Stinson, C. Tripp, T. Yaschyshyn,  
**Principals/Vice-Principals:** M. Jones, L. Lachapelle, D. Walker-Gillam,  
**Senior Administration:** Superintendent, M. Forster, Secretary-Treasurer, B. Rausch, Student Services Co-ordinator, D. Burnside

**Timeframe:** 2011-2014

**Destination:**

***A future in which all students are educated and inspired to reach excellence within their full potential.***

**Goal:**

- For the betterment of themselves and the community, students will leave the Swan Valley School Division equipped to successfully pursue a path which serves their particular academic learning potential, social strengths, talents and interests.

**Performance Targets:**

- All parents and guardians of Swan Valley School Division will be active partners in educational planning and processes for pupils.
- Meaningful community involvement characterizes the regular practice of the Swan Valley School Division.

**Support Data:** (Outcome, Process, and Demographic Data)

- Provincial Assessment Results
- CAT4 results
- EDI results
- Graduation rates
- Statistics Canada demographic profiles
- Community/stakeholder consultation
- School climate survey data from parents, students and staff

## ***WHAT WE BELIEVE WE NEED TO BE DOING***

*Foster such a cooperative partnership and level of communication between school and community that the needs of all learners will be recognized and met.*

### **Alignment** (Refer to the six filters: Processes/Structures/People/Information/Decisions/Rewards)

Strategies	Responsibility	Timelines	Indicators of Successful Strategies	Progress Review October 2012	Progress Review 2013	Progress Review 2014
<ul style="list-style-type: none"> <li>✓ Active participation in community liaison groups such as the Swan Valley Interagency Committee, Communities That Care, Swan Valley Immigration Committee, etc.</li> </ul>	Trustees, Administrators, Teachers, Learning Support Staff and students.	2011-2014	<ul style="list-style-type: none"> <li>✓ Reporting of activity from SVSD representatives on these committees</li> </ul>			
<ul style="list-style-type: none"> <li>✓ Support and promotion of Parent Advisory Councils throughout the Division.</li> </ul>	Trustees, Administrators and Teachers	2011-2014	<ul style="list-style-type: none"> <li>✓ Records and activity reports from Parent Advisory Councils</li> </ul>			
<ul style="list-style-type: none"> <li>✓ Trustees will host an annual <i>Parent Leadership Banquet</i>.</li> </ul>	Trustees and Administrators	2011-2014	<ul style="list-style-type: none"> <li>✓ Records of <i>Parent Leadership Banquets</i></li> </ul>			
<ul style="list-style-type: none"> <li>✓ <i>School Community Showcase and Consultation</i> evenings will be hosted annually.</li> </ul>	Board of Trustees, Administration, and School Communities	2011-2014	<ul style="list-style-type: none"> <li>✓ Records of <i>Showcase and Consultation</i> evenings hosted</li> </ul>			
<ul style="list-style-type: none"> <li>✓ Eager participation in the school strings program, fiddle and guitar, supported by the Metis Federation, Parent Advisory Councils, the Swan Valley School Division and participating families will continue.</li> </ul>	Superintendent, Board of Trustees, Division Senior Administrators, Principals and Vice- Principals, Teachers.	2011-2014	<ul style="list-style-type: none"> <li>✓ Records of fiddle and guitar programs hosted in schools</li> <li>✓ Fiddle and guitar performances by students</li> </ul>			
<ul style="list-style-type: none"> <li>✓</li> </ul>						

<ul style="list-style-type: none"> <li>✓ Using Benito as a successful model, expand partnering agreements with local Day Care Boards so as to facilitate day care and before and after school child care programs opening within SVSD schools.</li> </ul>	<p>Board of Trustees, Administrators, school communities.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Opening of additional day care and before and after school child care programs in SVSD schools.</li> </ul>			
<ul style="list-style-type: none"> <li>✓ Continue to support local Nursery School programs by making space available within our schools as requested subject to availability, ie. Minitonas Early Years School, Birch River</li> </ul>	<p>Board of Trustees, Administrators, school communities.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Operation of Nursery School programs in SVSD schools.</li> </ul>			
<ul style="list-style-type: none"> <li>✓ All employees will be involved in understanding their particular role within the Swan Valley School Division and its contribution to achievement of the <i>2011-2014 Division Improvement Plan, Claimed for Success.</i></li> </ul>	<p>Board of Trustees, and Administrators.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Feedback from staff regarding implementation of <i>Claimed for Success</i> as collected at <i>All Employees Professional Development Day</i> and annual Employee Climate Surveys</li> </ul>			
<ul style="list-style-type: none"> <li>✓ The Division will continue to support and assist with the Healthy Child Manitoba project <i>Communities That Care.</i></li> </ul>	<p>Board of Trustees and Administration.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Documentation of Division support and assistance with the Healthy Child Manitoba project <i>Communities That Care.</i></li> </ul>			
<ul style="list-style-type: none"> <li>✓ Continue to support implementation of Healthy Child Manitoba's Triple "P" (Positive Parenting Practices) program as invited.</li> </ul>	<p>Administration, Teachers trained in Triple "P"</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Record of Triple "P" efforts.</li> </ul>			
<ul style="list-style-type: none"> <li>✓ Student participation in Arts festivals, local fairs, community displays and demonstrations during Education Week etc.</li> </ul>	<p>School Communities</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Observation of student participation in Arts festivals, local fairs, community displays and demonstrations during Education Week etc.</li> </ul>			
<ul style="list-style-type: none"> <li>✓ Continue to support the existing <i>École Swan River South Family Centre</i> and assist other schools in developing similar facilities as requested.</li> </ul>	<p>Board of Trustees, Administrators, school communities.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Observation of <i>Family Centre</i> operations.</li> </ul>			

<p style="text-align: center;"><b><u>Divisional Staff Development/Training:</u></b></p> <ul style="list-style-type: none"> <li>➤ <i>Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms</i>, Manitoba Education, January 2011</li> <li>➤ Teacher/Administrator self-directed Professional Development activities, i.e. peer coaching, focus groups</li> </ul>	<p>Administration and Teachers</p> <p>All employees</p>	<p>2011-2014</p> <p>2011-2014</p>	<ul style="list-style-type: none"> <li>➤ School and Division office records of study and implementation</li> <li>➤ Division records of professional development activity</li> </ul>			
<p style="text-align: center;"><b><u>Assessment Strategies:</u></b></p> <ul style="list-style-type: none"> <li>➤ Review of activity records</li> </ul>	<p>Trustees and Administration</p>	<p>2011-2011</p>	<ul style="list-style-type: none"> <li>➤ Reporting of activity from SVSD representatives on liaison committees</li> <li>➤ Records and activity reports from Parent Advisory Councils</li> <li>➤ Annual fiddle and guitar concerts</li> <li>➤ Records of community forums hosted</li> <li>➤ Division Office records of professional development activity</li> <li>➤ Records of <i>Showcase and Consultation</i> evenings</li> <li>➤ Records of <i>Parent Leadership Banquets</i> hosted</li> <li>➤ Record of Triple "P" efforts</li> <li>➤ Opening of additional day care and before and after school child care programs in SVSD schools.</li> <li>➤ Documentation of Division support and assistance with the Healthy Child Manitoba project <i>Communities That Care</i>.</li> </ul>			

## Swan Valley School Division Improvement Plan: Promoting the Development of Wellness and Healthy School Environments

**Planning Team Contributors, October 1<sup>st</sup>, 2010 to May 25<sup>th</sup>, 2011:**  
Board of Trustees, Division Senior Administrators, Principals and Vice-Principals, Teachers, Learning Support Employees, Students, Parent Advisory Councils, Canadian Parents for French and the general public.

**Stakeholder Review Committee Members: June 6<sup>th</sup>, 2011:**  
**Strategic Planning Committee:** Trustees, B. Schaffer, B. Fried, B. Martin, Board Chair, L. Wenzel,  
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**Parent Reps.:** Shannon Adamchuk, D. Burghart, A. Eardley, E. Forsyth, T. Powell, M. Stinson, C. Tripp, T. Yaschyshyn,  
**Principals/Vice-Principals:** M. Jones, L. Lachapelle, D. Walker-Gillam,  
**Senior Administration:** Superintendent, M. Forster, Secretary-Treasurer, B. Rausch, Student Services Co-ordinator, D. Burnside

**Timeframe:** 2011-2014

**Destination:**

***A future in which all students  
are educated and inspired to  
reach excellence within their  
full potential.***

**Goal:**

- For the betterment of themselves and the community, students will leave the Swan Valley School Division equipped to successfully pursue a path which serves their particular academic learning potential, social strengths, talents and interests.

**Performance Targets:**

- All members of the school community will choose and display behaviours that demonstrate respect for self, others and the environment through cooperation, diligence, integrity and kindness.
- All members of the school community will be actively engaged in healthy lifestyle choices.
- All students will enjoy positive connections to peers while studying in our schools.
- Students will access mental health education, including suicide prevention training, as part of their mandatory curriculum studies.
- School communities will be free of bullying.
- School communities will be free of racism.

**Support Data:** (Outcome, Process, and Demographic Data)

- Youth Health Survey Report, June 2008
- Statistics Canada demographic profiles
- Community/stakeholder consultation
- School climate survey data from parents, students and staff

### WHAT WE BELIEVE WE NEED TO BE DOING

*Promote mutual respect and responsible behaviour as the means of preserving and enhancing opportunities for all students in the Division and, more generally, as the key elements in a pluralistic democracy.*

**Alignment** (Refer to the six filters: Processes/Structures/People/Information/Decisions/Rewards)

Strategies	Responsibility	Timelines	Indicators of Successful Strategies	Progress Review October 2012	Progress Review 2013	Progress Review 2014
<ul style="list-style-type: none"> <li>✓ A systematic Division-wide approach to character education, anti-bullying and anti-racist education, JK to 12, will be developed and implemented. A set of interconnected principles involving all members of the school community will be addressed.</li>   <li>✓ School communities will have the opportunity to access the Manitoba Teachers' Society <i>Teacher Action Cohort Committee (TAC)</i> and the <i>Equity and Social Justice Committee</i> as a resource when addressing issues and for assistance in planning anti-racist and anti-bullying programming.</li>   <li>✓ The Kevin Cameron <i>Student Risk Threat Assessment</i> process will continue to be used throughout the Division and communicated to the community.</li> </ul>	<p>Superintendent, Board of Trustees, Division Senior Administrators, Principals and Vice-Principals, Teachers.</p> <p>MTS Leadership</p> <p>Superintendent, Board of Trustees, Coordinator of Student Services, School Social Worker, Principals and Vice-Principals, Teachers.</p>	<p>2011-2014</p> <p>2011-2014</p> <p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ School Climate Survey results: Parent, Student and Staff Forms</li> <li>✓ <i>Communities That Care</i> student needs survey results</li> <li>✓ Student discipline reports</li>   <li>✓ School Climate Survey results: Parent, Student and Staff Forms</li> <li>✓ <i>Communities That Care</i> student needs survey results</li> <li>✓ Student discipline reports</li>   <li>✓ Records of Risk Threat Assessment Meetings</li> </ul>			

<ul style="list-style-type: none"> <li>✓ Proactive and progressive approach to student discipline will continue to be used throughout the Division and communicated effectively throughout the community.</li> </ul>	<p>Superintendent, Board of Trustees, Division Senior Administrators, Principals and Vice- Principals, Teachers.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ School Climate Survey results: Parent, Student and Staff Forms</li> </ul>			
<ul style="list-style-type: none"> <li>✓ Recommendations from the January 2009 <i>Food In Our Schools Report</i> will continue to be implemented.</li> </ul>	<p>School Communities</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Recommendations from the January 2009 <i>Food In Our Schools Report</i> are visible throughout our schools</li> </ul>			
<ul style="list-style-type: none"> <li>✓ Active promotion of co-curricular and extra-curricular activities throughout the Division.</li> </ul>	<p>Superintendent, Board of Trustees, Division Senior Administrators, Principals and Vice- Principals, Teachers, Parent Advisory Councils.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Records of co-curricular and extra-curricular activities throughout the Division</li> </ul>			
<ul style="list-style-type: none"> <li>✓ Commitment to vigorous fitness activities in Physical Education classes, healthy active recesses and during co-curricular and extra-curricular activities.</li> </ul>	<p>Superintendent, Board of Trustees, Division Senior Administrators, Principals and Vice- Principals, Teachers, Parent Advisory Councils.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Observation of vigorous fitness activities in Physical Education classes, healthy active recesses and during co-curricular and extra-curricular activities</li> <li>✓ Fitness testing in Physical Education classes</li> </ul>			
<ul style="list-style-type: none"> <li>✓ Commitment to addressing <i>Education for Sustainable Development</i> across all disciplines.</li> </ul>	<p>Superintendent, Board of Trustees, Division Senior Administrators, Principals and Vice- Principals, Teachers, Parent Advisory Councils.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Implementation included in School Improvement Plans and reflected in Principal Performance Appraisal</li> <li>✓ Implementation included in Teachers' Annual Educational Plans</li> <li>✓ Evidenced through daily and unit teaching plans and reflected in Teacher Performance Appraisal</li> <li>✓ Classroom observation</li> <li>✓ Student Performance</li> </ul>			

<ul style="list-style-type: none"> <li>✓ Direct involvement of schools with <i>Free the Children</i> and <i>"We" Day, Winnipeg</i>.</li> <li>✓ Students will access mental health education, including suicide prevention training, anti-bullying and anti-racism as part of their mandatory curriculum studies.</li> </ul>	<p>Administration and School Communities</p> <p>Administration and School Communities</p>	<p>2011-2012</p> <p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Records of direct involvement of schools with <i>Free the Children</i> and <i>"We" Day, Winnipeg Be the Change</i> goals reached</li> <li>✓ Implementation included in School Improvement Plans and reflected in Principal Performance Appraisal</li> <li>✓ Implementation included in Teachers' Annual Educational Plans</li> <li>✓ Evidenced through daily and unit teaching plans and reflected in Teacher Performance Appraisal</li> <li>✓ Classroom observation</li> <li>✓ Student Performance</li> </ul>			
<p style="text-align: center;"><b><u>Divisional Staff Development/Training:</u></b></p> <ul style="list-style-type: none"> <li>➤ Appropriate SVSD hosted workshops</li> <li>➤ Board of Trustees Workshops</li> <li>➤ Appropriate professional conferences and workshops</li> <li>➤ Teacher/Administrator self-directed Professional Development activities, i.e. peer coaching, focus groups</li> <li>➤ Professional reading</li> <li>➤ <i>Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms</i>, Manitoba Education, January 2011</li> </ul>	<p>Superintendent, Board of Trustees, Division Senior Administrators, Principals and Vice-Principals, Teachers.</p> <p>Administration and Teachers</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>➤ Division office records of professional development activity</li> <li>➤ School and Division office records of study and implementation</li> </ul>			
<p style="text-align: center;"><b><u>Assessment Strategies:</u></b></p> <ul style="list-style-type: none"> <li>➤ School Climate Survey Results, Parent, Student and Staff Form</li> <li>➤ Student healthy eating survey</li> <li>➤ Testing of student fitness levels in Physical Education classes.</li> </ul>	<p>Superintendent, Board of Trustees, Division Senior Administrators, Principals and Vice-Principals, Teachers.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>➤ School Climate Survey Results: Parent, Student and Staff Forms</li> <li>➤ Student healthy eating survey results</li> <li>➤ Student fitness levels</li> <li>➤ Student discipline records</li> </ul>			

## Swan Valley School Division Improvement Plan: Strengthening Pathways Between and Among Secondary School, Post-Secondary Education and Work

### **Planning Team Contributors, October 1<sup>st</sup>, 2010 to May 25<sup>th</sup>, 2011:**

Board of Trustees, Division Senior Administrators, Principals and Vice-Principals, Teachers, Learning Support Employees, Students, Parent Advisory Councils, Canadian Parents for French and the general public.

### **Stakeholder Review Committee Members: June 6<sup>th</sup>, 2011:**

**Strategic Planning Committee:** Trustees, B. Schaffer, B. Fried, B. Martin, Board Chair, L. Wenzel,

**Trustees:** K. Behrmann, K. Highmoor, M. Neely,

**Swan Valley Teachers Association Reps.:** S. Cowan, E. Gillies

**Parent Reps.:** Shannon Adamchuk, D. Burghart, A. Eardley, E. Forsyth, T. Powell, M. Stinson, C. Tripp, T. Yaschyshyn,

**Principals/Vice-Principals:** M. Jones, L. Lachapelle, D. Walker-Gillam,

**Senior Administration:** Superintendent, M. Forster, Secretary-Treasurer, B. Rausch, Student Services Co-ordinator, D. Burnside

**Timeframe:** 2011-2014

### **Destination:**

***A future in which all students  
are educated and inspired to  
reach excellence within their  
full potential.***

### **Goal:**

- For the betterment of themselves and the community, students will leave the Swan Valley School Division equipped to successfully pursue a path which serves their particular academic learning potential, social strengths, talents and interests.

### **Performance Targets:**

- All students will successfully move from secondary school into the next phase of their life plan; work, apprenticeship, college or university.
- Graduation rates will meet or exceed those of the Province of Manitoba.

### **Support Data: (Outcome, Process, and Demographic Data)**

- CAT4 results
- Graduation rates
- Statistics Canada demographic profiles
- Community/stakeholder consultation
- School climate survey data from parents, students and staff
- *Where are they now?* follow-up questionnaires

### WHAT WE BELIEVE WE NEED TO BE DOING

*Focus on lifelong learning in our program planning and delivery, in the disposal of resources, in our relations with and expectations of staff, and our engagement with the community.*

**Alignment** (Refer to the six filters: Processes/Structures/People/Information/Decisions/Rewards)

Strategies	Responsibility	Timelines	Indicators of Successful Strategies	Progress Review October 2012	Progress Review 2013	Progress Review 2014
<ul style="list-style-type: none"> <li>✓ Beginning in the spring of Grade 7 all SVSD students will develop <i>My Pathway: A Learning Success Plan</i> in cooperation with teachers and parents and integrated into the Health and/or ELA program. Students along with their parents will conference twice each year to discuss learning strengths, weaknesses, personal talents and interests, educational opportunities etc. A record of these discussions will be kept in the planning document and stored in the pupil's Cumulative School Record.</li> </ul>	<p>Administrators and Teachers.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ A working document copy of <i>My Pathway: A Learning Success Plan</i> will be stored in the Cumulative School Record file.</li> </ul>			
<ul style="list-style-type: none"> <li>✓ The Division will continue to partner with the <i>Swan Valley Workplace Essential Skills Committee</i>.</li> </ul>	<p>Board of Trustees, Administration, Teachers and Learning Support Staff.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Records of participation in <i>Swan Valley Workplace Essential Skills Committee</i> activities and initiatives.</li> </ul>			
<ul style="list-style-type: none"> <li>✓ <i>Where are they now?</i> follow-up questionnaires to be completed for graduates with information made available for planning and assessment purposes.</li> </ul>	<p>Administrators and Teachers.</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>✓ Information from <i>Where are they now?</i> follow-up questionnaires utilized for planning and assessment purposes.</li> </ul>			

<p style="text-align: center;"><b><u>Divisional Staff Development/Training:</u></b></p> <ul style="list-style-type: none"> <li>➤ Appropriate SVSD hosted workshops to support implementation</li> <li>➤ Appropriate professional conferences and workshops</li> <li>➤ Teacher/Administrator self-directed Professional Development activities, i.e. peer coaching, focus groups</li> <li>➤ Professional reading</li> </ul>	<p>Superintendent, Coordinator of Student Services, School Administrators, Teachers</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>➤ Division office records of professional development activity</li> </ul>			
<p style="text-align: center;"><b><u>Student Assessment Strategies:</u></b></p> <ul style="list-style-type: none"> <li>➤ Graduation rates</li> <li>➤ Record of pathways chosen following leaving a SVSD school</li> </ul>	<p>Superintendent, Coordinator of Student Services, School Administrators, Teachers</p>	<p>2011-2014</p>	<ul style="list-style-type: none"> <li>➤ Evidence of <i>My Pathway, A Learning Success Plan</i> in Grade 7 to 12 Cumulative School Record</li> <li>➤ Record of graduation rates</li> <li>➤ Record of pathways chosen following leaving the Swan Valley School Division</li> </ul>			