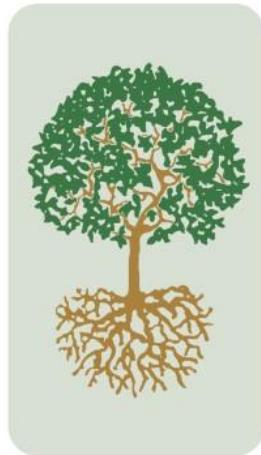


Western School Division

Board Priorities

2023-2027



- Elevate and Deepen Learning
- Promote a Healthy and Thriving Culture
- Foster Student Ownership
- Forge Meaningful Community Relationships

Western School Division 2024-2025 Divisional Plan

Board of Trustees

Lisa Burley
 Brian Fransen
 Susana Hawryshko
 Nicole Levesque
 Darcy Wolfe

WESTERN
 School Division
 Morden, Manitoba



*"Rooted In Caring;
 Committed to Learning"*

<https://www.westernsd.mb.ca>

Superintendent
 Stephen Ross

Assistant-Superintendent
 Marianne Fenn

Secretary-Treasurer
 Carl Pedersen

Assistant Secretary-Treasurer
 Joey Sarto

Staff Complement 2024/25

| Position | FTE. |
|---|-------|
| Principals | 5.5 |
| Vice-Principals | 3.75 |
| Teachers | 122.9 |
| Counsellors | 7.35 |
| Youth Support Guidance Workers | 2 |
| Resource Teachers | 15.95 |
| Educational Assistants | 73 |
| Speech language pathologists | 2.0 |
| Reading clinicians | 1.5 |
| Psychologists | 1.3 |
| Other professional staff: | 3.3 |
| Coaches (literacy, numeracy, instructional support, French) | |

Opportunities and Celebrations:

- We opened École Discovery Trails this fall - a brand new 80,000 square foot school, the first such full new school in more than 30 years for Western School Division. The school was able to open on time and supports nearly 500 K-6 learners in both English and French languages of instruction. Over the next 2 years it will be k-8.
- Schools throughout the division are feeling the relief of having more physical space as the opening of the new school alleviated some of the intensity of the space concerns at Western School Division.
- School Admin, teachers, trustees, students and parents were able to benefit from an intense focus on "critical thinking" supported by The Critical Thinking Consortium and specifically Garfield Gini-Newman, including some PD sessions, workshops, quick-learn sessions, residencies and consultations. Anticipated to extend this work using Peter Liljedahl "Building Thinking Classrooms" model in schools this year via Jerrold Wiebe.

Challenges and Complications:

- Increasing numbers of newcomer students and families with unique needs continues to require intensive and specialized supports in increasing quantity.
- Full re-conceptualization of student transportation system has been a requirement having reconfigured all catchment areas; need for extra-curricular athletics and field trip transportation for an additional school is a challenge we are actively working on.
- Recruitment and retention of qualified staff to meet the demands of increasing population in a rural Manitoba setting; especially French qualified staff remains a challenge.
- High school enrollment is high and will continue to grow substantially; additional space will be a requirement.

Schools

| School | Grade | Program | Pop. | % of Div Pop (2300) |
|-------------------------------|-------|------------|------|---------------------|
| Minnewasta | K-4 | English | 239 | 10.4 |
| Maple Leaf | K-4 | English | 253 | 11.0 |
| École Morden Middle School | 5-8 | Dual Track | 617 | 26.8 |
| École Discovery Trails | K-6 | Dual Track | 481 | 20.9 |
| Morden Collegiate | 9-12 | Dual Track | 710 | 30.1 |
| Morden Adult Education Centre | Adult | English | 59 | n/a |

Community Data (2021 Census)

| | |
|-------------------------|---------------------------|
| Median Household Income | \$71 500 |
| Unemployment Rate | 7.8% |
| Population Changes | 14.5% |
| Lone Parent Families | 325 (Female 250, Male 75) |

Community Geographic Profile

Western School Division encompasses the City of Morden and surrounding area including portions of the RM of Stanley. We serve the educational needs of more than 2300 students in the K-12 public school system. The division consists of five schools and an Adult Education Centre. The most recent of the five schools opened just in September of 2024.

Both immigration and migration are leading to constant steady growth in the area as well as the school division. Although some basic census data is included, it is understood that the data will have changed significantly already since the 2021 Census due to the large volume of newcomer families arriving in our community. Many newcomers in the previous 2-3 years have arrived from Ukraine and have settled in Morden. The impact of the pandemic first and the arrival of many families with children who are war impacted has had an impact on schools within the division both culturally, academically and from a wellbeing perspective.

We provide a high quality of education at one of the lowest cost per pupil rates in Manitoba. It is the intention of Western School Division to lead by example and to set the standard in Manitoba for high educational achievement at a reasonable cost.

Our geographic size allows us to do many innovative and creative initiatives to support the improvement of teaching and learning. There is high value for cost in Western School Division. We have a strong, trusting relationship with our community as well as our staff groups.

Strengths

- Our rich diversity
- Geographic footprint of our division – we can be authentically together
- Strong community support, generosity and trust (highlighted for instance by exemplary and overwhelming support in fundraising for track at ÉDT.)
- RRTVA programming and community links
- Committed, flexible and proficient staff who are dedicated to seeing each student and each other achieve success.

Equity Issues

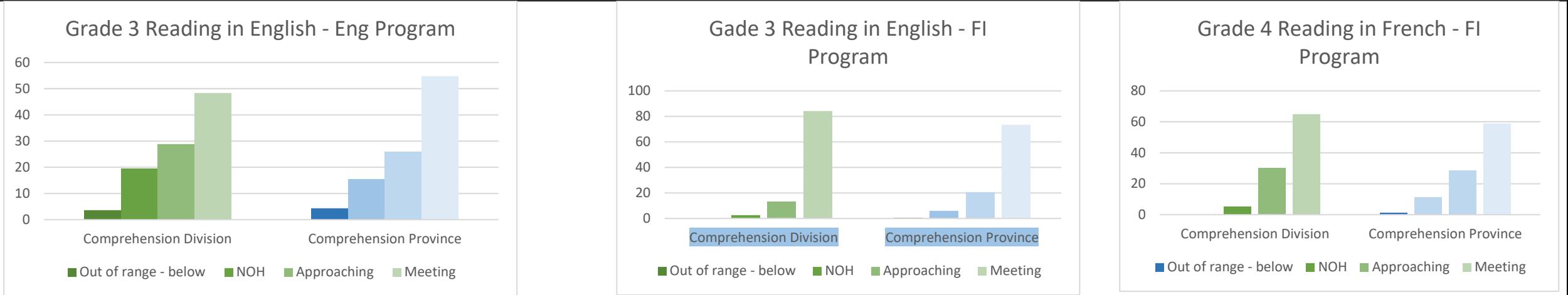
- Students who are learning English as an Additional Language or full Literacy, Academics and Language learners represent a large portion of learners in our division – over 25% of our students arrived within the last 4 years, disproportionately so at early years level.
- Access to playgrounds is being worked on but a goal to increase accessibility
- Socioeconomic challenges faced by many of our families

Opportunities

- Opening our new school allows for staffing, student and geographic boundary shifts throughout the division – this creates new opportunities for professional partnerships and cohorts, new friendships and peer relationships among students and the ability to learn about and develop new school cultures and identities.
- SIS changes allowing us to utilize functions in PowerSchool to better support learners and teachers’ plans for instruction and intervention.

| <p style="text-align: center;">English as an Additional Language (EAL) and Self-Declared Indigenous students (2024-25 school year)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">No. of Students</th> <th style="text-align: center;">% of pop.</th> </tr> </thead> <tbody> <tr> <td>EAL funded</td> <td style="text-align: center;">613</td> <td style="text-align: center;">26.6</td> </tr> <tr> <td>Self-Declared Indigenous</td> <td style="text-align: center;">108</td> <td style="text-align: center;">4.7</td> </tr> </tbody> </table> | | No. of Students | % of pop. | EAL funded | 613 | 26.6 | Self-Declared Indigenous | 108 | 4.7 | <p style="text-align: center;">Diplomas earned in 2023-24</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td>Diplomas (Morden Collegiate)</td> <td style="text-align: right;">130</td> </tr> <tr> <td>Mature Student Diplomas (Adult Ed only)</td> <td style="text-align: right;">16</td> </tr> <tr> <td>Self-Declared Indigenous Diplomas (MCI)</td> <td style="text-align: right;">5</td> </tr> <tr> <td>Self-Declared Indigenous Diplomas (Adult Ed)</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EAL Graduates (current or past funded)</td> <td style="text-align: right;">26</td> </tr> <tr> <td>French in the English Program</td> <td style="text-align: right;">8</td> </tr> <tr> <td>French Immersion</td> <td style="text-align: right;">13</td> </tr> </tbody> </table> | Diplomas (Morden Collegiate) | 130 | Mature Student Diplomas (Adult Ed only) | 16 | Self-Declared Indigenous Diplomas (MCI) | 5 | Self-Declared Indigenous Diplomas (Adult Ed) | 3 | EAL Graduates (current or past funded) | 26 | French in the English Program | 8 | French Immersion | 13 | <p style="text-align: center;">Education for Sustainable Development (ESD)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td>Number of schools in the division</td> <td style="text-align: right;">5</td> </tr> <tr> <td>Number of schools with an ESD</td> <td style="text-align: right;">5</td> </tr> </tbody> </table> <p>Education for sustainable development and social justice goals and initiatives, are embedded into planning at the classroom level and the school, level. In their ESD plans, our schools have focussed on curricular ties to ESD issues including political, social justice, food security, etc...). All schools continue to work toward supporting Truth and Reconciliation. Our new school has built in features (ie: rainwater recapture) to support sustainability. Several schools have active composting/gardening programs at school and with extension into the community.</p> | Number of schools in the division | 5 | Number of schools with an ESD | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---|--------------------------------|--------------|------------|--------------------------|------|------------|--|------------------------------|------|---|------|---|------|--|------|--|------|-------------------------------|-----|------------------|-----|--|-----------------------------------|--------|-------------------------------|---------|------|---------|------|---|---|----|--|----|----------------------|-----|---|------|---------------------|-----|-------------------------|------|---------------|---------------|---------------|-------|-------|-------|--------------|------------|-------------|--|------|---------------------------|------------|---------------|--------------------------------|-------------|------------|--------------|-----|-----|----|-------|-----|------|--------------|-----|-----|----|-----|-----|----|--------------|-----|-----|----|-------|-----|------|--------------|-----|-----|----|-----|-----|----|----------------|--|--|--|--|--|-------|-------|-------|-------|-------|-------|----|----|----|----|----|----|
| | No. of Students | % of pop. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EAL funded | 613 | 26.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Self-Declared Indigenous | 108 | 4.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Diplomas (Morden Collegiate) | 130 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Self-Declared Indigenous Diplomas (Adult Ed) | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| French in the English Program | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| French Immersion | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Number of schools in the division | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Number of schools with an ESD | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: center;">2022-2023 Grade 9 ELA and Math Credit Attainment on First Attempt (as per MEECL data)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">1st Attempt Math Credit Attainment</th> <th colspan="2" style="text-align: center;">1st Attempt ELA Credit Attainment</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9ead3;">Provincial %</td> <td style="text-align: center;">87.5</td> <td style="background-color: #d9ead3;">Provincial %</td> <td style="text-align: center;">89.0</td> </tr> <tr> <td>Division %</td> <td style="text-align: center;">90.2</td> <td>Division %</td> <td style="text-align: center;">90.2</td> </tr> <tr> <td>Indigenous %</td> <td style="text-align: center;">58.3</td> <td>Indigenous %</td> <td style="text-align: center;">58.3</td> </tr> <tr> <td>Non-Indig %</td> <td style="text-align: center;">92.8</td> <td>Non-Indig %</td> <td style="text-align: center;">92.8</td> </tr> <tr> <td>EAL %</td> <td style="text-align: center;">100</td> <td>EAL %</td> <td style="text-align: center;">100</td> </tr> <tr> <td>Boys %</td> <td style="text-align: center;">90.8</td> <td>Boys %</td> <td style="text-align: center;">90.8</td> </tr> <tr> <td>Girls %</td> <td style="text-align: center;">89.6</td> <td>Girls %</td> <td style="text-align: center;">89.6</td> </tr> </tbody> </table> | 1 st Attempt Math Credit Attainment | | 1 st Attempt ELA Credit Attainment | | Provincial % | 87.5 | Provincial % | 89.0 | Division % | 90.2 | Division % | 90.2 | Indigenous % | 58.3 | Indigenous % | 58.3 | Non-Indig % | 92.8 | Non-Indig % | 92.8 | EAL % | 100 | EAL % | 100 | Boys % | 90.8 | Boys % | 90.8 | Girls % | 89.6 | Girls % | 89.6 | <p style="text-align: center;">Enrollment Statistics 2024/2025</p> <table border="1" style="width: 100%; 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| 1 st Attempt Math Credit Attainment | | 1 st Attempt ELA Credit Attainment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Provincial % | 87.5 | Provincial % | 89.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Division % | 90.2 | Division % | 90.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Indigenous % | 58.3 | Indigenous % | 58.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-Indig % | 92.8 | Non-Indig % | 92.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EAL % | 100 | EAL % | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Boys % | 90.8 | Boys % | 90.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Girls % | 89.6 | Girls % | 89.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kindergarten Enrollment (English Program) | 94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kindergarten Enrollment (French Immersion) | 43 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EAL Total Enrollment | 613 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Western School Division Total Enrollment K-12 | 2300 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Indigenous Students | 108 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-Indigenous Students | 2192 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Support Staff | Teacher Staff | Teacher Staff | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Day 1 | Day 1 | Day 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 92.7% | 94% | 2.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | Total funded EAL students | Eng Stream | French Stream | Total FTE (with French at 50%) | English FTE | French FTE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21-22 | 318 | 267 | 51 | 292.5 | 267 | 25.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22-23 | 440 | 390 | 50 | 415 | 390 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23-24 | 517 | 452 | 65 | 484.5 | 452 | 32.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24-25 | 613 | 523 | 90 | 568 | 523 | 45 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year-Over-Year | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19/20 | 20/21 | 21/22 | 22/23 | 23/24 | 24/25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 50 | 43 | 29 | 37 | 50 | 43 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Reading Comprehension in Early Years – English in French and English Program and Reading in French in French Immersion Program



Early Development Instrument On Track – Western School Division

The *Early Development Instrument* measures:

Physical Health and Well Being: Students are healthy, independent and rested each day.

Social Competence: Students play and get along with others, share, and show self confidence.

Emotional Maturity: Students are able to concentrate on tasks, help others, show patience, and are not often aggressive or angry.

Language and Cognitive Development: Students are interested in reading and writing, can count and can recognize numbers and shapes.

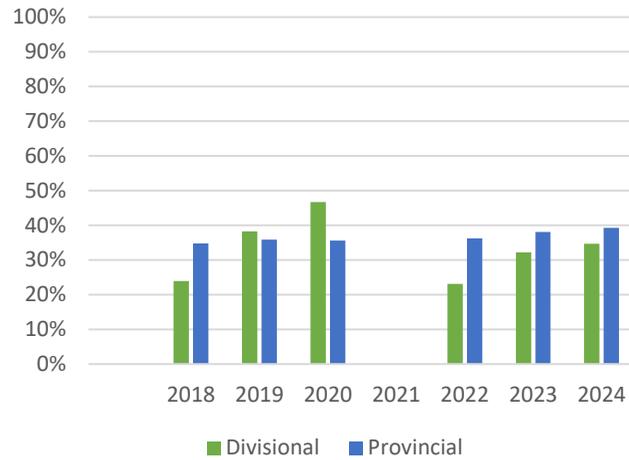
Communication Skills and General Knowledge: Students can tell a story, and communicate with adults and other students.

| On Track by Domain (%) | 2012/13 | 2014/15 | 2016/17 | 2018/19 | 2022/23 | Manitoba 2022/23 |
|--|---------|---------|---------|---------|---------|------------------|
| Physical Health and Well-Being | 71.7% | 75.0% | 80.6% | 87.5% | 85.2% | 74.9% |
| Social Competence | 84.1% | 82.5% | 85.5% | 80.3% | 76.8% | 71.5% |
| Emotional Maturity | 84.1% | 85.8% | 87.1% | 71.7% | 73.2% | 67.6% |
| Language and Cognitive Development | 83.2% | 79.2% | 83.1% | 73.0% | 80.3% | 69.5% |
| Communication Skills and General Knowledge | 76.1% | 74.2% | 70.2% | 74.3% | 78.9% | 69.0% |

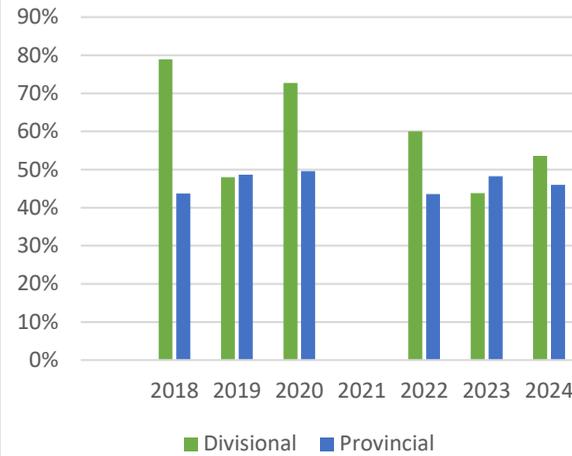
Western School Division kindergarten students on average, demonstrate more “on track” readiness in each of the domain areas measured by the EDI as compared to the provincial averages. Western’s kindergarten cohort as compared to longitudinal divisional cohorts of kindergarten students demonstrate a growth in trend for physical health and well being as well as in communication skills and general knowledge. Language and Cognitive development are steady on trend over time but increased since the last assessment period. Both social competence and emotional maturity show a trend decline.

Numeracy in Middle Years – Grade 7 Assessment of Numeracy in the English and French Immersion Programs

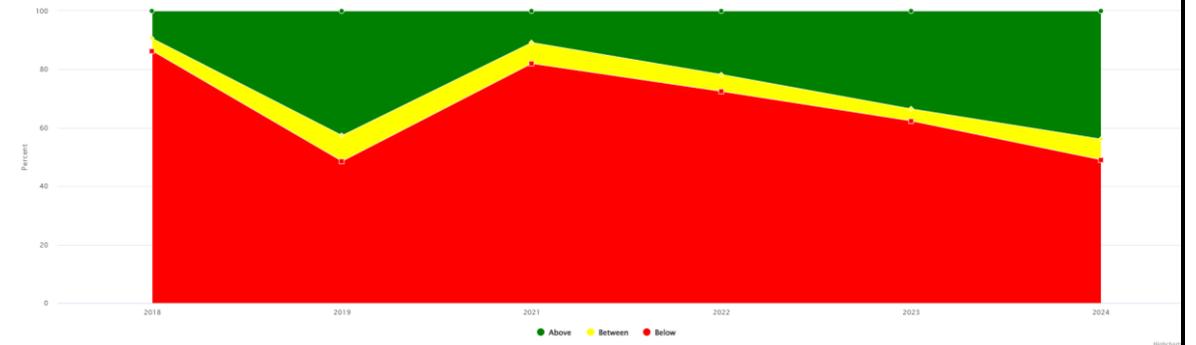
Grade 7 Math - Meeting all Sub Competencies - English Program



Grade 7 - Meeting all Sub Competencies - FI Program

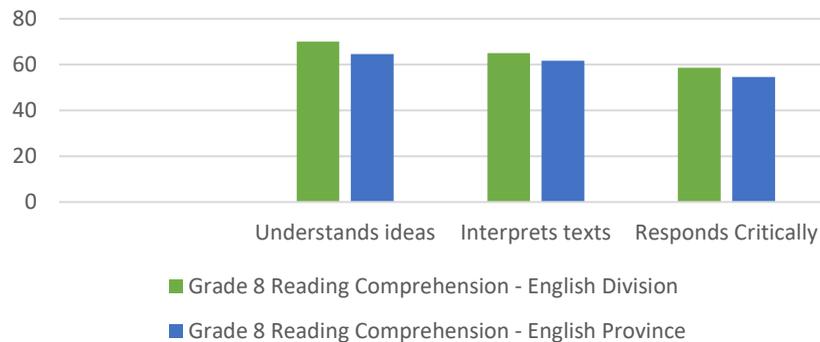


Grade 7 Numeracy Achievement Project Final Assessment Trend Line 2018 – 2024

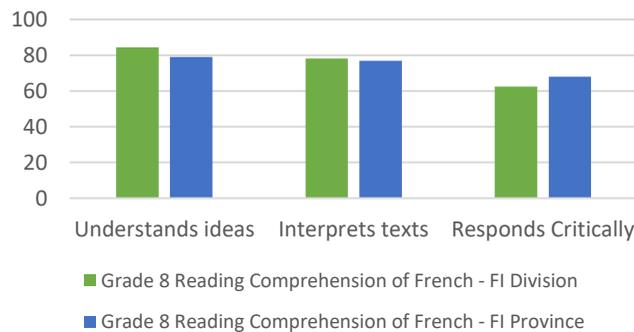


Reading Comprehension in Middle Years – Grade 8 Assessment of Reading Comprehension in the English and French Immersion Programs

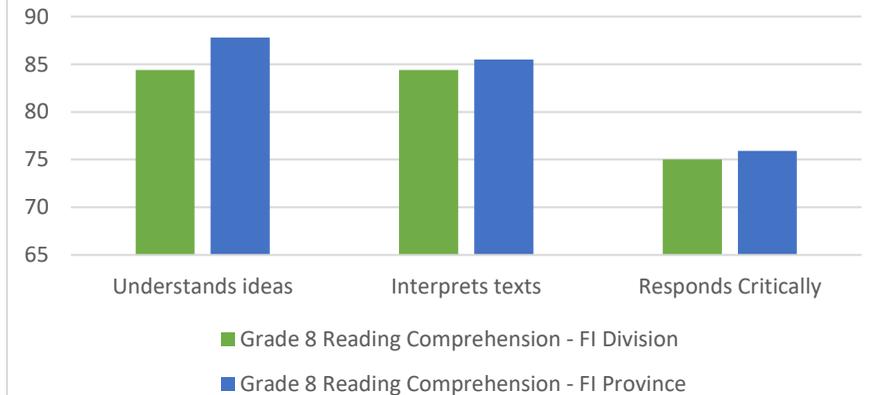
Grade 8 Reading Comprehension English Program



Grade 8 Reading Comprehension in French - French Immersion Program

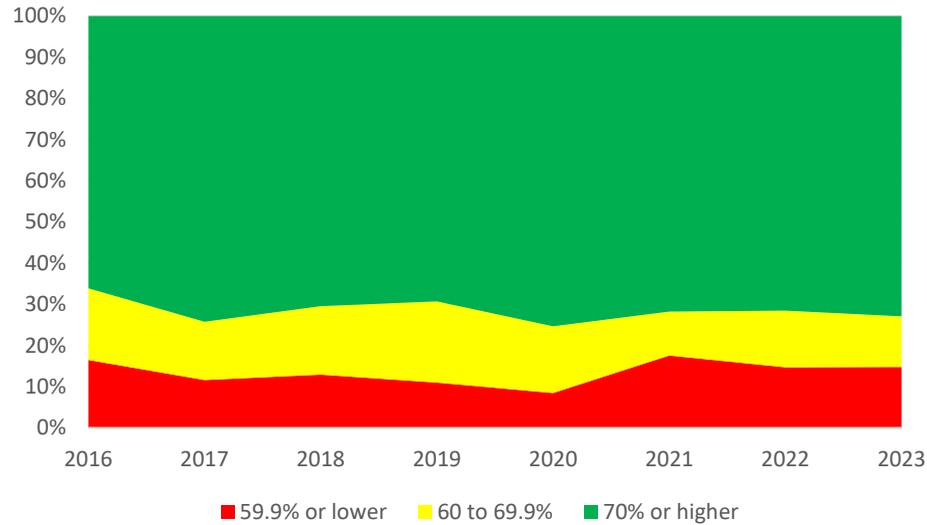


Grade 8 Reading Comprehension in English French Immersion Program

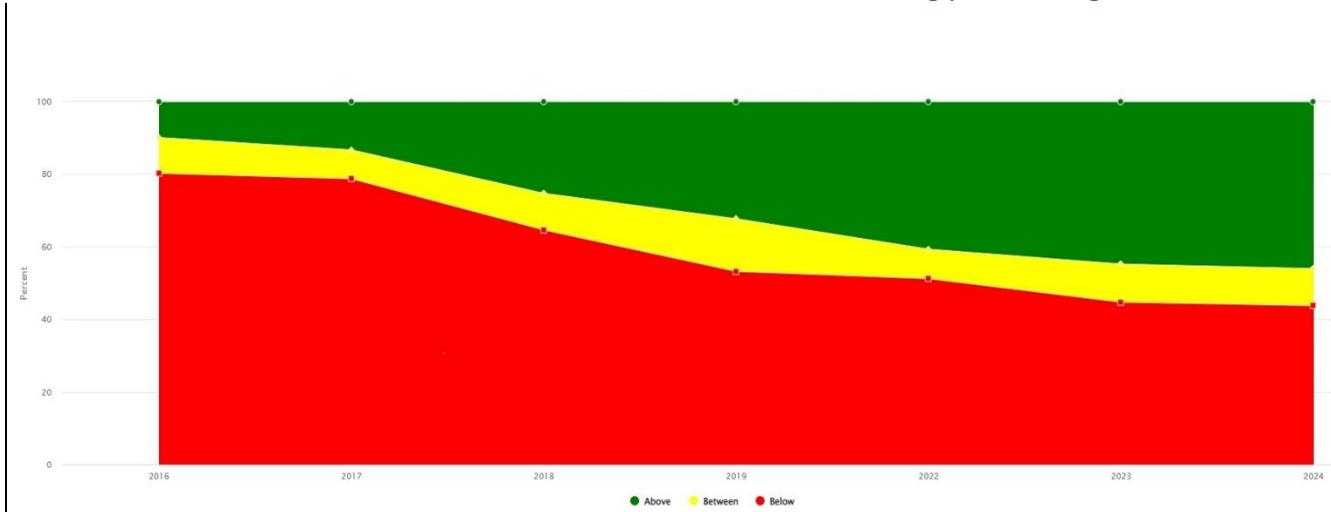


Grade 9 Mathematics – Breakdown of Final Scores in Course

Final marks in grade 9 mathematics have been consistent in the same time period that the MRLC final assessment scores have demonstrated a strong pattern of growth in achievement.

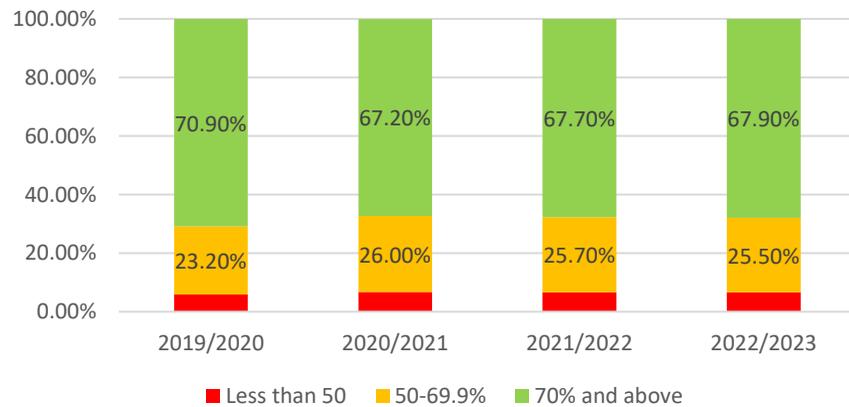


Grade 9 Mathematics – Breakdown of Final Scores on MRLC NAP Assessment

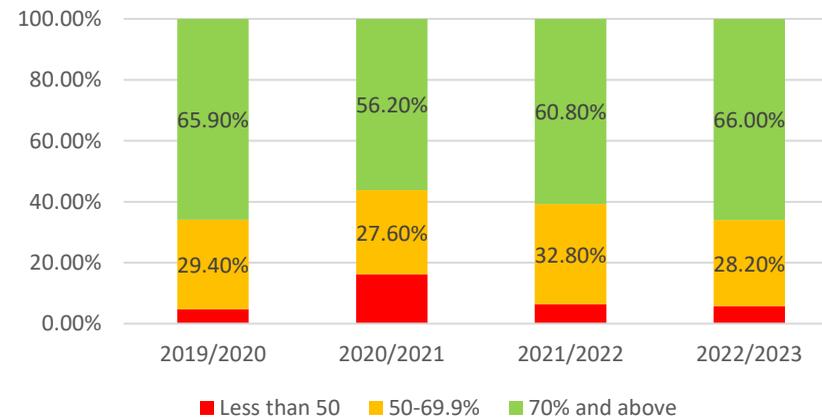


Grade 9 ELA – Breakdown of Final Scores Compared with Breakdown of Final Scores Provincially

Provincial Final Marks - Grade 9 ELA



Western SD Final Marks - Grade 9 ELA



Western School Division students experienced significant impacts on achievement as compared to the province especially during COVID (2020/2021 and 2021/2022). The 2023/2024 results indicate a trend toward recovery of previously achieved results and results closer to on par with the province in general.

Intense immigration pressures (especially recently) also have disproportionate number of EAL learners in Western School Division where success in English Language Arts classes may present additional challenges when viewing the entire group achievement.

Elevate and Deepen Learning - Ensure best practices in teaching, learning, and assessment; emphasize mastery learning that is transferable and transformative; stimulate critical, innovative, entrepreneurial, and creative thinking.

| | Expected Outcomes (specific, observable and Measurable) | Strategies (actions, roles and responsibilities) | Indicators (monitoring progress and timelines) | Data Collection (evidence of progress) |
|-------------------------|--|---|--|--|
| Develop Numeracy | <ul style="list-style-type: none"> • NAP 2.0: The Numeracy Achievement Program is about using very specific student data to inform participating teachers about how to differentiate their teaching and personalize their own learning. Participants work within the parameters of the program to develop teachers' collective understanding of what works best in the classroom for their students • Staff training in the MILE Program: The Math Interactive Learning Experience (MILE) resource is a collection of resources that can be used to help teach math in an interactive play learning environment. MILE features an approach to developing foundational skills to help in all learning, tools to aid teachers in student error analysis, strategies to assist students who have challenges in math learning, a structured yet flexible approach to student learning which includes students setting learning goals, | <ul style="list-style-type: none"> • NAP 2.0 program training for cohorts of teachers not yet trained through MRLC using Western SD's Numeracy Coach who is a qualified NAP trainer. Specific re-training and focus on principal leaders to ensure strong leadership of project outcomes is available in each school • MILE - All K-3 teachers will receive 3, 1/2 days, this year, of training with the Numeracy Coach. Each session includes time to collaborate and co-plan math interventions at their grade level using both the MILE materials along and other resources. There will be a time for both grade group time as well as vertical grade groupings. Will attempt to incorporate support from Nicole Allain-Fox to join at least one of the FI | <ul style="list-style-type: none"> • Teachers will be trained in NAP 2.0 and utilizing the pacing guides and formative assessments to be able to critically understand specifics, targeting outcomes that need to be supported for students in their classrooms • MILE: During training year, teachers will select one student to be their case study and to use the resources to guide and support their targeted responsive instruction for that specific student. Initial formative assessments will be completed/collected and used to compare to later assessments to help us measure the growth and impact in student learning. In addition, teachers will complete some reflection activities along the way that will also | <ul style="list-style-type: none"> • MRLC Numeracy Achievement Data Collection • MRLC formative assessments • Provincial assessment data • Local divisional numeracy assessments now available in PowerSchool • Teacher reflections and formative assessments in MILE |

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| | <p>and the inclusion of parents as partners in the learning process</p> <ul style="list-style-type: none">• Building Thinking Classrooms – (as per Peter Liljedahl): Western School Division is engaging with Jerrold Wiebe who is trained under Liljedahl to provide training in his Building Thinking Classrooms approach | <p>teachers' sessions to also provide some of the PD in French</p> <ul style="list-style-type: none">• MTS PD Day – local session on Building Thinking Classrooms with Jerrold Wiebe onsite at Western School Division – will allow any staff from our division to participate locally in a directly relevant professional learning opportunity• Further, during the last week of November (25 - 29th) teams of 5 teachers from each of the schools will participate in a Lesson Study type residency with Jerrold. Jerrold and the teachers will co-plan, co-teach and reflect on the implementation of a math lesson using the Building Thinking Classrooms approach• Undergo system changes to divisional data collection processes (CLEVR to PowerSchool as the location of student services and academic achievement data) | <p>provide us with data on how this resource is impacting and building their teaching capacity</p> <ul style="list-style-type: none">• Teachers will recognize the nuances involved in the intentional teacher moves related to the 14 Building Thinking Classrooms teaching practices that research shows optimize conditions for providing a problem-based math learning environment, in which students think deeply, which in turn increases their engagement and learning | |
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Develop Literacy

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| | <ul style="list-style-type: none">• Recognize and apply the <i>Guiding Principles for a Comprehensive Approach to Reading Instruction</i> as per MEECL• Recognizing there is no single approach to the teaching of reading that will be responsive to needs of all students, continue to support a variety of interventions/supports including continuing to train in Orton Gillingham, UFLI, Reading Recovery and Guided Reading• Re-implement Kindergarten screening by SLP (began last year again) to ensure support to early identification of any additional learning needs.• Teachers will continue to utilize assessment data to inform their instructional planning and to guide learning in their classrooms with increased confidence and competence.• Utilize coaching and professional development opportunities to develop and facilitate teacher understanding of curriculum, concepts and skills | <ul style="list-style-type: none">• Fountas and Pinnel assessments will be completed fall/spring for all grades 1-8• Literacy Coach support for implementation of strategies to support literacy achievement• SLP screening for all Kindergarten students• School based and divisional teams will review information and data to determine priorities• Pre-screening for basic school readiness for students entering Kindergarten (done by each early years' school in the spring prior to class composition decisions• Undergo system changes to divisional data collection processes (move from CLEVR to PowerSchool as the location of student services and academic achievement data) | <ul style="list-style-type: none">• Admin and coaches having ongoing consultations with teachers and monitoring/supporting foundational understanding of instructional practices• Coaching teachers where they are at ongoing during the year in response to need• Coaches to support instructional planning and delivery throughout the year in all schools, with a priority to new teachers• Teachers or admin will request instructional support as needed at anytime throughout the year | <ul style="list-style-type: none">• Provincial assessment data.• Divisional and school based assessment data• Fountas and Pinnel assessment data collection (k-8)• EYE Assessment data collection for Kindergarten• School and Classroom Profiles |
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| <p>Framework for Learning Implementation</p> | <ul style="list-style-type: none"> • Provide support for all teaching staff at Western School Division to understand Mino-Pimatisiwin, Manitoba’s Global Competencies and the Guiding Principles for the Design of Learning Experiences and Assessment Practices • Ensure all Western School Division staff see their role in the design of learning experiences that meet the Framework’s Vision • Continue to support training for existing and new liaisons to ensure ongoing capacity with respect to the Framework | <ul style="list-style-type: none"> • Participants as divisional liaisons will attend section 6 and 7 training to ensure understanding of Framework Documents • Monthly meetings of liaisons from each school where the focus for the previous 30 days is reviewed and shared and the focus for the next 30 days is determined • All schools approach the same topic from the Framework over the month but in a way that is unique and appropriate to the culture and context of each school. (lead by principal) • Planned to ensure 100% coverage of Framework by June | <ul style="list-style-type: none"> • All training sessions attended – in both English and French, a few new additional liaisons trained to develop capacity • Staff will have opportunities each month to learn together and have further opportunities to consider and reconsider the “month’s” aspect of Framework being supported by liaisons across the division • By the end of the year staff will feel confident and competent with respect to each aspect of the Framework | <ul style="list-style-type: none"> • Staff will be planning for and designing learning experiences with the Vision of the Framework for Learning in mind • Staff from Western School Division are prepared to submit their own “Stories of Practice” to the Framework website |
| <p>Manitoba School Leadership Framework</p> | <ul style="list-style-type: none"> • Implementation of best practices for effective school leadership • Working toward development of capacity in Leading Learning, Leading the Organization, Leading a Vision for Continuous Improvement, Leading a Safe, Caring and Inclusive School | <ul style="list-style-type: none"> • Attend leadership conference May 2024 • Recognition that the leadership focus areas closely align with board priorities: when we do work to advance the priorities, we are doing | <ul style="list-style-type: none"> • Evidence of consideration of the leadership focus areas in the work of our administrative council team members individually and collectively • Focus area competencies evidenced in evaluation, | <ul style="list-style-type: none"> • Reflection with principals informally or as part of Supervision for Growth practices |

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| | <p>Community and Building Relationships</p> | <p>the work of the leadership framework</p> <ul style="list-style-type: none"> • Several principals enrolled in principal learning networks supported feedback to development of the framework • Leadership role in re-establishment of SCLP (South Central Leadership Project) for school administrators in South Central Manitoba | <p>supervision, growth and hiring processes for school leaders</p> | |
| <p>French Immersion Programming</p> | <ul style="list-style-type: none"> • Support and Improvement of French Immersion Programming Opportunities and Learner Outcomes to ensure appropriate and robust learning experiences and growth • In 2023/2024 school year Western School Division underwent a review of our full French Immersion programming and have received the results of that review. Review has presented to the board and has been made public to staff and community • Increase overall French competency and confidence in the use of French from early start and basic French teachers | <ul style="list-style-type: none"> • Plan developed (short, medium, long term goals) for implementation of French Immersion review recommendations • L’ACPI mentorship for French Immersion teachers, support improvement of confidence and competence in French reading, writing and speaking | <ul style="list-style-type: none"> • Students will have improved French fluency and a decrease in anglicised terms. Increased voluntary communication in French • Growth in students’ use of expressive and receptive language • Staff confidence and competence improvement • Implementation of short term review goals undertaken and processes beginning for medium and long term goals | <ul style="list-style-type: none"> • Provincial assessments of student achievement in French Immersion Programming • GP+ standardized reading inventory results • Conversations with teachers during Professional Growth Planning, reflective dialogues, and Supervision for Growth processes to determine feedback regarding confidence and competence growth with respect to French language capacity improvements • Continued review of student enrollment statistics |

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| | <ul style="list-style-type: none"> • Increase competency in French Immersion teachers | | | |
| <p>Intensive Newcomer Supports</p> | <ul style="list-style-type: none"> • Changes to student services data collection and information storage from CLEVR to PowerSchool to support teacher access to immediately relevant data as well as planning and support documents • Meet the needs of our newcomer learners who present with EAL or LAL programming needs • Provide appropriate supports to families of newcomers to ensure access to learning for their children and an effective integration into the community with appropriate access to resources | <ul style="list-style-type: none"> • Utilize EAL specialists in all schools to support language learning and language acquisition planning • Acquire additional clinical supports for students who are coming from other countries who may have missed milestone developments or missed opportunities for supports/interventions in their home countries or as part of the immigration process • Continue to support with Home & School Liaison Workers • Work with City of Morden and other community collateral agencies to ensure all supports needed by and available to our newcomer families are accessed and understood | <ul style="list-style-type: none"> • EIS totals at the time of EIS submission • Continuing to maintain an internal, divisional database of newcomer families and the rates of arrivals • Consultation with EAL specialists in all schools about the rates of movement of students between EAL stages | <ul style="list-style-type: none"> • Number of EAL funded students are reported in EIS • Number of LAPs created in all schools • Tracking the number of students arriving as stage 1 or lower stage learners • Tracking graduation rates of current or former funded EAL students • Numbers of families requiring support from Home & School Liaison Worker tracked data |

Promote a Healthy and Thriving Culture - Foster a positive work ethic, resiliency, perseverance, tenacity, reliability, curiosity, hopefulness, generosity, wonder, and a growth mindset; encourage adventurous achievers; appreciate and celebrate our diversity; embrace the recommendations for Truth and Reconciliation and the principles of Mamàhtawisiwin: The Wonder We are Born With; nurture mental health and well being.

| | Expected Outcomes (specific, observable and Measurable) | Strategies (actions, roles and responsibilities) | Indicators (monitoring progress and timelines) | Data Collection (evidence of progress) |
|-----------------------|--|--|---|--|
| Mamàhtawisiwin | <ul style="list-style-type: none"> Staff in all schools will have utilized the reflection tools to have established a baseline for current status with respect to “Authentic Involvement, Putting Students at the Centre, Understanding World Views, Values, Identities, Traditions and Contemporary Lifestyles, Inclusive and Culturally Safe Learning Environment” and have established goals to develop and strengthen capacity Support the staff in the Division to have a developing understanding of the principles of Mamàhtawisiwin as a policy document and operational framework | <ul style="list-style-type: none"> Follow the sample reflection process for schools in the Mamàhtawisiwin: The Wonder We Are Born With – Tools for Reflection, Planning, and Reporting document. Each school to determine the best next steps to approach developing capacity. Each school will discuss policy and any barriers or concerns for implementation as well as setting goals for next steps. (3 of 5 schools already have baseline data for this) École Morden Middle School to work with Division for Indigenous Excellence consultant Lola Whonnock to pursue this in-depth. She will work with teacher teams in person to delve into local | <ul style="list-style-type: none"> Staff indicating feeling confidence and competence has been improved through the learning experiences and reflection processes undertaken Students recognizing the influence their teachers’ capacity development has had in their classroom learning experiences Increase in the involvement of parent, grandparent and extended families of our indigenous students | <ul style="list-style-type: none"> Teacher feedback Re-measure of staff and school capacities on the reflection tools Student and family feedback |

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| | | <p>context in a deeper way and support reviewing any challenges and successes. Best practices from this experience will be shared with other schools to maximize learning opportunity</p> <ul style="list-style-type: none"> • Project will include current work already being done with David Scott and Kokum Marge | | |
| <p>Treaty Relations Training</p> | <ul style="list-style-type: none"> • Meet our provincial mandate to ensure all divisional staff have received one day treaty education training (2 days for teachers) by December of 2025 | <ul style="list-style-type: none"> • Completed one full day of Treaty Education Training with all staff of Western School Division on October 9th, 2024 • Sent two teacher liaisons to the Treaty Education training to act as “catalyst teachers” with the training to provide ongoing support and professional learning within the division | <ul style="list-style-type: none"> • Day 1 training has been completed to for all staff • Day 2 training has been planned for and appropriately calendared with timing appropriate to complete by December 2025 • Staff are familiar with information about treaties in Canada and their relationship to the treaties • Teaching staff are familiar with resources available in the Treaty Education Kit and are able to implement aspects of the Kit’s | <ul style="list-style-type: none"> • Number of divisional employees trained – information collected and stored in Serenic • Teacher indicating feeling a stronger capacity to provide educational experiences for students based on real and authentic understanding of treaties • Statistics on circulation of treaty education kits in each school |

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|----------------------------------|--|--|--|--|
| | | | lessons and resources confidently in their planning for instruction | |
| NVCI | <ul style="list-style-type: none"> Support School Division staff and students by providing appropriate training and skill development for staff work effectively when encountering others in escalated states with concerning and or aggressive behaviours | <ul style="list-style-type: none"> Last year sent two staff members from Western School Division to become certified trainers of NVCI and now have in-house capacity to provide this training Developed a list of staff to be trained and a series of dates and for EAs, sent that information out with employment recall letters so dates are pre-set and organized with appropriate notice | <ul style="list-style-type: none"> Training sessions are taking place Individual certifications are occurring and are being recorded Principals and supervisors to maintain a list of those not yet trained and refer to program at appropriate opportunities | <ul style="list-style-type: none"> Percentage of divisional employees trained – information collected and stored in Serenic WSH incidents involving violent and aggressive states are decreased Students in need of regulation supports are identified earlier and less incidents occur |
| School Nutrition Programs | <ul style="list-style-type: none"> Utilize supports for universally accessible school nutrition programs in each school in Western School Division Continue to provide previously existing food and nutrition supports to ensure food security needs of students are met | <ul style="list-style-type: none"> Each school in Western School Division to devise a plan appropriate for them and responsive to student needs to provide access to nutritious healthy food for students. Grant applications through Breakfast for Learning and utilize Health Schools Grant | <ul style="list-style-type: none"> A universally accessible school nutrition program is in place in each school Students feel welcomed, a sense of belonging and a feeling of care from their schools as their needs for nutritious food is met daily Staff hired | <ul style="list-style-type: none"> Complete reporting requirements for School Nutrition programming |

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| | | <ul style="list-style-type: none"> • Liaise with community partners to support food programs, especially Caring and Sharing • Organize preparation of food via cafeteria staffing as need has grown beyond the capacity of volunteers | <ul style="list-style-type: none"> • Students needing support identified • Feedback through school admins and liaisons to cafeteria staff to ensure proper fulfillment of need • No hungry kids | |
| Trauma Informed and Resilient Schools | <ul style="list-style-type: none"> • Divisional Staff understand trauma and its impact and are able to utilize a collaborative approach to be response to the need to provide an emotionally and physically safe environment for all | <ul style="list-style-type: none"> • Focus with guidance teams/admin teams on ensuring understanding of best practices related to Trauma Informed Approaches • Plan for future divisional PD with focus on Trauma Informed practice | <ul style="list-style-type: none"> • Implementation of trauma informed practices in schools | <ul style="list-style-type: none"> • Conversations with Guidance and Admin teams • Number of staff trained • Decrease in crisis instances with students who are escalated instead of de-escalated by school processes |
| Crucial Conversations Training | <ul style="list-style-type: none"> • Support Western School Division staff with training to help facilitate effective and important communication with each other and with students, families and community | <ul style="list-style-type: none"> • Continue to utilize divisionally trained “trainer” staff to provide Crucial Conversations training throughout the school year for staff to be able to access • Principals and supervisors to maintain a list of those not yet trained and refer to program at appropriate opportunities | <ul style="list-style-type: none"> • Training sessions are taking place • Individual certifications are occurring and are being recorded | <ul style="list-style-type: none"> • Percentage of divisional employees trained – information collected and stored in Serenic |

Foster Student Ownership - Students collaborate, create, design, share, and publish their learning in ways that are meaningful to them; build student capacity.

| | Expected Outcomes (specific, observable and Measurable) | Strategies (actions, roles and responsibilities) | Indicators (monitoring progress and timelines) | Data Collection (evidence of progress) |
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| <i>Our School Survey</i> | <ul style="list-style-type: none"> Collect measurable information about the experiences that students, staff and families have when engaging with Western School Division and our schools. Data collected is utilized to support development of priorities by the board, the division, schools, teachers and community Western School Division has 14 years of, rich, from the source, longitudinal data that supports our work as the survey has been implemented in some form since 2011/2012 school year | <ul style="list-style-type: none"> Implement the survey at all schools for students (parents and staff) Schools to review results with staff and PAC and students and Western School Division Board of Trustees Implement strategies to support any areas of vulnerability identified | <ul style="list-style-type: none"> Vulnerabilities to successful outcomes are identified and specific strategies are implemented to strengthen and improve Informed decision making | <ul style="list-style-type: none"> Ongoing surveying and longitudinal data collection and analysis |
| Learn to Age 18 | <ul style="list-style-type: none"> Ensure ongoing connection and support to all eligible pupils to stay engaged with school and to pursue goals that support a current and future “Good Life” for every child | <ul style="list-style-type: none"> Identify students for this program who might otherwise become disengaged with school Determine case by case management of student programming options for those disengaged, or at risk of disengagement from school Provide alternative non-credit programming to continue to stay | <ul style="list-style-type: none"> Students are identified Caseloads are determined and distributed to the appropriate support person at school (ie: guidance counsellor, admin, resource teacher) Ongoing contact and connection with at-risk students is made | <ul style="list-style-type: none"> SIS information connected to the names and number of students being tracked under Learning to Age 18 programming |

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| | | <p>connected to students and to support their personal development with the goal of staying connected (and hopefully returning) to school</p> | <ul style="list-style-type: none"> • Student achievements in non-credit areas takes place (ie; drivers licence, food handler certificates, meaningful employment, etc... | |
| <p>Project Based Learning Initiatives</p> | <ul style="list-style-type: none"> • Inspire a spirit of curiosity and wonder in our students and encourage learning opportunities that provide opportunities that are rich and meaningful and inspired by student interest and inquiry | <ul style="list-style-type: none"> • Continued support on Developing critical thinkers with PD and residencies by Garfield Gini-Newman as a continuation on work from last 2 years with him • Continued subscription to the TC2 website for all teachers at Western School Division • Budget allocations to support PBL initiatives | <ul style="list-style-type: none"> • School admins seeing evidence of PBL and richly designed learning experiences for students with critical thinking contexts | <ul style="list-style-type: none"> • Report card and achievement data |
| <p>Student Leadership Forum</p> | <ul style="list-style-type: none"> • Direct feedback from students at all age levels in division to directly inform boards' understanding of student perspective priorities; especially as it supports budgeting process | <ul style="list-style-type: none"> • Host forum in spring • Have admin from each school recommend students to attend – with a focus on students from all backgrounds an trying to avoid repeating students who have participated in previous years | <ul style="list-style-type: none"> • Session occurs with appropriate representation from diverse groups of students | <ul style="list-style-type: none"> • Notes and feedback taken at the sessions and amalgamated into a single document for review and to refer to during the budgeting and programing planning processes |

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| | | <ul style="list-style-type: none"> • Ensuring diverse representation of students from all backgrounds (cultural, academic, socio-economic, newcomer, etc....) • Facilitation of session by board members | | |
| Student Delegation Presentations at Board Meetings | <ul style="list-style-type: none"> • Students are able to demonstrate pride in their learning and share with the community the concepts, ideas and knowledge they have learned • Students advocate for the resources and materials and supports they would like to have to maximize the richness of their learning experiences | <ul style="list-style-type: none"> • At the beginning of the school years, assign each school a schedule to present over the course of 2023/24 board meetings | <ul style="list-style-type: none"> • A good representation of a variety of student groups from all schools at board meetings takes place | <ul style="list-style-type: none"> • Board tracking of presentations and application of each delegations work to the board priorities plan |

Forge Meaningful Community Relationships - Promote greater parental/guardian participation and engagement in schools and student learning; facilitate authentic educational experiences within the community; encourage invitational schools.

| | Expected Outcomes (specific, observable and Measurable) | Strategies (actions, roles and responsibilities) | Indicators (monitoring progress and timelines) | Data Collection (evidence of progress) |
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| <p>Elders and Knowledge Keepers in School</p> | <ul style="list-style-type: none"> We have been connecting the schools in our division with an Indigenous “Grandmother” – Kokum Marge over the last year. Marge is a grandparent of two children in two of our schools at Western School Division. She has been deepening her connection throughout our school division this year. Kokum Marge will work across our schools and at various grade levels to support ongoing development of the authentic involvement of Elders and Knowledge Keepers and Grandparents and families in our community Kokum Marge will liaise in ways that help make students feel comfortable and safe (as well as their families). Kokum Marge has many connections throughout the community and nearby First Nation communities and will use her connections to help ensure the ongoing improvement of opportunities to support teaching with true history as told by Elders and | <ul style="list-style-type: none"> Kokum Marge will be a connection for our students and will help them to develop a strong voice and sense of advocacy for their thoughts, feelings, knowledge and needs Kokum Marge will offer opportunities for students to infuse aspects of traditional life and ways of being into their days. That might look like connecting with her to work on a creative or artistic project, stop for some tea and a snack, or work on a cooking project together She will connect with Indigenous families alongside our existing home and school liaison workers to forge meaningful connections with families and to help support families in further developing a | <ul style="list-style-type: none"> Teachers will have more opportunities to support teaching by sharing the experiences of real Elders and Knowledge Keepers (including Kokum Marge) in their classrooms. More teachers will have had Elders and Knowledge Keepers in their classes Our educators will have stronger relationships with our Indigenous students because they will more easily be able to see our students at the centre of their learning with the help of Kokum Marge and the other Elders and Knowledge Keepers Marge will bring to connect to schools Our educators will also be learners. They will learn true history and be able to incorporate the teaching of this into | <ul style="list-style-type: none"> Classroom visits Our School Survey Results Reflections from teachers and families Attendance patterns for vulnerable students |

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| | <p>Knowledge Keepers with their cultural teachings, storytelling of their experiences etc...</p> | <p>strong sense of belonging in our schools, where their presence is welcomed</p> <ul style="list-style-type: none"> • Kokum Marge will connect with families in their homes and the places they feel most safe and a strongest sense of belonging and extend that feeling toward schools | <p>their ongoing practice. We will see greater confidence in our teachers as they continue to work alongside Elders and Knowledge Keepers</p> <ul style="list-style-type: none"> • We will know if we have made an impact on students with improved attendance and an improved sense of belonging at school | |
| <p>Career Education</p> | <ul style="list-style-type: none"> • Offer Career Education and Development opportunities to students at all levels in Western School Division • Support the development of relationships with employers within the community to facilitate cooperative work placements, student internships, career fairs, and tours and information opportunities for students within the community's many, varied employment sectors | <ul style="list-style-type: none"> • Review and revise/update the divisional "Ready for Life" document • Consider the links between Western School Division's Ready for life document and MEECL's Framework for Learning Policy document • Continue to explore opportunities to have the community in the school, and the school in the community to create authentic educational experiences • Take our Kids to Work Day participation | <ul style="list-style-type: none"> • Credit for internship and credit for employment being accessed by students • Students developing an understanding of careers in the community and being able to see themselves in those careers | <ul style="list-style-type: none"> • School admins will see evidence of student understanding of careers and career development opportunities when visiting classrooms in the schools • School's Continuous Improvement Reporting processes • Credit attainment reports including career development/internship courses |

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| <p>Senior Years Technology Education</p> | <ul style="list-style-type: none"> • Provide industry aligned, authentic learning experiences for students in Western School Division in Technical Vocational areas. | <ul style="list-style-type: none"> • Consult with Manitoba Education Technology Education to assess viability of a potential additional vocational programming option in Western School Division – considering possibility for and need for an additional future high school in the community • Continue to participate in Red River Technical Vocational Area consortium of school divisions to provide technical-vocational programming options to students in all partner divisions. • Reinstate tours for middle years students (hasn't happened since Covid) | <ul style="list-style-type: none"> • Review enrollment at semester point • Tours are taking place • Consultations happening with industry | <ul style="list-style-type: none"> • Numbers of Senior Years Technology Education Diplomas earned • Number of credits for high school apprenticeship |
| <p>Budget Expo/Budget Community Consultation</p> | <ul style="list-style-type: none"> • Connect with the community to inquire about opportunities seen as valued for our students and seen as priorities within the community • Offer the opportunity to showcase programs, resources, materials and ideas that are essential to the function of our | <ul style="list-style-type: none"> • Prepare budget consultation survey • Communicate regarding Western School Division Priorities in a number of ways | <ul style="list-style-type: none"> • Check in on progress between December and March | <ul style="list-style-type: none"> • Survey results • Participation numbers from event(s) |

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| | schools and the learning and development of our students to the community | <ul style="list-style-type: none"> • This year there will be a budget exhibition in February • Meet with Parent Advisory Council members regarding budget priorities | | |
| Community Mobilization | <ul style="list-style-type: none"> • Provide steering committee and selection committee support to the Morden Community Mobilization Hub | <ul style="list-style-type: none"> • Provide a team member to provide high level strategic advice from the division's perspective about the services and supports the Community Mobilization Hub will provide. • Provide an additional team member to provide hands on, participant specific supports to clients when interventions and wrap around teams involve clients who are connect to the school system. | <ul style="list-style-type: none"> • Ongoing team participation is taking place • Staff at Western School Division are aware of processes to refer to Mobilization Hub programming • Families feel supported in a fulsome way as their overall needs are accounted for | <ul style="list-style-type: none"> • Meeting participation • Referral stats • Success stats |
| Settlement Worker In Schools Programming (SWIS) | <ul style="list-style-type: none"> • Provide support to newcomer students in the school environment and community • Support the development of connections with peers for newcomer students • Support the transition between systems of learning (ie: credit | <ul style="list-style-type: none"> • Liaise with Regional Connections and the SWIS worker program • Organize quarterly meetings with SWIS workers | <ul style="list-style-type: none"> • Quarterly meetings with divisional team and SWIS • Ongoing email and liaising as required to be responsive to issues that arise | <ul style="list-style-type: none"> • Number of referrals per year • Number of funded EAL students • Number of students accessing SWIS programming |

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| | <p>attainment, diploma achievement, etc...) for newcomer students</p> <ul style="list-style-type: none">• Support newcomer families in developing an understanding of factors affecting their children in schools in Western School Division | <ul style="list-style-type: none">• Communicate all newcomer arrival from SWIS to schools• Coordinate events related to school for newcomer families with SWIS and Regional Connections (ie: report card understanding, graduations requirements, grade placements, course selections, how to dress for winter weather, etc....) | | |
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