

Western School Division

Board Priorities

2023-2027



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

Board of Trustees

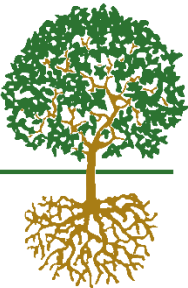
Chair
Darcy Wolfe

Vice Chair
Lisa Burley

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Brian Fransen
Susana Hawryshko
Nicole Levesque

Western School Division
2025-2026 Divisional Plan

WESTERN
School Division
Morden, Manitoba



*“Rooted In Caring;
Committed to Learning”*

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

Superintendent of Schools/CEO
Stephen Jaddock

Assistant Superintendent
Marianne Fenn

Secretary-Treasurer
Joey Sarto

Staff Complement 2025/26

Position	FTE.
Principals	5.5
Vice-Principals	4.0
Teachers	135.15
Guidance Counsellors	7.625
Youth Support Guidance Workers	2
Resource Teachers	14.85
Educational Assistants (various fte)	84
Speech language pathologists	2.0
Reading clinicians	1.5
Psychologists	.8
Other professional staff:	2.3
Coaches (literacy, numeracy, instructional support, French)	

Opportunities and Celebrations:

- École Discovery Trails having opened last year is now operating from K-7 and will operate from K-8 in 2026/27. We have completed the project to build the outdoor running track, and it has provided a valuable space for active living and encouraging movement, sport and athletics to both our students and the community.
- Our long serving superintendent Stephen Ross retired, and Stephen Jaddock joined in August of 2025 ready to learn about and support our school community. Both Stephen Ross and Stephen Jaddock worked together to help ensure a smooth transition process.
- Movement of portables (although delayed from original timeline) from MLS to MCI will provide welcome relief to space issues experienced at the current high school.

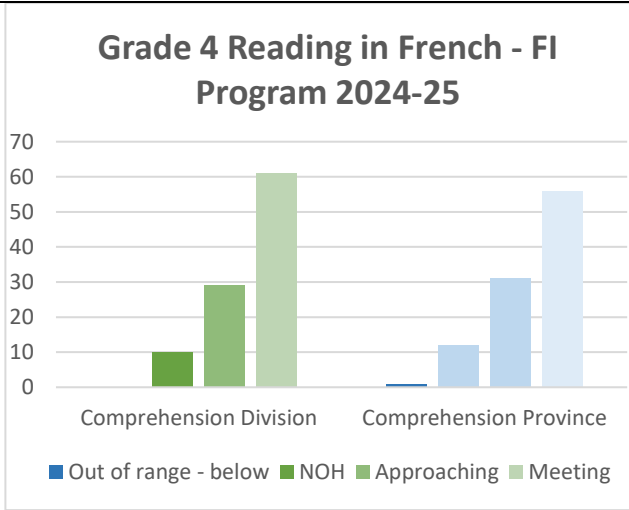
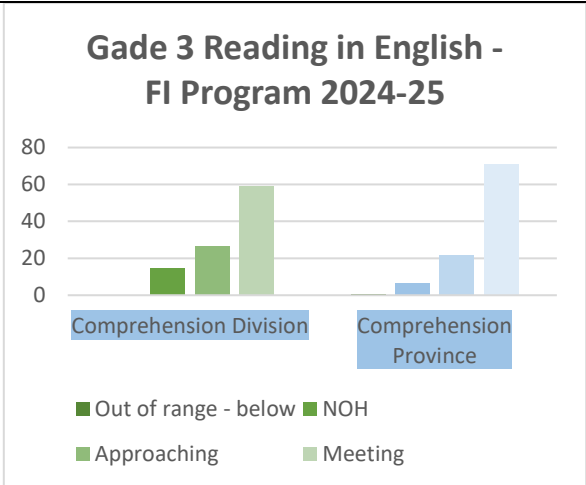
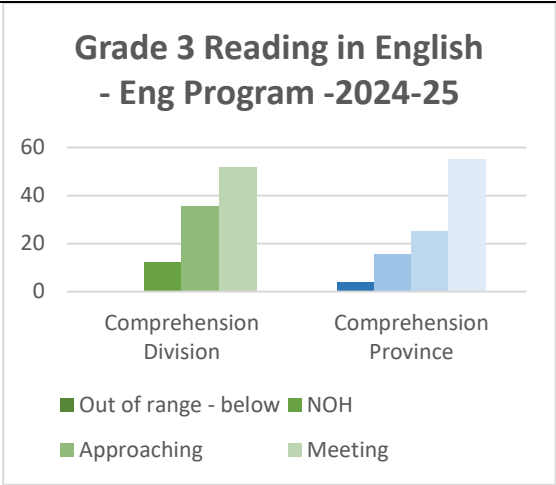
Challenges and Complications:

- Space issues in our school division remains a significant priority with property development plans ramping up, hinging on soon to be resolved wastewater treatment planning options in Morden. Our new school is only open to grades K-7 currently but is already nearly at capacity with grade 8 to be added next year. Morden Collegiate is experiencing a boom in enrollment with over 750 students this year and over 800 predicted next year. A new high school is a high priority for our division.
- Bussing remains a challenge partly due to populations increases, catchment boundary fluctuations with the new school adding a grade per year for 3 years and difficulty recruiting and retaining drivers as our longstanding drivers approach retirement.
- Recruitment and Retention of teachers capable of supporting French Immersion Programming remains a difficulty and the pressure is increased due to the significant and ongoing demand of French Immersion learning in Western.

Schools					Community Data (2021 Census)					
School	Grade	Program	Pop.	% of Div Pop (2350)						
Minnewasta	K-4	English	239	10.1	Median Household Income	\$71 500				
Maple Leaf	K-4	English	225	9.5	Unemployment Rate	7.8%				
École Morden Middle School	5-8	Dual Track	565	24.0	Population Changes	14.5%				
École Discovery Trails	K-6	Dual Track	564	24.0	Lone Parent Families	325 (Female 250, Male 75)				
Morden Collegiate	9-12	Dual Track	763	32.4						
Morden Adult Education Centre	Adult	English	60	n/a						
Community Geographic Profile Western School Division encompasses the City of Morden and surrounding area. We serve the educational needs of more than 2350 students in the K-12 public school system. The division consists of five schools and an Adult Education Centre. Our newest school, École Discovery Trails opened in September of 2024. Immigration continues to bring people to South Central Manitoba, and to Morden especially. We continue to see increasing enrollment in our school division, with a very diverse population of people and many countries and languages represented among our community members and student and parent community. We look forward to renewed census data soon because the basic census data shown in this report is expected to have significantly changed since 2021. Western School Division is known for its focus on inclusive education, student well-being, and innovative learning approaches. Schools in Morden emphasize strong academics, the arts, and extracurricular involvement, supported by a close-knit network of parents and local organizations. Cultural and educational resources within the community are excellent partners to our school division. 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 - Western School Division is increasingly made up of diverse populations of students, families and staff - The geographic footprint of our division is small allowing us to be together without incurring loss of time and dollars in travel - Strong community support, generosity and trust - RRTVA consortium offers authentic learning opportunities - Excellent staff who are dedicated to seeing each student and each other achieve success			Equity Issues - Socioeconomic challenges faced by many of our families. Many newcomer families/refugee families do not have transportation and even accessing foodbank can be difficult. - Access to playgrounds is being worked on but a goal to increase accessibility – one school made great strides last year - Some schools have seen significant relief in space constraints, but others are pressed for access to gym time, common areas, lockers etc...		Opportunities - Movement of portable classrooms, and adjustments to FI catchments for gr 7 (and next year gr 8) allow relief of some space constraints in some schools (but create challenges in some others) - House all FI K-8 next year in the same building – we hope to maximize the capacity of the program by centralizing many of the resources - Exploration of community partnerships to provide more mental health resources to students

English as an Additional Language (EAL) and Self-Declared Indigenous students (2025-26 school year) <table><tr><th></th><th>No. of Students</th><th colspan="2">% of pop.</th></tr><tr><td>EAL funded</td><td>501</td><td colspan="2">21.3</td></tr><tr><td>Self-Declared Indigenous</td><td>105</td><td colspan="2">4.4</td></tr></table>					No. of Students	% of pop.		EAL funded	501	21.3		Self-Declared Indigenous	105	4.4		Diplomas earned in 2024-25 <table><tr><td>Diplomas (Morden Collegiate)</td><td>132</td></tr><tr><td>Mature Student Diplomas (Adult Ed only)</td><td>23</td></tr><tr><td>Self-Declared Indigenous Diplomas (MCI)</td><td>3</td></tr><tr><td>Self-Declared Indigenous Diplomas (Adult Ed)</td><td>3</td></tr><tr><td>EAL Graduates (current or past funded)</td><td>21</td></tr><tr><td>French in the English Program</td><td>3</td></tr><tr><td>French Immersion</td><td>11</td></tr></table>				Diplomas (Morden Collegiate)	132	Mature Student Diplomas (Adult Ed only)	23	Self-Declared Indigenous Diplomas (MCI)	3	Self-Declared Indigenous Diplomas (Adult Ed)	3	EAL Graduates (current or past funded)	21	French in the English Program	3	French Immersion	11	Education for Sustainable Development (ESD) Number of schools in the division5 Number of schools with an ESD5 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.																																																																																			
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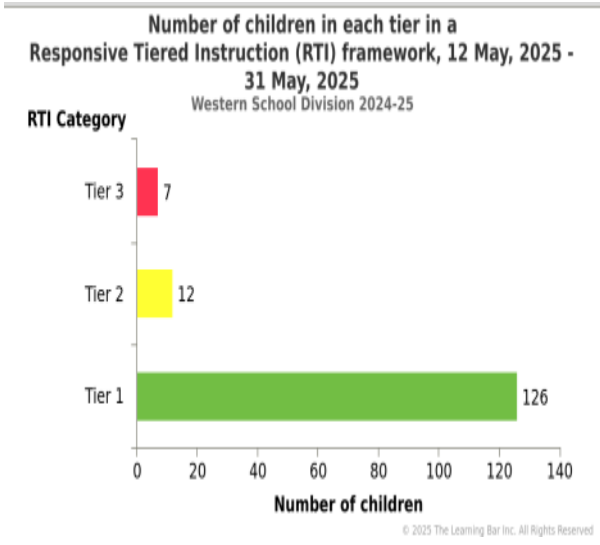
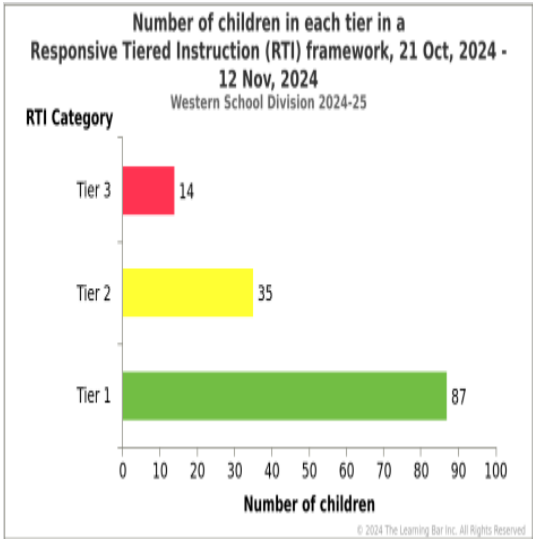
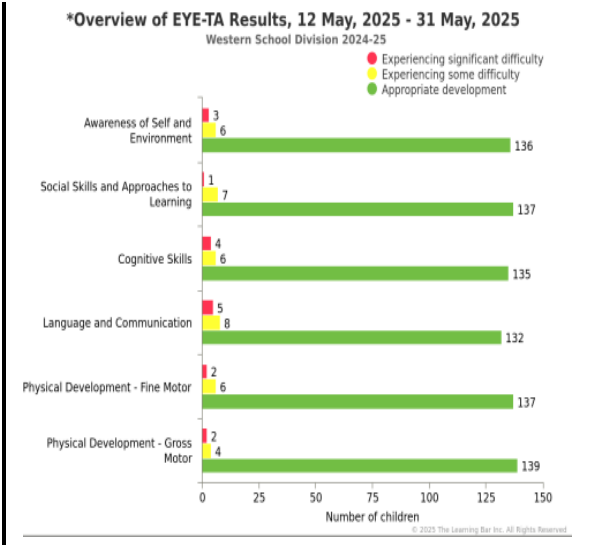
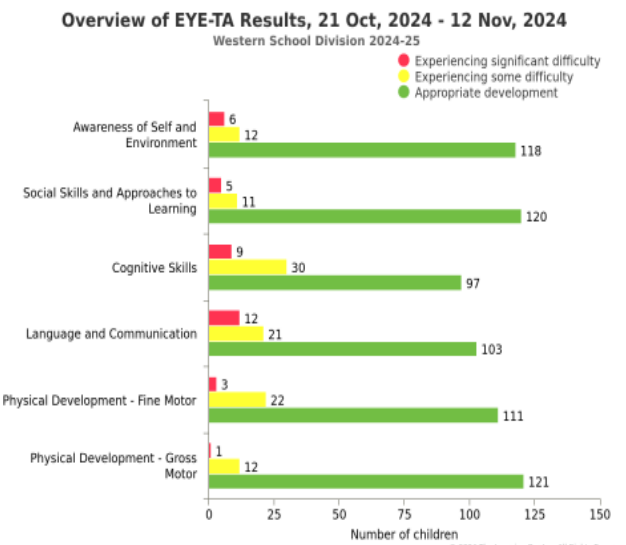
Reading Comprehension in Early Years – English in French and English Program and Reading in French in French Immersion Program



We have chosen to isolate and report on reading comprehension as one of the sub competencies measured in the early years assessments. This is an area where our students have traditionally demonstrated more struggle and difficulty.

In 2024-25 results we see no students who were assessed in Western School Division to be out of range, and generally in the English program our students demonstrate similar achievement to the province. In the French Immersion program, our Reading in French results are as good or better than provincial counterparts.

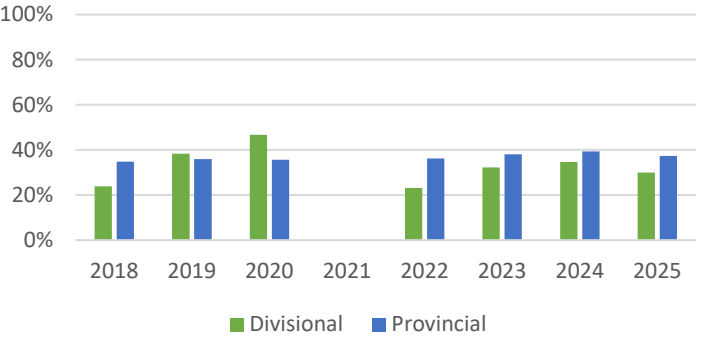
EYE (Early Years Evaluation) Assessment and Data Comparison Fall and Spring 2024/25



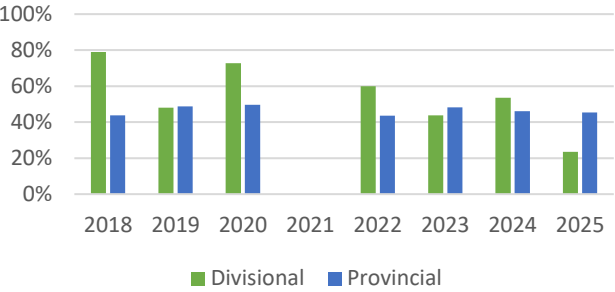
Western School Division kindergarten students generally enter kindergarten with strengths in the cares of physical development/gross motor skills and in the areas of social skills and approaches to learning. By the end of their kindergarten year, generally, almost all students have achieved strengths to the point that only tier 1 (general classroom instruction) is required to support their ongoing development. Areas where Western School Division students tend to struggle in early kindergarten include language and communication and cognitive skills. We recognize that high numbers of English language learners are likely contributing to these scores at this time. By the end of the year, the number of students requiring individualized supports are reduced by 50% and the number requiring tier 2 supports (small group instruction/intervention) are reduced by 66%.

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

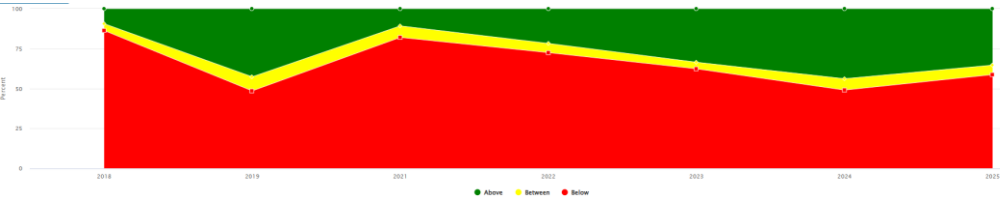
Grade 7 Math - Meeting all Sub Competencies - English Program



Grade 7 - Meeting all Sub Competencies - French Immersion Program

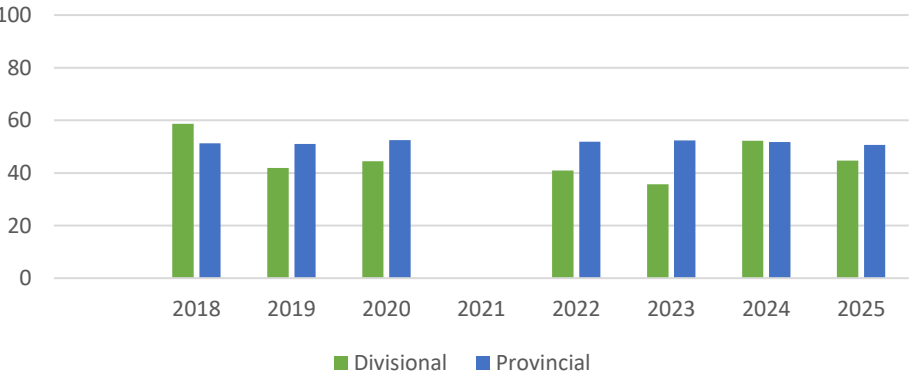


Grade 7 Numeracy Achievement Project Final Assessment
Trend Line 2018 – 2024



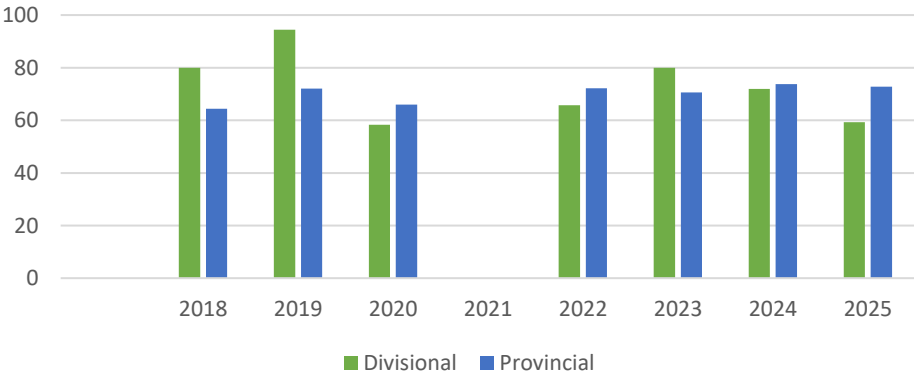
Reading Comprehension in Middle Years – Grade 8 Assessment of Reading Comprehension in the English and French Immersion Programs

Meeting Mid Grade Performance in 3 Sub Competencies
Gr 8 Reading Comprehension - English Program



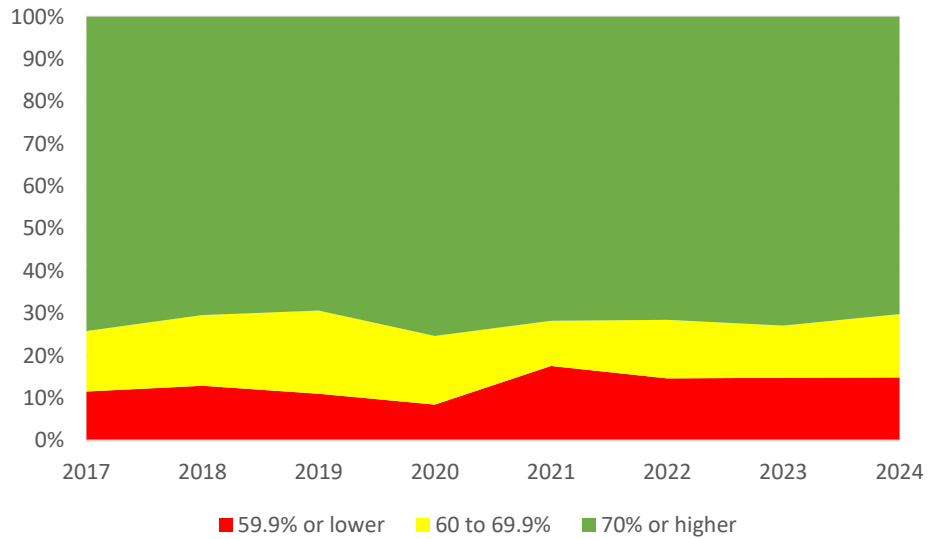
Western School Division students in grade 8 English program are achieving steadily over time and at a pace similar to the province. In the English program, typically slightly above provincial averages. Less consistent are the FI student results. This is the last year that FI will be hosted at École Morden Middle School. We are curious to note if there is a difference in achievement when all K-8 FI programming exists in the same building with potential for greater continuity of supports.

Meeting Mid Grade Performance in 3 Sub Competencies
Grade 8 Reading Comprehension - FI Program

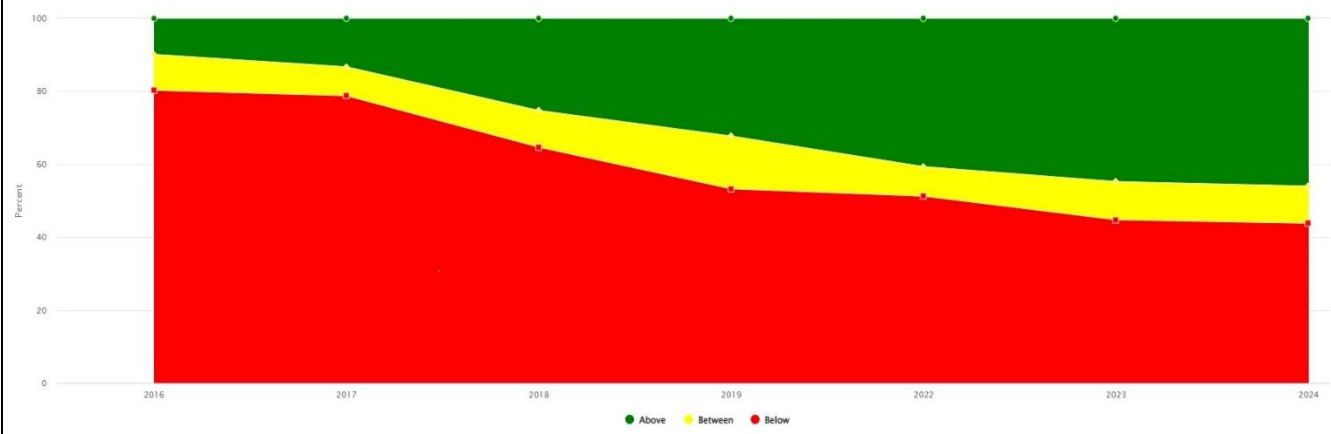


Grade 9 Mathematics – Breakdown of Final Scores in Course

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.

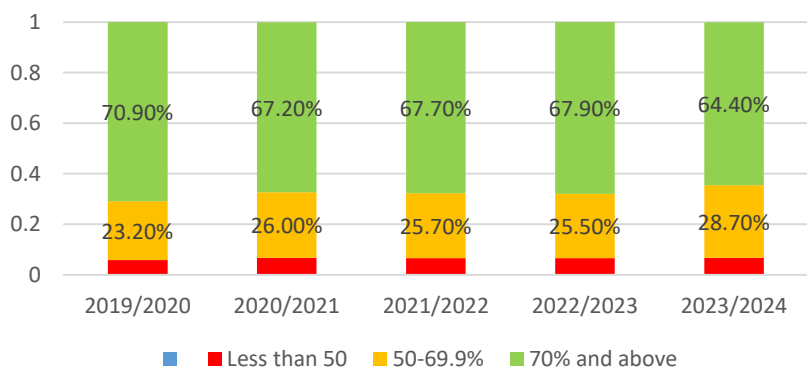


Grade 9 Mathematics – Breakdown of Final Scores on MRLC NAP Assessment

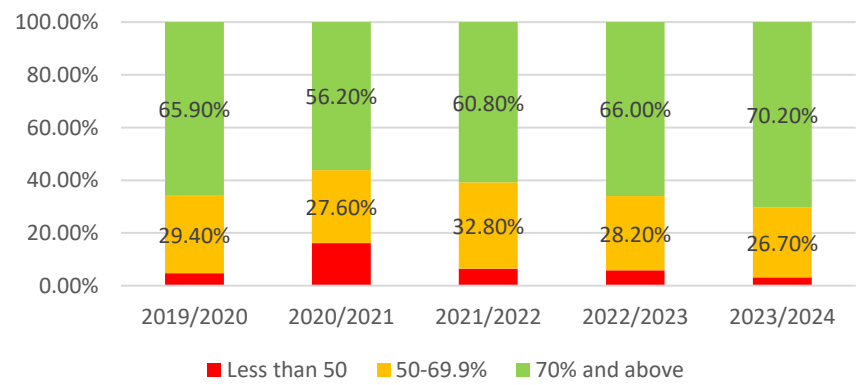


Grade 9 ELA – Breakdown of Final Scores Compared with Breakdown of Final Scores Provincially

Provincial Final Marks - Grade 9 ELA



Western SD Final Marks - Grade 9 ELA



Western School Division students had significant impacts on achievement as compared to the province especially during COVID (2020/2021 and 2021/2022). The 2022/23 and subsequent 2023/24 results indicate a trend improvement over pre-covid numbers and an increase in achievement as compared to province as benchmark.

Western School Division continues to utilize the NAP program from MRLC and sees the improvement in both teacher capacity and student 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	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 (k-3): 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, and the inclusion of parents as partners in the learning process	- 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. We are also sending some staff for NAP 2.0 training utilizing MRLC sessions. - School and divisional leadership still continue to attend MRLC session to further extend knowledge and understanding of how to support NAP 2.0 in the schools and division (including effective use of data) - MILE – Any new 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	- Teachers will be trained in NAP 2.0 and utilizing the tools and data within NAP (ie: pacing guides and formative assessments) to inform and guide their responsive instruction in their classrooms MILE: For any new teachers being trained this year - during training year, they 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 provide us with data on how this resource is	- 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 - Assessments embedded within PRIME

	• Building Thinking Classrooms – (as per Peter Liljedahl): Western School Division has engaged in the past to do some residency work with Jerrold Wiebe who is trained under Liljedahl. Last year all schools received training in this Building Thinking Classrooms approach • This year, their remains interest in this approach, but also a sense that with new Science and English Language Arts curricula pilots taking place, that this one area that is being “back burned” for now. We have ongoing plans to continue to work with this. • PRIME kits and materials have been purchased, and professional development in mathematics instruction will be offered to French Immersion teachers (grades 5-7) to ensure they have deepened conceptual understanding of mathematics and learning progressions • Parent math night pilot (grades 4-7) – numeracy coach and a classroom teacher – demystify for parents what “new math” is, what building thinking classrooms	both grade group time as well as vertical grade groupings. • Also with MILE- teachers formerly trained are also provided a “reachback” session with the numeracy coach to ensure the continual learning and implementation of the MILE resource • PowerSchool underwent changes so that divisional assessment data can be uploaded directly into student profiles within the SIS. This year we have continued to develop effective ways of working with that data • Our Western School Division in-house numeracy assessment was adjusted to be more focussed assessing thinking strategies vs automaticity • Nicole Alain-Fox is providing four days of PD to our group in PRIME	impacting and building their teaching capacity • The “reachback” group will work with the coach to utilize the MILE resources in conjunction with the divisional numeracy assessment results to inform instruction and to provide the necessary interventions in class • 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 • Teachers will be able to effectively utilize math manipulatives in their classrooms to help build conceptual understanding	
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	means, and problem solving in mathematics.	• Nicole Alain-Fox is also presenting at an April PD day on problem solving for all K-7 French Immersion teachers • À pas de géant resources were purchased and training provided to connect these resources to the PRIME training. These resources support teachers in diagnosing student learning needs and providing the appropriate learning intervention		
Develop Literacy	• Select, pilot, train staff and full scale implement reading screener as per provincial direction by fall of 2026 • Some teachers are piloting the new ELA draft curriculum, ensuring the opportunity to frame the new curriculum within the Framework for Learning work we did in 2024/25 • Establish teacher liaisons and division leads who will receive training in new draft provincial ELA curriculum from MEECL • Recognize and apply the updated Guiding Principles for a	• Literacy coach and select divisional staff will pilot screening and develop a best practice for implementation • Fountas and Pinnel assessments will continue to be completed fall/spring for all grades 1-8 – providing data to support informing teacher instruction • Literacy Coach support for implementation of strategies to support literacy achievement	• 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	• Provincial assessment data. • Divisional and school-based assessment data • Fountas and Pinnel assessment data collection • EYE Assessment data collection for Kindergarten • School and Classroom Profiles • Destiny Library Software data

	Comprehensive Approach to Reading Instruction 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, Guided Reading, etc... • Continue to ensure appropriate tier 1, 2 and 3 interventions if Reading Recovery is no longer available to ensure support for all learners • Teachers will continue to utilize assessment data to inform their instructional planning and to guide learning in their classrooms with increased confidence and competence. Last year we adjusted and customized PowerSchool so teachers can upload data from these assessments directly into PowerSchool and they are easier to see longitudinal achievement per student or run collective reports • Utilize coaching and professional development opportunities to	• 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 • Summer Reading Program – continue to support and encourage participation • Continue to hone and refine LRC technicians understanding and use of research and support materials (ie: webinar on using Explorica as part of EbscoHost subscription) • Book study with Literacy Coach – “Shifting the Balance” continues this year • MCI sending two staff to Senior Years ELA training	• Teachers or admin will request instructional support as needed at anytime throughout the year	
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	develop and facilitate teacher understanding of curriculum, concepts and skills	(MRLC) to support ongoing implementation of ELA curriculum at the high school		
Framework for Learning - Ongoing Work Related to Implementation	• All teaching staff received training via their Framework liaison (principals) to ensure an understanding of the Framework for Learning and its components in 2024-2025 • We want to continue to ensure all Western School Division staff see their role in the design of learning experiences that meet the Framework’s Vision	• Some schools are sending teachers to ongoing training related to clusters of competencies as provided by MEECL to support ongoing capacity with respect to the Framework • K-8 Schools agreed to pilot the new science curriculum and to focus the practical application of the ideas from Framework for Learning training, into the implementation of this new curriculum	• Science curriculum training sessions fully being attended by staff from both English program and FI program • Principals updating at monthly admin council meetings.	• Staff from Western School Division are prepared to submit their own “Stories of Practice” to the Framework website • Science Curriculum ready to be full implemented in the 2026/27 school year (including grades 9 & 10) who are not electing to pilot this year
Manitoba School Leadership Framework	• 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 Community and Building Relationships	• Recognition that the leadership focus areas closely align with board priorities: when we do work to advance the priorities, we are doing the work of the leadership framework • SCLP (South Central Leadership Project) has been re-established for school administrators in South Central Manitoba.	• 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, supervision, growth and hiring processes for school leaders	• Reflection with principals informally or as part of Supervision for Growth practices

		One Western SD principal sits on their executive		
French Immersion Programming	• Support and Improvement of French Immersion Programming Opportunities and Learner Outcomes to ensure appropriate and robust learning experiences and growth • This year we have moved all K-7 French Immersion programming into one building in our new École Discovery Trails. By fall of 2026, ÉDT will be the host of all K-8 French Immersion programming • Continue to implement short- and longer-term goals from the 2023/2024 French Immersion review • Increase overall French competency and confidence in the use of French from early start and basic French teachers • Increase competency in French Immersion teachers	• 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 • Nicole Alain-Fox working with teachers on PRIME mathematics instruction and with À pas de géant • Nicole also providing one full day of training to all French Immersion teachers on problem solving in April 2026 on a pd day • Increased collaboration with the library technician and DREF • Working to increase the number of resources	• 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.	• Provincial assessments of student achievement in French Immersion Programming • GB+ 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 • Destiny Library Software catalogue

		available in French in school libraries.		
Intensive Newcomer Supports	• All schools have ELA specialist teachers who help to support students who arrive at Western School Division and meet them at the language level they are at when they arrive • We have newcomers with refugee backgrounds enrolling in increasing numbers who have never attended formal schooling or who have had very significant gaps in their learning • We see a shift in the location of schools where the most significant numbers and needs are, largely linked to new catchments when the new school opened and where development in Morden has continued to take place • Meet the needs of our newcomer learners who present with EAL or LAL programming needs • Morden Collegiate staff received training and support with respect to the implementation of department developed EAL and LAL numeracy and literacy courses and are fully implementing this year with a new model of more “wholistic” classroom instruction	• Utilize EAL specialists in all schools to support language learning and language acquisition planning • Deploy EAL specialists where the highest needs are (greatest numbers of EAL learners and newcomers and also most intensive needs • 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	• 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. • Credit achievement in high school EAL and LAL courses • Using PowerSchool to track EAL levels for newcomer learners	• 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

	• 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.	our newcomer families are accessed and understood		
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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	- 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	- 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. (all schools already have baseline data for this as of the end of 2024-25) - Continue to with Elder David Scott and his support Mr. Rachul, and Kokum Marge. - Continue to offer land-based training and experience for teachers	- 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.	- Teacher feedback - Re-measure of staff and school capacities on the reflection tools - Student and family feedback
Treaty Relations Training	Meet our provincial mandate to ensure all divisional staff have received one day treaty education training (2 days	Completed one full day of Treaty Education Training with all staff of Western School Division on October 9th, 2024	Staff are familiar with information about treaties in Canada and their relationship to the treaties	Number of divisional employees trained – information collected and stored in Serenic

	for teachers) by December of 2025 • We have provided day one training to all staff in the fall of 2024. All professional staff had day two training in the fall of 2025 • We need to go back and redo day one training for the significant number of support staff hired since fall of 2024 (we are a growing division with new positions added, but also a relatively significant amount of staff turnover) • Two teacher catalyst teachers continue to receive ongoing support and training	• Completed day two Treaty Education Training on September 29th, 2025 • Consideration to how to plan divisional PD in calendar when planning our divisional calendar for next year and beyond to ensure ongoing training can be undertaken appropriately	• Teaching staff are familiar with resources available in the Treaty Education Kit and are able to implement aspects of the kit's lessons and resources confidently in their planning for instruction	• 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
NVCI	• 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	• Two staff members from Western School Division are certified trainers of NVCI giving us in-house capacity to provide this training. Recertification of trainers will occur in 2026 year, to ensure strategies taught remain current. • Developed a list of staff to be trained and a series of dates and for EAs, sent that	• 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	• 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

		information out with employment recall letters so dates are pre-set and organized with appropriate notice.	program at appropriate opportunities	
School Nutrition Programs	- Continue to 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 (in addition to the new universally accessible school nutrition programs)	- Each school in Western School Division reviewed operations from last year and crafted a plan that was appropriate for them and responsive to student needs based on the feedback from their work in 2024-25 - Continue to submit grant applications through Breakfast for Learning etc... - Liaise with community partners to support food programs, especially Caring and Sharing, Many Hands - Organize preparation of some previously supported food via cafeteria staffing as need has grown beyond the capacity of volunteers	- A universally accessible school nutrition program continues to be 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 - Feedback through school admins and liaisons to cafeteria staff to ensure proper fulfillment of need - No hungry kids	Complete reporting requirements for School Nutrition programming
Trauma Informed and Resilient Schools	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	Focus with guidance teams/admin teams on ensuring understanding of best practices related to Trauma Informed Approaches	Implementation of trauma informed practices in schools	- Conversations with Guidance and Admin teams - Number of staff trained - Decrease in crisis instances with students who are

	physically safe environment for all	Plan for future divisional PD with focus on Trauma Informed practice.		escalated instead of de-escalated by school processes
Crucial Conversations Training	Support Western School Division staff with training to help facilitate effective and important communication with each other and with students, families and community	- 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	- Training sessions are taking place - Individual certifications are occurring and are being recorded	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)
Our School Survey	- 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 15 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	- 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 – schools provide plans as part of ongoing school planning process	- Vulnerabilities to successful outcomes are identified and specific strategies are implemented to strengthen and improve - Informed decision making	Ongoing surveying and longitudinal data collection and analysis.
Learn to Age 18	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	- 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 (typically high school guidance counsellor)	- 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	SIS information connected to the names and number of students being tracked under Learning to Age 18 programming

		• Provide alternative non-credit programming to continue to stay connected to students and to support their personal development with the goal of staying connected (and hopefully returning) to school	• Student achievements in non-credit areas takes place (ie; drivers licence, food handler certificates, meaningful employment, etc...	
Student Leadership Forum	• 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	• 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 • Ensuring diverse representation of students from all backgrounds (cultural, academic, socio-economic, newcomer, etc....) • Facilitation of session by board members and senior administration	• Session occurs with appropriate representation from diverse groups of students	• 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

Student Delegation Presentations at Board Meetings	• 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	• At the beginning of the school years, assign each school a schedule to present over the course of 2025/26 board meetings.	• A good representation of a variety of student groups from all schools at board meetings takes place	• Board tracking of presentations and application of each delegation’s work to the board priorities plan
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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)
Elders and Knowledge Keepers in School	- 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 Knowledge Keepers with their cultural teachings, storytelling of their experiences etc... - Western School Division will continue to work with other Elders and Knowledge keepers in the classrooms and schools to continually work to centre	- Kokum Marge will be a connection for our students and their families. - Kokum will help students and families to develop a strong voice and sense of advocacy for their thoughts, feelings, knowledge and needs and will support overcoming barriers to doing so whenever possible and however possible. - 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.	- 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. This will be supported with the help of Kokum Marge and the other Elders and Knowledge Keepers who Marge will bring as guests, to connect to schools. - Our educators will also be learners. They will learn true history and be	- Classroom visits - Our School Survey Results - Reflections from teachers and families - Attendance patterns for vulnerable students

	Indigenous perspectives and ways of knowing	• She will continue to 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 strong sense of belonging in our schools, where their presence is welcomed. • Kokum Marge will continue to 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.	able to incorporate the teaching of this into their ongoing practice. We will see greater confidence in our teachers as they continue to work alongside Elders and Knowledge Keepers. • We will know if we have made an impact on students with improved attendance and an improved sense of belonging at school.	
Career Education	• 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,	• 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	• Credit for internship and credit for employment being accessed by students • Students developing an understanding of careers I the community and being able to see	• 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

	career fairs, and tours and information opportunities for students within the community’s many, varied employment sectors.	Policy document to ensure alignment • 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 – this year we appreciated the opportunity to incorporate French resources into our planning as per connecting with Elizabeth Whitaker-Jacques	themselves in those careers • Morden Collegiate has been working extensively with local partners to ensure placements available for student to volunteer for credit, or to take credits for internships or employment in both French and English	• Credit attainment reports including career development/internship courses
Senior Years Technology Education	• Provide industry aligned, authentic learning experiences for students in Western School Division in Technical Vocational areas. • Exploration of the potential to partner with the new MITT program “Network and Systems Administrator” Diploma program being offered right in Morden in 2025-26 for the first time	• 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	• Review enrollment at semester point • Tours are taking place • Consultations happening with industry	• Numbers of Senior Years Technology Education Diplomas earned • Number of credits for high school apprenticeship

		Vocational Area consortium of school divisions to provide technical-vocational programming options to students in all partner divisions.		
Budget Expo/Budget Community Consultation	• 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 schools and the learning and development of our students to the community	• Prepare budget consultation survey • Communicate regarding Western School Division Priorities in a number of ways • There will be a budget exhibition in February 2026 • Meet with Parent Advisory Council members regarding budget priorities	• Check in on progress between December and March	• Survey results • Participation numbers from event(s)
Community Mobilization	• Provide steering committee and selection committee support to the Morden Community Mobilization Hub • Work with the Hub to consider opportunities to provide additional resources and supports to families and youth at risk within the community	• 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	• 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	• Meeting participation • Referral stats • Success stats

		clients when interventions and wrap around teams involve clients who are connect to the school system. • Liaise with other divisions that have effective partnerships similar to the proposed Morden one in place (ie: LSSD, Mountainview SD, etc...)	overall needs are accounted for	
Settlement Worker In Schools Programming (SWIS)	• 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 attainment, diploma achievement, etc...) for newcomer students • Support newcomer families in developing an understanding of factors affecting their children in schools in Western School Division	• Liaise with Regional Connections and the SWIS worker program including quarterly meetings • 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....)	• Quarterly meetings with divisional team and SWIS • Ongoing email and liaising as required to be responsive to issues that arise	• Number of referrals per year • Number of funded EAL students • Number of students accessing SWIS programming