

WESTERN
School Division
Morden, Manitoba

*“Rooted In Caring;
Committed to Learning”*



BOARD PRIORITIES PLAN

2015 – 2019

WESTERN SCHOOL DIVISION BELIEF STATEMENTS

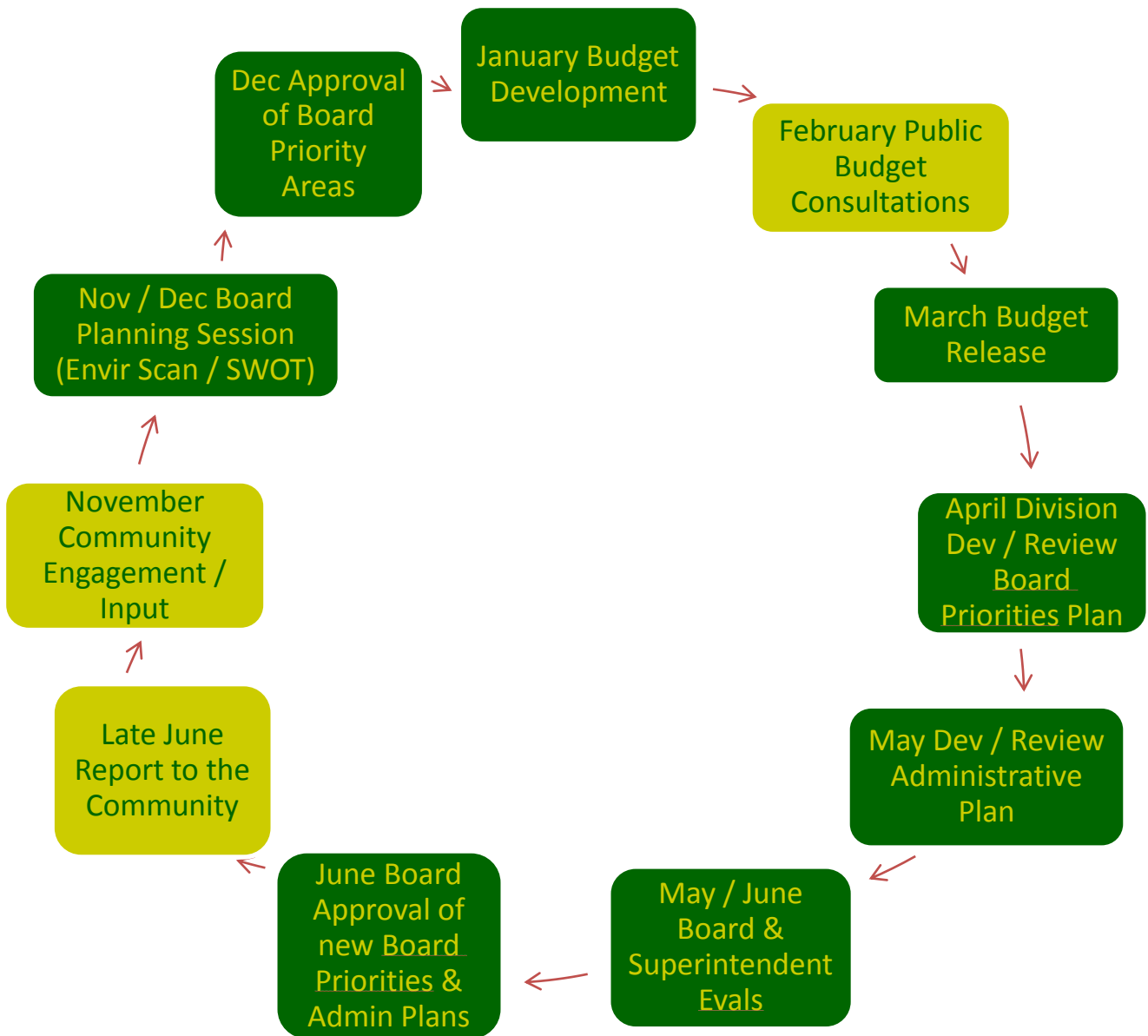
Mission – Developing people who are rooted in caring and committed to learning.

Beliefs

We Believe:

- Each learner is a valued individual with unique ways of learning.
- Each learner needs to be provided with opportunities to develop to their potential.
- Each learner needs to be included with their peers.
- Each learner needs to develop the abilities to participate in a diverse democratic society as a caring, responsible, self-confident citizen.
- Each learner has a right to an education consistent with their needs.
- Learning is enhanced by the active partnership of the home, school and community.
- Learning occurs best in a safe nurturing environment based on mutual respect.
- Learning is a life-long process.

Annual Planning Cycle



Board Priorities 2015 - 2019

Updated June 2017

The following is part of the Western School Division planning cycle and represents the school division's commitment to its purpose, mission and values. The plan was initially developed based on discussions with stakeholders and will be reviewed annually. The basis for the review will come from further stakeholder consultations, data collected through various division committees, research and staff, student, parent and constituent input. The six priorities outlined below are the focal points for the Board over the next four years. Additional work will also continue as part of the progress of the division and the Board is committed to continuous improvement for all.

GOAL / PRIORITY	STRATEGIES	STATUS	SUCCESS INDICATORS
IMPROVE STUDENT LEARNING	Provide resources for literacy and numeracy improvement at all levels	▪ On track	<input type="checkbox"/> use provincial testing process, primarily measure against ourselves to always exceed provincial average <input type="checkbox"/> the board will have received and analyzed the Skills Improvement Chart (Tell Them From Me) and sees improvement <input type="checkbox"/> improved attendance <input type="checkbox"/> increased enrollment in non-core classes <input type="checkbox"/> student success or Individual Education Plans <input type="checkbox"/> fewer outliers underachieving and more outliers overachieving <input type="checkbox"/> the board sees evidence of fair and equitable assessment practices
	Provide relevant learning opportunities	• On track	
	Review programming division wide	• On track	
	Offer relevant programming to set up students for success after school completion	• Planning Stage	
PROVIDE AN INVITATIONAL SCHOOL CULTURE	Support hiring practices that put the right people in the right areas	• On track	<input type="checkbox"/> Improvement in the Tell them From Me results from parents, students and staff <input type="checkbox"/> The board has received anecdotal feedback from staff, students and parents and are speaking up to uphold the invitational schools culture <input type="checkbox"/> Percentage of students non-participation in school connection has decreased
	Provide training in the customer service approach	• On track	
	Model invitational behaviour	• On track	
	Ignite the potential for innovative invitational ideas	• On track	

CULTIVATE CULTURE OF LEADERSHIP	Provide resources for leadership development within the division	<ul style="list-style-type: none"> • On track 	<input type="checkbox"/> Many people in different areas of division are leading change <input type="checkbox"/> A variety of people are presenting school –based reports to the board
	Review and support a plan for personalized project based learning to support leadership development	<ul style="list-style-type: none"> • On track 	
	Provide a team of students to present at Manitoba School Boards Association Convention	<ul style="list-style-type: none"> • Not Yet Started 	
ENCOURAGE ADVENTUROUS ACHIEVERS	Create safe environment for staff to encourage and promote adventurous achievers	<ul style="list-style-type: none"> • On track 	<input type="checkbox"/> Establish a process to receive ongoing data on the 4 C's (citizenship, critical thinking and problem solving, creativity and innovation, collaboration and communication) <input type="checkbox"/> staff providing the board with examples of student opportunities and achievement <input type="checkbox"/> High level of student involvement in a variety of citizenship activities <input type="checkbox"/> The Board observes openness to innovation that promotes student learning
	Provide professional development for staff directly related to adventurous achievers	<ul style="list-style-type: none"> • On track 	
	Support programs that strengthen, enhance, extend and personalize instruction	<ul style="list-style-type: none"> • On track 	

COMMUNITY ENGAGEMENT	Develop an internal and external communication plan	<ul style="list-style-type: none"> • Planning Stage 	<input type="checkbox"/> Number of articles in the media pertaining to divisional activities <input type="checkbox"/> Number of parents attending student involved conferences <input type="checkbox"/> Community attendance at assemblies and school events
	Develop a social media action plan	<ul style="list-style-type: none"> • Not Yet Started 	
	Be proactively in front of stakeholders	<ul style="list-style-type: none"> • On track 	
	Promote school and divisional hi-lites and successes	<ul style="list-style-type: none"> • On track 	
DEVELOP AND IMPLEMENT NEW GOVERNANCE STRUCTURE	Hire consultant to develop board policy manual	<ul style="list-style-type: none"> • Completed 	<input type="checkbox"/> Clear understanding among Board and division staff of roles and responsibilities <input type="checkbox"/> A new policy manual has been approved by Board motion <input type="checkbox"/> The Board evaluates the alignment of their practices with new policy manual <input type="checkbox"/> Completion of accompanying Admin. plan (date) <input type="checkbox"/> Board is making effective progress on the goals on their board priorities <input type="checkbox"/> The Board has clearly articulated reporting requirements from Administration <input type="checkbox"/> Completion of accompanying administration plan
	Implement policy and governance structure	<ul style="list-style-type: none"> • Completed 	
	Develop communication plan for divisional staff and public	<ul style="list-style-type: none"> • Planning Stage 	

YEAR END REPORT ON BOARD PRIORITIES

GOAL / PRIORITY	ACTIVITIES
IMPROVE STUDENT LEARNING	<p>Dual Credit – Ongoing support (Aug. 29) Student Achievement Data Review (Aug. 29) Reading Recovery (Sept. 26) ÉMMS Project-Based Learning Science Project (Fishing) (Oct. 11) Aboriginal Leadership/Learning for students (Oct. 24) Continuous Improvement Plan (Nov. 14) Joint Supervision for Growth/PD Update (Nov. 28) MAEC 70% completion rate...20 points higher than the Province (Dec. 12) Lorran Scholarship – Finley Wheeler onto to interview stage in Toronto (Dec. 12) (Feb. 13th – Finley won!) EY Provincial Stats (Jan. 23) Carl Klassen’s Exhibition at the Gallery (Jan. 23) SSEEF Funding (Piping Trades + Welding) (Feb. 13) Student Support Data (Feb. 13) Career Development (RRTVA) (Feb. 27) PBL @ MLS (Grades 1-3) (Feb. 27) Opportunities with Blackboard @ MCI (Feb. 27) PM Book Data Wall (March 13) Oral Language Library & Summer Reading Program (April 24th) Flex Reading @ EMMS (April 24th) Piping Trades Grand Opening (May 8th) Play-based Learning (May 23) Minnewasta PBL (June 5)</p>
PROVIDE AN INVITATIONAL SCHOOL CULTURE	<p>Opening Breakfast (Aug. 29) School Logos (Aug. 29) Summer Project Update (Aug. 29) Collaborative Survey on Indigenous Education (Sept. 12) Diversity Mini-Options (Sept 26) International Ed. (Sept 26) Aboriginal Leadership/Learning for students (Oct. 24) Minnewasta Parent Engagement Plan with PAC (Nov. 28) Human Rights Conference (April 24) U of M Nutrition Study (May 8th) MCI Mental Health Day (May 8th) We Starts Me - June 9 (June 5) Yearly Suspension Report (June 19)</p>

CULTIVATE CULTURE OF LEADERSHIP	<p>Supervision for Growth (Aug. 29)</p> <p>WE Day planning (Sept. 12)</p> <p>Coding Quest (Sept. 26)</p> <p>Aboriginal Leadership/Learning for students (Oct. 24)</p> <p>Meeting with the Minister (Oct 24)</p> <p>MSBA Workshop Presentation (Dec. 12)</p> <p>Student Forum (Feb. 13)</p> <p>Yes I Can Awards (Feb. 13)</p> <p>Meeting with PSFB (Feb. 13)</p> <p>WE Schools Mid Year Report (March 13)</p> <p>Debate Team from MCI (May 23)</p>
ENCOURAGE ADVENTUROUS ACHIEVERS	<p>Coding Quest (Sept. 26, May 8)</p> <p>Teacher/Admin. Conferences (Sept. 26)</p> <p>Innovation Grants (Oct. 11)</p> <p>ÉMMS Project-Based Learning Science Project (Fishing) (Oct. 11)</p> <p>Minnewasta Teachers/Students using SeeSaw App (Nov. 28)</p> <p>Encounters with Canada (Jan. 23)</p> <p>Project Based Learning – Grade 5 (Jan. 23)</p> <p>Special Needs Funding Allocation to schools (May 8)</p>
COMMUNITY ENGAGEMENT	<p>Religious Exercise Petitions (Sept. 12)</p> <p>Remembrance Day Ceremony (Wreath Laying) (Oct. 11)</p> <p>Remembrance Day Wreath Laying (Nov. 14)</p> <p>Morden Jr. Rifle Club (Nov. 14)</p> <p>Crisis Plan Review (Feb. 13)</p> <p>Budget Exhibition (Feb. 13)</p> <p>Piping Trades Opening House (April 10 & 24)</p> <p>Meeting with Minister of Ed and MLA (May 8)</p> <p>Canadian Parent for French (CPF) success (June 5)</p> <p>Report to the Community (June 19)</p>
DEVELOP AND IMPLEMENT NEW GOVERNANCE STRUCTURE	<p>Presentation on Policy Governance to Brandon SD (Nov. 28)</p> <p>Notice of Motion for first By-Law update (Nov. 28)</p> <p>Plan together to move towards action on Policy Governance (Dec. 12)</p> <p>Usefulness of the Privacy Breach Practices Survey (Feb. 27)</p> <p>Governance Review work (May 8)</p>