

2023/2024

CONTINUOUS IMPROVEMENT PLAN





Governance

Beautiful Plains School Division Board of Trustees Elections took place in October 2022. There were seven trustees elected to represent communities in our school division. The school board works with senior administration and staff to ensure BPSD is providing quality education for all students to become lifelong learners and active democratic citizens.

Board of Trustees	Ward
Richard Manns	Carberry & Area
Garth Hunter	Neepawa & Area
Kathleen Guillas	Neepawa & Area
Susan Kohinski	Neepawa & Area
Rey Toews	Neepawa & Area
Lavern Biehn	Carberry & Area
John McNeily	Carberry & Area

Reporting Sequence and Timelines

What are we planning for?

Beautiful Plains School Division has three priority areas: Literacy, Numeracy, and Thriving In BPSD. We are committed to keeping students' learning at the heart of all we do. Our plan continues to change and grow as we gain valuable feedback from all of our stakeholders.

PLANNING AND REPORTING CYCLE

August

Priority areas are reviewed by planning teams. The board uses data to set directions and revise strategies. Feedback is provided for planning forward.

September

A draft continuous improvement plan is developed for feedback with BPSD trustees, school leaders, and Manitoba Education for feedback.

November

Updated continuous improvement plan is posted on www.beautifulplainssd.ca

April

The plan is reviewed, priorities for the future are discussed and planning for next steps for improvement continue. School leaders report on progress and strategies are modified as needed.

June

Annual school community reports are posted. Highlights are added to divisional continuous improvement planning and reporting

Who are we?

Over 75% of the staff are our teachers and educational assistants who work directly with students every day. In addition, we have school and division based staff who collectively work hard to ensure our students have a strong education. Our staff play a critical role in the success of all our students.

STAFFING FTE 23-24

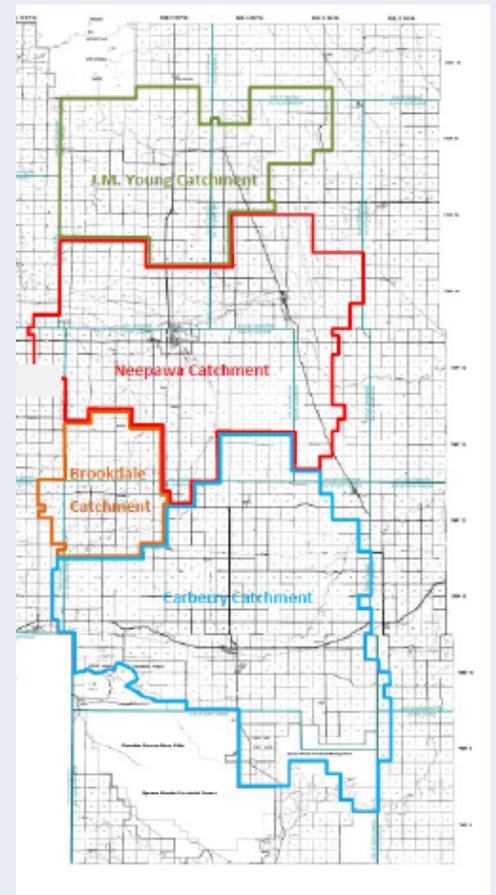
Principals	5.9
Vice-Principals	1.9
Teachers (179)	129.75
Counsellors	4.15
Resource Teachers	6.25
Student Services Coordinator	1.0
Educational Assistants	68.30
Speech-Language Pathologists	1.5
Psychologist	1.0
Mental Health Facilitator	1.0
Apprenticeship Coordinator	0.5
Technology	3.0
Other Instructional Based Staff	8.58
Total Instructional Staff	232.83

Our Mission Statement

Our mission is to strive to provide quality educational opportunities within a safe and caring environment that will enable students:

- to become lifelong learners; and
- to become responsible, productive, contributing citizens in a changing society.

Schools	Grades	Students
Hazel M. Kellington	K-4	466
Neepawa Middle School	5-8	434
Neepawa Collegiate	9-12	471
R.J. Waugh	K-4	205
Carberry Collegiate	5-12	293
Brookdale	K-8	30
J.M. Young	K-8	57
<u>Colony Schools</u>		
Acadia	K-12	32
Fairway	K-12	20
Riverbend	K-12	18
Rolling Acres	K-12	16
Sprucewoods	K-12	38
Twilight	K-12	16
Willerton	K-12	48



Additional Information

Beautiful Plains School Division covers approximately 2800 km² with 2100 students enrolled. We have 22 bus routes travelling 3500 km with 639 students bused to school daily. Our communities are largely based on farming with some additional industrial activity.

All fourteen schools have Education for Sustainable Development plans embedded in their school programming.

Priority Area: Improve Literacy Achievement

Outcome: Students will demonstrate literacy skills and knowledge to meet high levels of achievement.

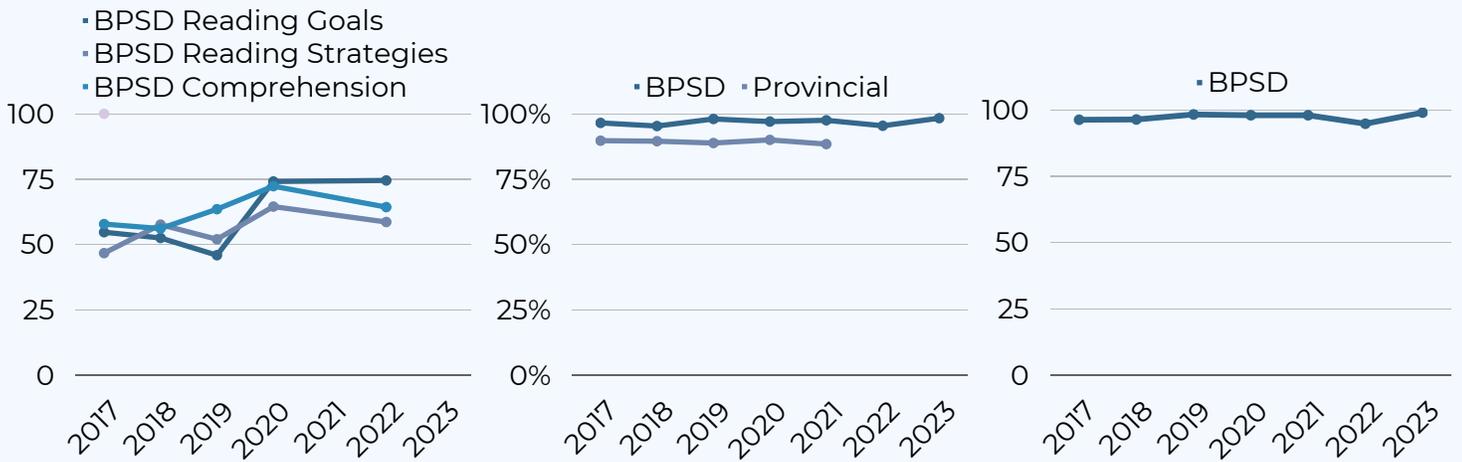
Why is literacy a priority?

In Beautiful Plains School Division (BPSD), we believe that improving literacy will help to ensure our students have the skills necessary to be active democratic citizens. Improving literacy achievement means developing skills to read, write, communicate, and think beyond language arts to include literacy in the sciences, mathematics, physical education, and more.

What is being measured?

We are measuring the percentage of students in grade 3 meeting expectations on the provincial ELA assessment in reading. We are also measuring the percentage of students achieving their grade 9 and grade 12 ELA credits. Data is collected and reviewed annually in BPSD to assess progress. In addition to the data below, BPSD gathers a variety of data including but not limited to report card results to demonstrate growth in literacy across all grades.

Meeting Expectations in Gr. 3
Reading Sub-Competency 22-23 **Gr. 9 ELA Credit Received** **Gr. 12 ELA Credit Received**



2023-24 Target

Our goal is for 100% of our students meet expectations in all literacy sub-competencies and achieve 100% pass rates in our grade 9 and 12 English Language Arts (ELA) courses. We work towards this goal by triangulating valuable evidence of learning in the classroom, building on the success stories embedded in our schools, and targeting interventions for students who need support with teachers.

Ongoing Action Planning

What actions are we taking based on the data?

In addition to providing whole group, small group and individual targeted supports to students who need, BPSD is using the following actions for improvement with support from the Manitoba Education literacy grant and early childhood initiative grant. See the chart below for actions, timelines, and staff involvement.

Action

Timeline

Staff

Analyzing Data for Improvement

Schools analyze patterns and trends in provincial literacy data to focus on areas of improvement	Annually	Teachers, Administrators, Student Services Co-ordinator, Senior Administration
Use common assessment tools to guide reading instruction and target reading support	Ongoing; annual division collection of data	Teachers, Administrators, Student Services Co-ordinator, Senior Administration
Gr. 12 ELA teachers meet to review current strategies, exchange ideas and discuss improvements	Annually	Teachers, Administrators
Schools are using classroom and school profiles to plan for intervention and improve instruction for students' needs	Ongoing	Teachers, Specialists, Administrators, Clinicians, Student Services Co-ordinator, Senior Administration
Using grade one observation surveys and early literacy intervention data, increased targeted supports are provided for students having greatest difficulty in literacy	Pre and post intervention data collection	Early Literacy Teachers, Specialists, Administrators, Student Services Co-ordinator, Senior Administration

Instruction and Professional Development

<p>Daily literacy instruction for a minimum of 105 mins (gr. 1-6) and 90 mins (gr. 7-8), 69 mins (gr. 9-10), 68 mins a day per semester (gr. 11-12)</p>	<p>Ongoing</p>	<p>Teachers, Administrators, Senior Administration</p>
<p>Grade 9 and 10 students in our high schools receive 210 hours of ELA instruction for 1 credit to improve results</p>	<p>Ongoing</p>	<p>Teachers, Administrators, Senior Administration</p>
<p>Use technology to encourage and support literacy using online tools such as Reading/Writing A-Z, Razkids, Overdrive, Kurzweil software</p>	<p>Ongoing</p>	<p>Teachers, Administrators, Clinicians, Student Services Co-ordinator, Senior Administration</p>
<p>Early literacy initiatives which focus on instilling the value of literacy with parents and preschoolers as children transition into school</p> <ul style="list-style-type: none"> o Pre-school screening and programming o Dial Testing for school readiness skills 	<p>Ongoing</p>	<p>Pre-school Co-ordinator, Student Services Co-ordinator, Senior Administration</p>
<p>Early years classrooms use whole group, small group and individualized language instruction</p>	<p>Ongoing</p>	<p>Teachers, Administrators, Clinicians, Student Services Co-ordinator, Senior Administration</p>
<p>Early literacy interventions are targeted to students in the early years classrooms having difficulty with literacy</p>	<p>Ongoing</p>	<p>Teachers, Administrators, Clinicians, Student Services Co-ordinator, Senior Administration</p>
<p>1.0 FTE Early literacy support position to provide additional teaching supports in our highest populated early years schools</p>	<p>Ongoing</p>	<p>Early Literacy Teachers, Administrators, Student Services Co-ordinator, Senior Administration</p>

Divisional grade group sessions highlight effective teaching practices happening in our classrooms	Ongoing	Teachers, Teacher Leaders, Administrators, Clinicians, Student Services Co-ordinator, Senior Administration
Admin meetings have literacy as an instructional leadership component	Ongoing	Administrators, Student Services Co-ordinator, Senior Administration

Action Plan for Improving Literacy Achievement for Students with an English as an Additional Language

What actions are we taking based on the data?

In 2022-23, 100% of grade 9 and grade 12 EAL students attained their ELA credit. There have been approximately 900 newcomer students join our school division in the last 6 years (143 students in 22-23).

With the English as an Additional Language grant received from Manitoba Education, BPSD uses the funds to provide the following actions and supports for our division to address the achievement gap which is lower for our EAL students' results. Students' needs are identified and supported through literacy interventions and 1:1 support. Please see the chart below for additional details on the funded actions, timelines, and staff involvement.

Action

Timeline

Staff

Analyzing Data for Improvement

Professional Development Workshops in teaching strategies for EAL students

Ongoing

Teachers, Administrators, Student Services Co-ordinator, Senior Administration

3.45 FTE is distributed across the division to support our EAL students with highest needs and working collaboratively with teachers using a co-teaching model in the following schools: NACI, NMS, HMK, and all colony schools

Ongoing

Teachers, Educational Assistants, Administrators, Student Services Co-ordinator, Senior Administration

Refining EAL intake process for determining specific student needs

Annually

Teachers, Administrators

Special Language Credit Option is offered to grade 12 students to acknowledge fluency in additional languages through listening, speaking, reading and writing

Ongoing

Teachers, Specialists, Administrators, Clinicians, Student Services Co-ordinator, Senior Administration

EAL students in targeted elementary schools receive specific interventions	Ongoing	Teachers, Administrators, Student Services Co-ordinator, Senior Administration
BPSD Student Perspective Panel has a focus on cultural perspectives and ensures representation from EAL students	Ongoing	Gr. 9-12 Students, Administrators, Student Services Co-ordinator, Psychologist, Senior Administration
Working with Neepawa Settlement Services to integrate SWIS workers with Neepawa schools	Ongoing	EAL Teachers, Administrators, Student Services Co-ordinator, Senior Administration
Middle Years and Senior Years Language Acquisition Classes at our targeted middle and high schools	Ongoing	Teachers, Administrators, Student Services Co-ordinator, Senior Administration
Senior Years ELA course for Gr. 12 students: EAL for Academic Success is offered at target EAL high school in first semester	Ongoing in first semester	Teachers, Administrators,
Working with Neepawa Settlement Services to provide bilingual interpreters to assist non-English speaking families at school events or for any school communication needed	Ongoing	Teachers, Administrators, Clinicians, Student Services Co-ordinator, Senior Administration
As needed, general materials for school information are translated into languages spoken most commonly at home	Ongoing	Teachers, Administrators, Neepawa Settlement Services
Technology tools being utilized to provide access to materials in students' first language	Ongoing	Teachers

Action Plan for Improving Literacy Achievement for Indigenous Students

What actions are we taking based on the data?

In 2022-23, 100% of grade 9 and grade 12 Indigenous students attained their ELA credit. Additionally, BPSD Indigenous students achieved growth in both of the early years' literacy competencies on the provincial assessment and grade 9 credit attainment. There are 162 self identified Indigenous students in BPSD.

With the Indigenous Achievement grant received from Manitoba Education, BPSD uses the funds to provide the following actions and supports for our division to address the achievement gap which is lower for our Aboriginal students' results. Students' needs are identified and supported through literacy interventions and 1:1 support to ensure programming is meeting their needs. Please see the chart below for additional details on the funded actions, timelines, and staff involvement.

Action

Timeline

Staff

Analyzing Data for Improvement

Support teachers with Treaty Relations Training	Ongoing	Teachers, Administrators, Student Services Co-ordinator, Senior Administration
.3 FTE to support our Indigenous students with highest needs and provide 1:1 mentorship for Indigenous learners at our largest high school	Ongoing	Teachers, Educational Assistants, Administrators, Student Services Co-ordinator, Senior Administration
Increasing Indigenous resources for classrooms and school libraries	Annually	Teachers, Administrators
BPSD Student Perspective Panel has a focus on cultural perspectives and ensures representation from Indigenous students; they meet with board and staff for planning sessions for system improvement	Ongoing	Gr. 9-12 students, Teachers, Administrators, Student Services Co-ordinator, Psychologist, Senior Administration

Professional development workshops that include Indigenous cultural perspectives	Ongoing	Teachers, Administrators, Student Services Co-ordinator, Senior Administration
Mental Health First Aid for staff	Ongoing	Teachers, Administrators, Student Services Co-ordinator, Senior Administration
Students explore career pathways through post-secondary presentations, myBlueprint and a variety of classroom based resources	Ongoing	EAL Teachers, Administrators, Student Services Co-ordinator, Senior Administration

Outcome: Students will demonstrate numeracy skills and knowledge to meet high levels of achievement.

Why is numeracy a priority?

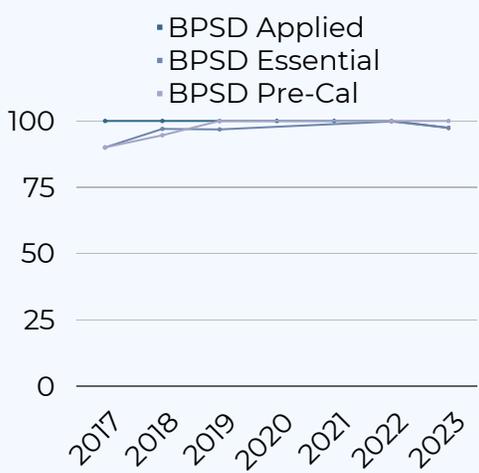
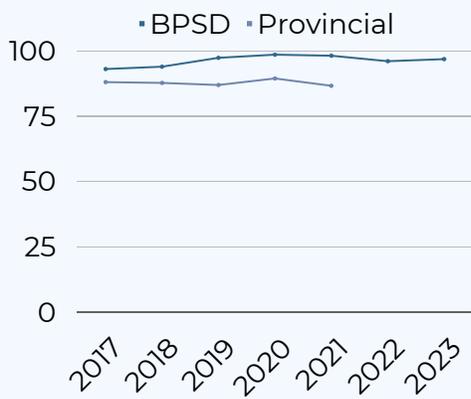
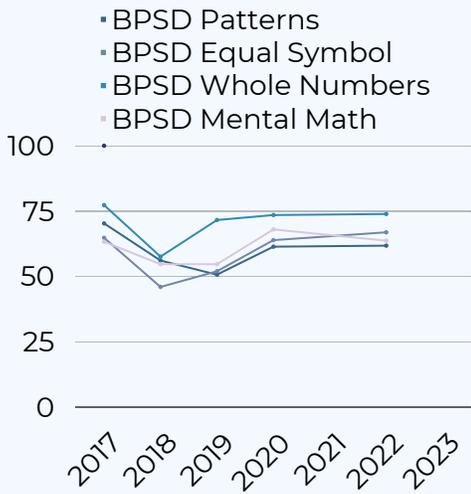
In Beautiful Plains School Division (BPSD), we believe that improving numeracy will help to ensure our students have the skills necessary to be active democratic citizens. Improving numeracy achievement means developing number sense, patterns and relations, shape and space, as well as statistics and probability skills needed across grade levels.

What is being measured?

We are measuring the percentage of students in grade 3 meeting expectations on the provincial numeracy assessment. We are also measuring the percentage of students achieving their grade 9 and grade 12 math credits. Data is collected and reviewed annually in BPSD to assess progress. In addition to the data below, BPSD gathers a variety of data including but not limited to report card results to demonstrate growth in numeracy across all grades.

Meeting Expectations in all Gr. 3

Numeracy Sub-Competencies 22-23 **Gr. 9 Math Credit Received** **Gr. 12 Math Credit Received**



2023-24 Target

Our goal is for 100% of our students meet expectations in all numeracy sub-competencies and achieve 100% pass rates in our grade 9 and 12 math courses. We work towards this goal by triangulating valuable evidence of learning in the classroom, building on the success stories embedded in our schools, and targeting interventions for students who need support with teachers.

Ongoing Action Planning

What actions are we taking based on the data?

In addition to providing whole group, small group and individual targeted supports to students who need, BPSD is using the following actions for improvement with support from the Manitoba Education numeracy grant and early childhood initiative grant. See the chart below for actions, timelines, and staff involvement.

Action	Timeline	Staff
Analyzing Data for Improvement		
BPSD Numeracy Teams meet to collaborate using disaggregated data and provide feedback for ongoing support needed	ongoing- multiple times a year	Teachers, Administrators, Student Services Co-ordinator, Senior Administration
Schools analyze patterns and trends in provincial numeracy data to focus on areas of improvement	Annually	Teachers, Administrators, Student Services Co-ordinator, Senior Administration
Gr. 12 math teachers meet to review exam results and discuss improvements	Annually	Teachers, Administrators
Schools are using classroom and school profiles in numeracy to plan for intervention and improve instruction for students' needs	Ongoing	Teachers, Specialists, Administrators, Clinicians, Student Services Co-ordinator, Senior Administration
Daily numeracy instruction for a minimum of 45 mins (gr. 1-6) and 45mins (gr .7-8), 69 mins (gr. 9), 68 mins per semester (gr. 10), 68 mins per semester (gr. 11-12)	Ongoing	Gr. 1-12 Teachers, Administrators

Grade 9 students in our high schools receive 210 hours of numeracy instruction through a full year course to improve results	Ongoing	Gr. 9 Teachers, Administrators,
Schools use specific processes for targeting students for numeracy interventions	Ongoing	Teachers, Administrators, Clinicians, Student Services Co-ordinator, Senior Administration
BPSD common grade 3 assessment tool resource binder developed and reviewed by teachers is used to assist with process	Ongoing	Gr. 3 Teachers, Administrators, Student Services Co-ordinator, Senior Administration
Early pre-school initiatives focus on instilling the value of numeracy with parents and pre-schoolers as children transition into school	Ongoing	Pre-school Co-ordinator, Student Services Co-ordinator, Senior Administration
Use technology to encourage and support numeracy using online tools	Ongoing	Teachers, Administrators
Principal meetings have numeracy as an instructional leadership focus for improvement	Ongoing	Administrators, Student Services Co-ordinator, Senior Administration
Targeted Gr. 3-9 teachers working with Numeracy Action Research Project as capacity building leaders to use knowledge, skills, and tools for numeracy improvement	Ongoing	Teachers, Administrators, Student Services Co-ordinator, Senior Administration
Division-wide PD breakout sessions include numeracy as one of the areas of focus targeting development	Annually	Teachers, Administrators, Student Services Co-ordinator, Senior Administration

Action Plan for Improving Numeracy Achievement for Students with an English as an Additional Language (EAL)

What actions are we taking based on the data?

In 2022-23, 100% of grade 9 and grade 12 EAL students attained their math credit. With the English as an Additional Language grant received from Manitoba Education, There have been approximately 900 newcomer students join our school division in the last 6 years(143 newcomers in 22-23). BPSD uses the funds to provide the following actions and supports for our division to address the achievement gap which is lower for our EAL students' results. Students' needs are identified and supported through numeracy interventions and 1:1 support. Please see the chart below for additional details on the funded actions, timelines, and staff involvement.

Action

Timeline

Staff

Analyzing Data for Improvement

Professional Development Workshops in teaching strategies for EAL students

Ongoing

Teachers, Administrators, Student Services Co-ordinator, Senior Administration

3.4 FTE is distributed across the division to support our EAL students with highest needs and working collaboratively with teachers using a co-teaching model in the following schools: NACI, NMS, HMK, and all colony schools

Ongoing

Teachers, Educational Assistants, Administrators, Student Services Co-ordinator, Senior Administration

Refining EAL intake process for determining specific student needs

Annually

Teachers, Administrators

Special Language Credit Option is offered to grade 12 students to acknowledge fluency in additional languages

Ongoing

Teachers, Administrators, Student Services, Senior Administration

EAL students in targeted elementary schools receive specific interventions to support numeracy	Ongoing	Teachers, Administrators, Student Services Co-ordinator, Senior Administration
BPSD Student Perspective Panel has a focus on cultural perspectives and ensures representation from EAL students	Ongoing	Gr. 9-12 Students, Administrators, Student Services Co-ordinator, Psychologist, Senior Administration
Working with Neepawa Settlement Services to integrate SWIS workers with Neepawa schools and support EAL students	Ongoing	EAL Teachers, Administrators, Student Services Co-ordinator, Senior Administration
Middle Years and Senior Years Language Acquisition Classes at our targeted middle and high schools	Ongoing	Teachers, Administrators, Student Services Co-ordinator, Senior Administration
Grade 9 students in our high schools receive 210 hours of numeracy instruction through a full year course to improve results and support EAL needs	Ongoing in first semester	Teachers, Administrators,
Working with Neepawa Settlement Services to provide bilingual interpreters to assist non-English speaking families at school events or for any school communication needed	Ongoing	Teachers, Administrators, Clinicians, Student Services Co-ordinator, Senior Administration
As needed, general materials for school information are translated into languages spoken most commonly at home	Ongoing	Teachers, Administrators, Neepawa Settlement Services
Technology tools being utilized to provide access to materials in students' first language	Ongoing	Teachers

Action Plan for Improving Numeracy Achievement for Indigenous Students

What actions are we taking based on the data?

In 2022-23, 100% of grade 9 and grade 12 Indigenous students attained their math credit.

With the Indigenous Achievement grant received from Manitoba Education, BPSD uses the funds to provide the following actions and supports for our division to address the achievement gap which is lower for our Aboriginal students' results. Students' needs are identified and supported through numeracy interventions and 1:1 support to ensure programming is meeting their needs. Please see the chart below for additional details on the funded actions, timelines, and staff involvement.

Action

Timeline

Staff

Analyzing Data for Improvement

Support teachers with Treaty Relations Training	Ongoing	Teachers, Administrators, Student Services Co-ordinator, Senior Administration
.3 FTE to support our Indigenous students with highest needs and provide 1:1 mentorship for Indigenous learners at our largest high school	Ongoing	Teachers, Educational Assistants, Administrators, Student Services Co-ordinator, Senior Administration
Increasing Indigenous resources for classrooms and school libraries	Annually	Teachers, Administrators
BPSD Student Perspective Panel has a focus on cultural perspectives and ensures representation from Indigenous students	Ongoing	Gr. 9-12 students, Teachers, Administrators, Student Services Co-ordinator, Psychologist, Senior Administration

Priority Area: Thriving Conditions in BPSD

Outcome: Students and staff model an inclusive, student-centered environment that nurtures trusting, supportive relationships and enables growth, wellbeing, and resilience.

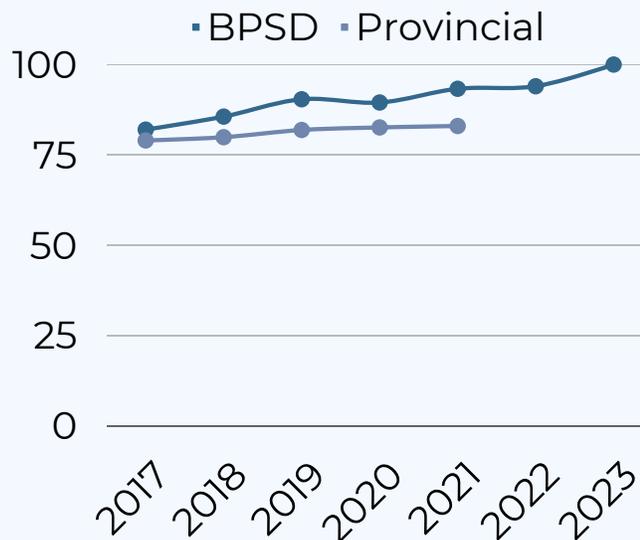
Why are thriving conditions a priority?

In Beautiful Plains School Division (BPSD), we believe that every person in our division plays a critical role in creating thriving conditions for our students and staff. Thriving conditions in BPSD means we are creating hope and understanding that we all have a role in creating and shaping a positive influence.

What is being measured?

We are measuring the percentage of students who graduate in our system as well as attendance rates for staff and students. Every member of our division contributes to the success of our students' career and we believe that the end of school graduation celebrates the growth, well-being and resilience needed to achieve this milestone. When people are present, there are opportunities for everyone to create thriving conditions for one another.

Grade 12 Graduation Rate



2023-24 Target

Our goal is for 100% of our students to graduate from Beautiful Plains School Division with all of our students and staff present in the system to support one another in thriving conditions. We are working towards this goal by developing and enhancing skills needed for thriving conditions in each area of our school division.

Ongoing Action Planning

What actions are we taking based on the data?

Our staff and students create thriving conditions in BPSD through a number of individual, school based, community based and divisional strategies. See the chart below for actions, timeline, and staff involvement with the support of the career development initiative grant, technology education grant, learning to age 18 coordinator grant, and Elder Keeper's grant received from Manitoba Education

Action	Timeline	Staff
Divisional PD focus on thriving conditions in BPSD using tools to focus on the 90%	October 2023	Teachers, Administrators, Student Services, Senior Administration
Learning about the MB Framework for Learning and Mamatawisiwin documents to create opportunities for living the “Good Life”	Ongoing	Teachers, Administrators, Student Services, Senior Administration
Admin and teachers have decision making authority over how school resources are used including people, time, facilities, and funds	Annually	Teachers, Administrators, Student Services, Senior Administration
Teachers find alternative ways to provide hard to reach parents with necessary information and skills needed to support their children	Ongoing	Teachers, Administrators, Student Services, Senior Administration
High School peer tutoring programs provide 1:1 assistance to students to develop academic and social goals	Ongoing	Teachers, Administrators

Apprenticeship Program	Ongoing	Apprenticeship Coordinator, Teachers, Administrators, Student Services Co-ordinator, Senior Administration
BPSD Student Perspective Panel	Ongoing	Gr. 9-12 Students, Administrators, Student Services Co-ordinator, Psychologist, Senior Administration
Schools provide diverse opportunities for students to be meaningfully involved, learn and be recognized in ways that include but are not limited to social justice, Run For It, mentoring, sports, music and yearbook	Ongoing	Educational Assistants, Teachers, Administrators, Student Services, Senior Administration
Efforts in class size reduction is always a priority to ensure for student assistance in each classroom	Ongoing	Teachers, Administrators, Student Services, Senior Administration
School based staff are identifying goals and strategies for ways to continue to develop thriving conditions	Annually	Teachers, Administrators, Student Services, Senior Administration
School wide activities held at each school to provide opportunities to learn about cultures, arts, sports, etc. to increase students' respect for diversity	Ongoing	Educational Assistants, Teachers, Administrators, Student Services, Senior Administration
Technology education programming that include: home economics, food and nutrition, family studies, woods, mechanics, and metals with ongoing upgrades to be equipped with needed skills	Ongoing	Teachers, Administrators, Neepawa Settlement Services
New MB Attendance Policy with specific student support planning	Ongoing	Teachers, Administrators, Student Services, Senior Administration



Our Core Values
Respect
Empathy
Honesty

2023-24
Continuous
Improvement
Plan