



STRATEGIC PLANNING & REPORTING

January 2019 Update
2016-2021

Respect, Empathy, and Honesty

Governance

Beautiful Plains School Division Board of Trustees and Senior Administration



Board of Trustees

Richard Manns
Garth Hunter
Kathleen Guillas
Wendy Menzies
Darian Major
Lavern Biehn
John McNeily

Ward

Carberry & Area
Neepawa & Area
Neepawa & Area
Neepawa & Area
Neepawa & Area
Carberry & Area
Carberry & Area

Senior Administration

Jason Young
Krista Reynolds
Shannon Bayes

Superintendent/CEO
Assistant Superintendent
Secretary Treasurer

Beautiful Plains School Division Board of Trustees strives to ensure BPSD is providing quality education for all students to become lifelong learners and active democratic citizens. The board continues to work together with the community to maintain partnerships and future success for our communities.

Message From Our Superintendent

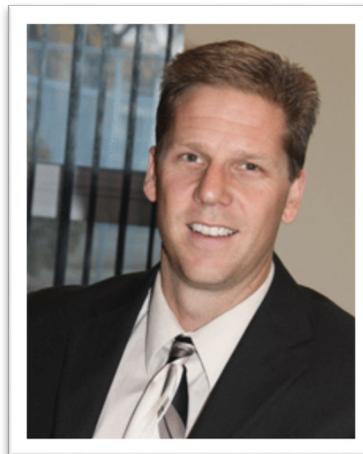
RESPECT, EMPATHY, and HONESTY

In Beautiful Plains School Division, we believe that every student has the ability to achieve great things. We keep students at the heart of our work, guiding all decisions we make. We understand that our students' success depends on our commitment to continuous improvement.

Our divisional plan is one example of our commitment to high levels of achievement through continuous improvement. We have ambitious goals because we believe this reflects our work to maintain high standards as a school division. The priority areas including literacy, numeracy, and school connectedness outline our strategies for continuous growth based on quantifiable student performance information. We know that student performance is not measured by standardized assessments alone. We recognize that each staff member on our team has a critical role to play in helping our students achieve the highest standard of academic, social and personal success.

Our schools are enriched by the supportive communities in the Beautiful Plains School Division because they understand the value of education and continue to maintain strong relationships with our schools and division. Our communities, staff and our students work towards the same core values: respect, empathy and honesty.

We continue to plan the best programming and educational experiences possible for our students. We are excited about the challenges ahead including our evolving technological advancements and the ever-changing needs of our communities.



Jason Young
Superintendent/CEO

Introduction

The Division Plan 2016-2021 sets the direction for our School Division for the next four years with three priority areas in Literacy, Numeracy and School Connectedness.

Beautiful Plains School Division has three divisional priority areas that are aligned with the provincial priorities developed by Manitoba Education. These priority areas are: Literacy, Numeracy, and School Connectedness.

Our priority areas define our outcomes including the performance measures and strategies we use for continued improvement. We recognize that these targets are challenging and we believe that they are achievable because we strive for the very best for our students while continuously monitoring and reporting their progress.

Our plan includes performance measures that are based on provincial and local student assessments. Beautiful Plains School Division is committed to keeping students learning at the heart of all we do. We believe that students' developmental growth is most important.

The assessment results in the plan do not tell us the whole story. Additionally, we gather triangulated evidence in our schools and classrooms to provide a more complete picture of student achievement. The results in this plan simply provide us with a brief snapshot.

Our division plan is continuing to grow and change as we gain valuable feedback from all of our stakeholders. Please see below for our planning and reporting cycle designed to provide the highest quality of education for our students. For the most updated version of our plan, please visit www.beautifulplainssd.ca.



Planning and Reporting Cycle Time Frame	
August	Priority areas are reviewed by planning teams and the Board using data to set directions and revise strategies. Feedback is provided for planning forward.
September	Division plan is distributed to schools for staff/student/community responses. School plans are reviewed, posted and sent in to division office.
October	Updated division plan/report is provided to BPSD trustees, school administrators and MB. Education for feedback. The plan is posted on www.beautifulplainssd.ca by October 31.
January	Board and administrators review progress of the plan to date, discuss priorities for the future and determine next steps for improvement.
April/May	The division plan is reviewed and monitored. Administration reports on progress and strategies are modified.
June	School annual community reports are posted and provided to division office. Highlights are added to division plan/report.

Beautiful Plains School Division Staff Profile

The achievements of an organization are the result of combined efforts from each individual.



Staffing	18/19 FTE
Principals	4.6
Vice Principals	1.75
Teachers	110.92
Educational Assistants	53.33
Resource Teachers	7.25
Counsellors	3.5
Speech Language Pathologist	1
Student Services Coordinator	1
Psychologist	1
Superintendent	1
Assistant Superintendent	1
Secretary Treasurer	1
Technology	2.25
Apprenticeship Coordinator	.5
Additional School Based Staff	26.5
Additional Division Based Staff	28.75
Total	245.35

Our Staff

Our school division is represented by a wide range of excellent staff. Over 75% of the staff are our teachers and educational assistants who work directly with students every day. In addition, we have clerical staff, custodians, bus drivers, mechanics, and other staff who collectively work hard to ensure our students have a strong education. In Beautiful Plains School Division, our staff play a critical role in the success of our students and support the needs of all schools.

Strengths and Challenges

Our ability to understand our strengths and challenges as a school division are critical to our planning and programming.



Strengths

- Ensure students are at the heart of our decisions
- Supportive communities that believe in the value of education
- Skilled staff who work towards the same core values
- Our focus remains consistently on students
- Well-maintained quality facilities
- Evolving technology infrastructure
- Wide variety of programming available to our students
- Arts programming continues to be a valued part of education in BPSD
- Teacher-led professional development
- BPSD maintains above average student attendance rates between 95-100% daily in our schools

Challenges

- Programming for diverse socio-economic populations among our communities
- Wide range of school populations from very small schools to large schools with over six hundred students
- Increasing achievement results for our students
- Full engagement with community partners
- Evolving technology needs



BPSD Information

Mission, Schools, Division Map, Additional Information for 2018/19

Mission Statement

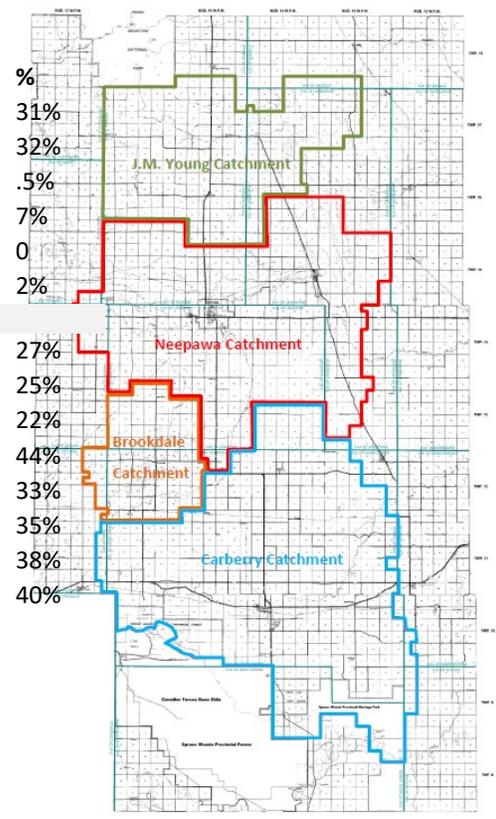
Our mission is to strive to provide quality educational opportunities within a safe and caring environment that will enable students:

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

Our Schools

School	Grades	Students
NACI	6-12	620
H. M. Kellington	K-5	473
Carberry Collegiate	5-12	328
R.J. Waugh	K-4	192
Brookdale	K-8	32
J.M. Young	K-8	40
Colony Schools		
Acadia	K-12	28
Fairway	K-12	20
Riverbend	K-12	17
Riverside	K-12	16
Rolling Acres	K-12	18
Twilight	K-12	18
Sprucewoods	K-12	36
Willerton	K-12	50

BPSD Disaggregation	Students	Total %
All Schools	1888	100%
EAL	394	20.9%
AAA	140	7%



Additional Information

Beautiful Plains School Division covers approximately 2800 km² with 1886 students enrolled. We have 22 bus routes travelling 3500 km with 550 students bused to school daily. Neepawa and Carberry are our two largest communities with other schools located in Eden and Brookdale. We have eight Hutterian colony schools located throughout the division. 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.

Planning Ahead

Beautiful Plains School Division understands the importance of planning for growth and achievement. With our population increasing, we are committed to supporting our communities' needs.

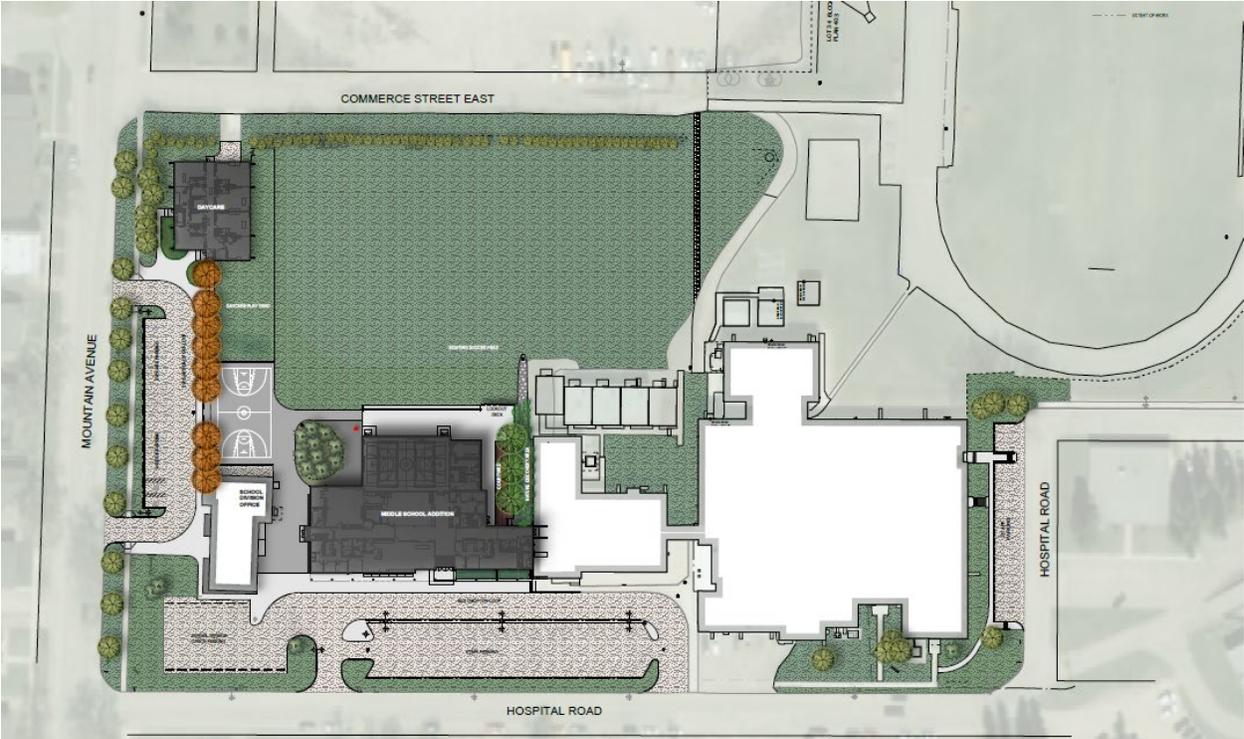
Enrollment

Enrollment projections help us plan and develop programming, infrastructure, and transportation services to our families. We track our enrollment daily to ensure updated information.

Sept. 30 Enrollment (FTE)	2015 Actual	2016 Actual	2017 Actual	2018 Actual	2019 Projected	2020 Projected	2021 Projected	2022 Projected
Total K-12	1,740	1,838	1,851	1886	1,904	1,924	1,954	1,974

Middle Years School in Neepawa

In August 2017, the province announced the addition of a middle school at Neepawa Area Collegiate in response to the growing needs of our community. During the initial planning phase, Beautiful Plains School Division is working with LM Architects and the Public Schools Finance Board to design a space that will meet the needs of today's classroom.



Priority Area: Improve Literacy Achievement

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

Why is literacy a priority area?

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.

2018 Update

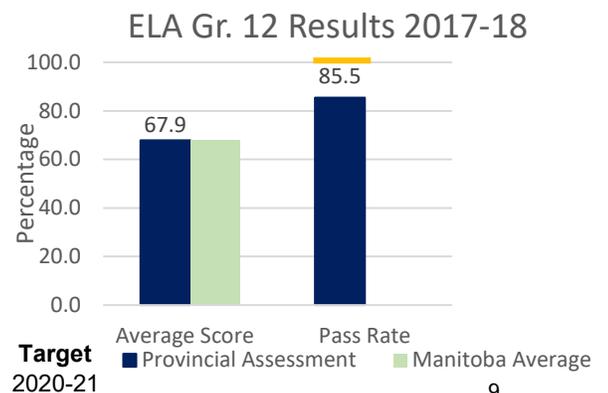
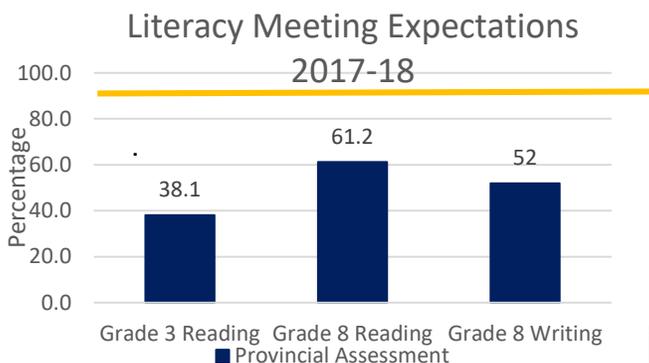
In 2017-18, 100% of grade 9 and grade 12 students attained their ELA credit. Additionally, BPSD students achieved the benchmark target in both middle years' literacy competencies on the provincial assessment. In writing, the middle years students had growth of 29 percentage points (2015-16 baseline). In reading, the middle years students had growth of 10.9 percentage points. One of many causal factors that contribute to the students' success include the teacher's understanding of triangulation in their assessments and using this information to purposefully plan for both student and teacher growth.

In the provincial grade 3 reading assessment, we continue to dig deeper into the data with the successes and challenges. A few of our next steps include continuing to grow our understanding of triangulation of evidence in the early years, building on the success stories embedded in our schools, targeting interventions for students who need support with early literacy teachers, and maintaining our same literacy goal so schools can remain focused on improvement in this area.

We continue to work towards improving by 10 percentage points in grade 3, 10 percentage points in grade 8 and 5 percentage points in the grade 12 average marks. We also maintain our goal of 100% pass rate in our grade 12 English Language Arts (ELA) course.

What is being measured?

We are measuring the percentage of students meeting expectations in all sub-competencies on the provincial ELA assessments in grades 3, 8, and 12. 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.



What actions are we taking?

Based on the disaggregated data, BPSD has a professional learning focus on improving instruction through the reading/writing connection. In addition to providing whole group, small group and individual targeted supports to students, 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 Involvement
ANALYZING DATA FOR IMPROVEMENT		
<ul style="list-style-type: none"> Schools analyze patterns and trends in provincial literacy data to focus on areas of improvement 	<ul style="list-style-type: none"> Annually 	<ul style="list-style-type: none"> Teachers, Administrators, Student Services Co-ordinator, Senior Administration
<ul style="list-style-type: none"> Use Fountas and Pinnell and other common assessment tools to guide reading instruction and target reading support 	<ul style="list-style-type: none"> Ongoing; annual division collection of data 	<ul style="list-style-type: none"> Collected and submitted annually by gr. 1-8 teachers Reviewed by school and division teams
<ul style="list-style-type: none"> Gr. 12 ELA teachers meet to review provincial exam results and discuss improvements 	<ul style="list-style-type: none"> Semi-annually 	<ul style="list-style-type: none"> Teachers, Administrators
<ul style="list-style-type: none"> BPSD Literacy Group meets a minimum of twice a year to assess divisional programming using data to provide feedback to strategic planning and to plan PD next steps for improvement 	<ul style="list-style-type: none"> Twice annually 	<ul style="list-style-type: none"> Teachers, Administrators, Student Services Co-ordinator, Senior Administration
<ul style="list-style-type: none"> Schools are using classroom and school profiles to plan for intervention and improve instruction for students' needs 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Teachers, Specialists, Administrators, Clinicians, Student Services Co-ordinator, Senior Administration
<ul style="list-style-type: none"> Using grade one observation surveys and early literacy intervention data, increased targeted supports are provided for students having greatest difficulty in literacy 	<ul style="list-style-type: none"> Pre and post intervention data collection 	<ul style="list-style-type: none"> Early Literacy Teachers, Specialists, Administrators, Student Services Co-ordinator, Senior Administration
INSTRUCTION		
<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Gr. 1-12 Teachers, Administrators
<ul style="list-style-type: none"> Grade 9 and 10 students in our high schools receive 210 hours of ELA instruction for 1 credit to improve results 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Teachers, Administrators, Senior Administration

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • Use technology to encourage and support literacy using online tools such as Reading/Writing A-Z, Raz kids, Overdrive, Kurzweil software | <ul style="list-style-type: none"> • Ongoing | <ul style="list-style-type: none"> • Teachers, Administration |
| <ul style="list-style-type: none"> • Early literacy initiatives which focus on instilling the value of literacy with parents and preschoolers as children transition into school <ul style="list-style-type: none"> ○ Pre-school screening ○ Pre-school programming shared with Parent-Child Coalition ○ Dial Testing for school readiness skills | <ul style="list-style-type: none"> • Ongoing | <ul style="list-style-type: none"> • Pre-school Co-ordinator, Student Services Co-ordinator, Senior Administration |
| <ul style="list-style-type: none"> • Early years classrooms use balanced literacy approach including whole group, small group and individualized language instruction | <ul style="list-style-type: none"> • Ongoing | <ul style="list-style-type: none"> • Teachers, Administrators, Student Services Co-ordinator, Senior Administration |
| <ul style="list-style-type: none"> • Early literacy interventions are targeted to students in the early years classrooms having difficulty with literacy | <ul style="list-style-type: none"> • Ongoing | <ul style="list-style-type: none"> • Teachers, Administrators, Student Services Co-ordinator, Senior Administration |
| <ul style="list-style-type: none"> • 1.0 FTE Early literacy support position to provide additional teaching supports in our highest populated early years schools | <ul style="list-style-type: none"> • Ongoing | <ul style="list-style-type: none"> • Early Literacy Teachers, Administrators, Student Services Co-ordinator, Senior Administration |

PROFESSIONAL DEVELOPMENT

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> • Divisional grade group sessions to highlight effective teaching practices and implement best practice in the classroom with a focus on gradual release of responsibility | <ul style="list-style-type: none"> • 3 sessions per year until 2019 | <ul style="list-style-type: none"> • Gr. 1-8 Teachers, Teacher Leaders, Administrators, Clinicians, Student Services Co-ordinator, Senior Administration |
| <ul style="list-style-type: none"> • Admin meetings have literacy as an instructional leadership component | <ul style="list-style-type: none"> • Every 5 weeks | <ul style="list-style-type: none"> • Administrators, Student Services Co-ordinator, Senior Administration |
| <ul style="list-style-type: none"> • Gr. 9-12 ELA subject group meetings in high schools to create common assessments that will inform practice | <ul style="list-style-type: none"> • Twice a year | <ul style="list-style-type: none"> • Gr. 9-12 ELA teachers, Administration, Senior Administration |
| <ul style="list-style-type: none"> • Additional professional development highlights: <ul style="list-style-type: none"> ○ Grade 3 and 8 provincial assessments ○ Triangulated classroom based assessment | <ul style="list-style-type: none"> • Ongoing | <ul style="list-style-type: none"> • Teachers, Administrators, Senior Administration |

- Expand technology to increase teacher collaboration and growth (ex. Colony Teacher PLN)
- Ongoing
- Teachers, Administrators
- Year two participation in the MB. Education Reading Apprenticeship
- Ongoing
- Middle and High School Teachers, Administrators

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

2018 Update

In 2017-18, 100% of grade 9 and grade 12 EAL students attained their ELA credit. Additionally, BPSD achieved the benchmark target in both middle years' literacy competencies on the provincial assessment. In writing, EAL students in middle years had growth of 29 percentage points (2015-16 baseline). In reading, EAL students in middle years had growth of 31.9 percentage points. One of many causal factors that contribute to the students' success include the teacher's understanding of triangulation in their assessments and using this information to purposefully plan for both student and teacher growth.

In the provincial grade 3 reading assessment, the EAL data indicated growth of 5.1 percentage points. A few of our next steps include continuing to grow our understanding of triangulation of evidence in the early years, building on the success stories embedded in our schools, targeting interventions for students needing support with early literacy teachers, and maintaining our same goal so schools can remain focused on improvement in this area.

We continue to work towards improving by 10 percentage points in grade 3, 10 percentage points in grade 8 and 5 percentage points in the grade 12 average marks. We also maintain our goal to improve the provincial exam average by 5 percentage points and maintain 100% pass rate in our grade 12 English Language Arts (ELA) course.

What actions are we taking?

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 guided reading, 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 Involvement
<ul style="list-style-type: none"> Professional Development Workshops in teaching strategies for EAL students 	<ul style="list-style-type: none"> 2012-Present 	<ul style="list-style-type: none"> Teachers, Administrators, Student Services Co-ordinator, Senior Administration
<ul style="list-style-type: none"> Reviewing EAL intake process for determining specific student needs 	<ul style="list-style-type: none"> Ongoing; review twice annually 	<ul style="list-style-type: none"> Teachers, Administrators, Student Services Co-ordinator, Senior Administration
<ul style="list-style-type: none"> 3.1 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, HMK, and all colony schools 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Teachers, Educational Assistants, Administrators, Student Services Co-ordinator, Senior Administration

<ul style="list-style-type: none"> EAL students in targeted elementary schools receive specific intervention using AIM, LLI, and guided reading groups 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Teachers, Administrators, Student Services Co-ordinator, Senior Administration
<ul style="list-style-type: none"> BPSD Student Advisory Committee has a focus on cultural perspectives and ensures representation from EAL students 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Gr. 9-12 Students, Teachers, Administrators, Student Services Co-ordinator, Division Psychologist, Senior Administration
<ul style="list-style-type: none"> Working with Neepawa Settlement Services to integrate SWIS workers with Neepawa schools 	<ul style="list-style-type: none"> Starting August 2018 	<ul style="list-style-type: none"> EAL Teachers, Administrators, Student Services Co-ordinator, Senior Administration
<ul style="list-style-type: none"> Building connections with EAL teachers across the province at Department networking sessions 	<ul style="list-style-type: none"> 3 sessions annually 	<ul style="list-style-type: none"> EAL Teachers, Student Services Co-ordinator
<ul style="list-style-type: none"> Early literacy initiatives specific to EAL students focus on instilling the value of literacy with parents and preschoolers as children transition into school <ul style="list-style-type: none"> Pre school programming shared with Parent-Child Coalition and Settlement Services 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Student Services Co-ordinator, Pre-School Co-ordinator, Parent-Child Coalition, Neepawa Settlement Services
<ul style="list-style-type: none"> Middle Years and Senior Years Language Acquisition Classes at our targeted high school 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Teachers, Administrators, Student Services Co-ordinator, Senior Administration
<ul style="list-style-type: none"> Senior Years ELA course for Gr. 12 students: EAL for Academic Success is offered at target EAL high school in first semester 	<ul style="list-style-type: none"> Ongoing in first semester 	<ul style="list-style-type: none"> Teachers, Administrators
<ul style="list-style-type: none"> Special Language Credit Option is offered to grade 12 students to acknowledge fluency in additional languages through listening, speaking, reading and writing 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Teachers, Administrators, Senior Administration
<ul style="list-style-type: none"> General materials for school information are translated into languages spoken most commonly at home 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Teachers, Administrators, Neepawa Settlement Services
<ul style="list-style-type: none"> Technology tools being utilized to provide access to materials in students' first language 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Teachers
<ul style="list-style-type: none"> BPSD works with Neepawa Settlement Services to provide bilingual interpreters to assist non-English speaking families at school 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Teachers, Administrators, Neepawa Settlement Services

events or for any school communication needed

- | | | |
|--|--|---|
| <ul style="list-style-type: none">• BPSD Literacy Group meets a minimum of twice a year to assess the effectiveness of divisional programming using disaggregated EAL student data, to provide feedback to strategic planning and to plan next steps for improvement | <ul style="list-style-type: none">• Ongoing | <ul style="list-style-type: none">• Teachers, Administrators, Student Services Co-ordinator, Senior Administration |
| <ul style="list-style-type: none">• Divisional grade group sessions to highlight effective teaching practices and implement best practice in the classroom with a focus on gradual release of responsibility with EAL students | <ul style="list-style-type: none">• 3 sessions per year until 2019 | <ul style="list-style-type: none">• Gr. 1-8 Teachers, Teacher Leaders, Administrators, Clinicians, Student Services Co-ordinator, Senior Administration |

Action Plan for Improving Literacy Achievement for Indigenous Students

2018 Progress Update

In 2017-18, 100% of grade 9 and grade 12 Indigenous students attained their ELA credit. Additionally, BPSD Indigenous students achieved growth in one of the middle years' literacy competencies on the provincial assessment. In reading, Indigenous students in middle years had growth of 16 percentage points (2015 baseline). One of many causal factors that contribute to the students' success include the teacher's understanding of triangulation in their assessments and using this information to purposefully plan for both student and teacher growth.

In writing, Indigenous students in middle years had a decrease of 4 percentage points (2015 baseline). In the provincial grade 3 reading assessment, there was no disaggregated data. A few of our next steps include continuing to grow our understanding of triangulation of evidence, building on the success stories embedded in our schools, targeting interventions for students needing support with early literacy teachers, and maintaining our same goal so schools can remain focused on improvement in this area.

We continue to work towards improving by 10 percentage points in grade 3, 10 percentage points in grade 8 and 5 percentage points in the grade 12 average marks. We also maintain our goal to improve the provincial exam average by 5 percentage points and maintain 100% pass rate in our grade 12 English Language Arts (ELA) course.

What actions are we taking?

With the Aboriginal 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 guided reading, 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 Involvement
<ul style="list-style-type: none"> Professional development workshops in cultural perspectives including: <ul style="list-style-type: none"> Truth and Reconciliation teaching strategies TRC Blanket Exercise Kevin Chief for 2019 Division PD 	<ul style="list-style-type: none"> Current-September 2019 	<ul style="list-style-type: none"> All BPSD Teachers
<ul style="list-style-type: none"> Support teachers with Treaty Relations 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Teachers, Administrators, Senior Administrators
<ul style="list-style-type: none"> .3 FTE to support our Aboriginal students with highest needs and provide 1:1 mentorship for Aboriginal learners at our largest high school 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Educational Assistants, Teachers, Administrators, Student Services Co-ordinator, Senior Administration

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> Increasing Indigenous resources for classrooms and school libraries | <ul style="list-style-type: none"> Ongoing | <ul style="list-style-type: none"> Teachers, Administrators, Student Services Co-ordinator, Senior Administration |
| <ul style="list-style-type: none"> BPSD Student Advisory Committee has a focus on cultural perspectives and ensures representation from Aboriginal students | <ul style="list-style-type: none"> Ongoing | <ul style="list-style-type: none"> Gr. 9-12 students, Teachers, Administrators, Student Services Co-ordinator, Division Psychologist, Senior Administration |
| <ul style="list-style-type: none"> BPSD Literacy group meets a minimum of twice a year to assess the effectiveness of divisional programming using disaggregated Aboriginal student data, to provide feedback to strategic planning and to plan next steps for improvement | <ul style="list-style-type: none"> Ongoing | <ul style="list-style-type: none"> Teachers, Administrators, Student Services Co-ordinator, Senior Administration |
| <ul style="list-style-type: none"> Mental Health First Aid for staff | <ul style="list-style-type: none"> Ongoing | <ul style="list-style-type: none"> Teachers, Administrators, Student Services Co-ordinator, Senior Administration |
| <ul style="list-style-type: none"> Divisional grade group sessions to highlight effective teaching practices and implement best practice in the classroom with a focus on gradual release of responsibility with Indigenous students | <ul style="list-style-type: none"> 3 sessions per year until 2019 | <ul style="list-style-type: none"> Gr. 1-8 Teachers, Teacher Leaders, Administrators, Clinicians, Student Services Co-ordinator, Senior Administration |
| <ul style="list-style-type: none"> Students explore career pathways through Career Trek, Career Cruising, post-secondary presentations, myBlueprint and a variety of classroom based resources | <ul style="list-style-type: none"> Ongoing | <ul style="list-style-type: none"> Tri-Division Consortium, Teachers, Administrators, Student Services Co-ordinator, Senior Administration |

Priority Area: Improve Numeracy Achievement

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

Why is numeracy a priority area?

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.

2018 Progress Update

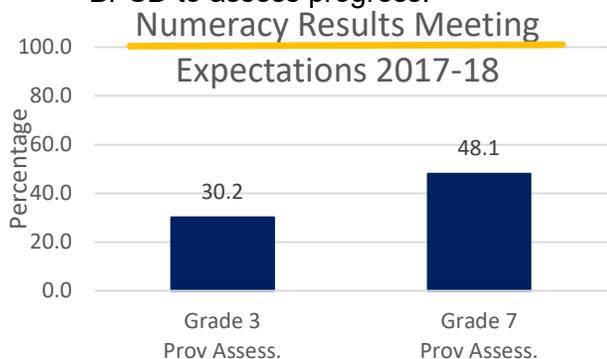
In 2017-18, 43 students wrote the grade 12 Applied exam, 99 students wrote the 12 Essential exam and 129 students wrote the grade 12 pre-calculus exam. 90% grade 12 students attained their math credit and 85.1% of grade 9 students. BPSD students achieved the benchmark target in the numeracy competency on the provincial assessment with growth of 18.5 percentage points (2015-16 baseline). One of many causal factors that contribute to the students' success include the teacher's understanding of triangulation in their assessments and using this information to purposefully plan for both student and teacher growth.

In the provincial grade 3 numeracy assessment, we continue to dig deeper into the data with the successes and challenges. A few of our next steps include continuing to grow our understanding of triangulation of evidence in the early years, building on the success stories embedded in our schools, identifying and targeting interventions for students who need support, and maintaining our same goal so schools can remain focused on improvement in this area.

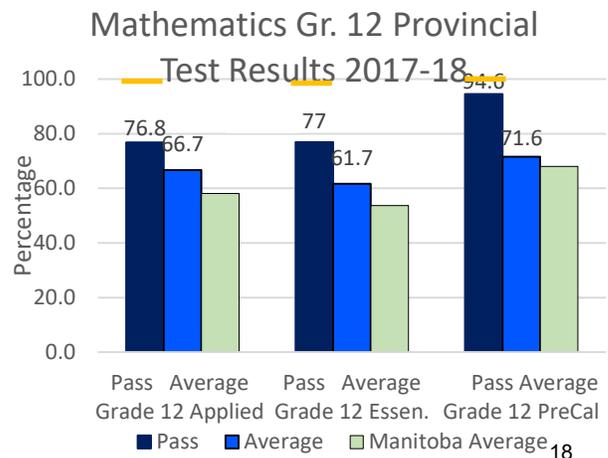
We continue to work towards improving by 10 percentage points in grade 3, 10 percentage points in grade 8 and 3 percentage points in the grade 12 average marks. We also maintain our goal of 100% pass rate in our grade 12 math courses.

What is being measured?

We are measuring the percentage of students meeting expectations on the provincial mathematics assessments in grades 3, 7, and 12. The results in grade 12 also indicate students average marks on the provincial exams within the grade 12 Applied (43 students), Essential (99 students) and Pre-calculus course (37 students). Data is collected and reviewed annually in BPSD to assess progress.



95% Target 2020-21



What actions are we taking?

Based on analysis of data disaggregated by different population groups, BPSD has created a professional learning focus on improving instruction across all grade levels. In addition to providing whole group, small group and individual targeted supports to students, 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 Involvement
ANALYZING DATA FOR IMPROVEMENT		
<ul style="list-style-type: none"> BPSD Numeracy Group meets to assess the effectiveness of classroom programming using disaggregated data and provides feedback to strategic planning 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Teachers, Administrators, Student Services Co-ordinator, Senior Administration
<ul style="list-style-type: none"> Schools analyze patterns and trends in provincial numeracy data to focus on areas of improvement 	<ul style="list-style-type: none"> Annually 	<ul style="list-style-type: none"> Teachers, Administrators, Student Services Co-ordinator, Senior Administration
<ul style="list-style-type: none"> Gr. 12 math teachers in high schools meet to review provincial exam results and discuss improvements 	<ul style="list-style-type: none"> Semi-annually 	<ul style="list-style-type: none"> Teachers, Administrators
<ul style="list-style-type: none"> Schools are using classroom and school profiles specific to numeracy to plan for intervention and improve instruction for students' needs 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Teachers, Specialists, Administrators, Clinicians, Student Services Co-ordinator, Senior Administration
INSTRUCTION		
<ul style="list-style-type: none"> Daily numeracy instruction for a minimum of 45 mins (gr. 1-6) and 45 mins (gr. 7-8), 69 mins (gr. 9), 68 mins per semester (gr. 10), 68 mins per semester (gr. 11-12) 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Gr. 1-12 Teachers; Administrators
<ul style="list-style-type: none"> Grade 9 students in our high schools receive 210 hours of numeracy instruction through a full year course to improve results 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Gr. 9 Teachers; Administrators
<ul style="list-style-type: none"> Schools use specific processes for targeting students for numeracy interventions 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Teachers, Administrators, Specialists, Clinicians, Student Services Co-ordinator
<ul style="list-style-type: none"> Common grade 3 assessment tool binder for teachers reviewed annually 	<ul style="list-style-type: none"> Annually 	<ul style="list-style-type: none"> Gr. 3 Teachers, Numeracy Committee, Senior Administration
<ul style="list-style-type: none"> Early pre-school initiatives focus on instilling the value of numeracy with parents and pre-schoolers as children transition into school 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Pre-school Co-ordinator, Student Services Co-ordinator, Senior Administration

- Pre-school screening
- Pre-school programming shared with Parent-Child Coalition
- Dial Testing for school readiness skills

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> ● Use technology to encourage and support numeracy using online tools such as Mathletics, Reflex Math | <ul style="list-style-type: none"> ● Ongoing | <ul style="list-style-type: none"> ● Teachers, Administrators |
| <ul style="list-style-type: none"> ● Early years classrooms use best practice in mathematics including whole group, small group and individualized numeracy instruction | <ul style="list-style-type: none"> ● Ongoing | <ul style="list-style-type: none"> ● Teachers, Administrators, Student Services Co-ordinator, Senior Administration |

PROFESSIONAL DEVELOPMENT

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> ● Admin meetings have numeracy as an instructional leadership focus for improvement | <ul style="list-style-type: none"> ● Every 5 weeks | <ul style="list-style-type: none"> ● Administrators, Student Services Co-ordinator, Senior Administrators |
| <ul style="list-style-type: none"> ● Professional development workshops with divisional leadership in: <ul style="list-style-type: none"> ○ Gr.5 Action Research ○ Gr.6 Action Research ○ Gr.7 Action Research ○ Gr.8 Action Research ○ Gr.9 Action Research | <ul style="list-style-type: none"> ● Ongoing | <ul style="list-style-type: none"> ● Teachers, Administrators, Student Services Co-ordinator, Senior Administration |
| <ul style="list-style-type: none"> ● Expand technology to increase teacher collaboration and growth <ul style="list-style-type: none"> ○ Colony Teacher PLN ○ Mental Math digital files created by Numeracy Committee for K-12 teachers | <ul style="list-style-type: none"> ● Ongoing | <ul style="list-style-type: none"> ● Teachers, Administrators |
| <ul style="list-style-type: none"> ● Targeted Gr. 5-9 teachers working with Numeracy Action Research Project as leaders to build knowledge, skills, and tools for numeracy improvement to assist in capacity building in BPSD | <ul style="list-style-type: none"> ● Ongoing | <ul style="list-style-type: none"> ● Teachers, Administrators, Student Services Co-ordinator, Senior Administration |
| <ul style="list-style-type: none"> ● Creating Numeracy Action Research within BPSD to support teachers analyzing data, creating classroom profiles, understanding pacing instruction of the curriculum and developing assessment strategies to differentiate instruction | <ul style="list-style-type: none"> ● September 2018 | <ul style="list-style-type: none"> ● Teachers, Administrators, Student Services Co-ordinator, Senior Administration |
| <ul style="list-style-type: none"> ● Division-wide PD breakout sessions include numeracy as one of the areas of focus targeting development | <ul style="list-style-type: none"> ● February Annually | <ul style="list-style-type: none"> ● PD, Committee, Teachers, Administrators, Student Services Co-ordinator, Senior Administration |

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

2018 Progress Update

In 2017-18, BPSD EAL middle years students achieved the benchmark target in the numeracy competency on the provincial assessment with growth of 23 percentage points. One of many causal factors that contribute to the students' success include the teacher's understanding of triangulation in their assessments and using this information to purposefully plan for both student and teacher growth.

In the provincial grade 3 numeracy assessment, we continue to dig deeper into the data with the successes and challenges. A few of our next steps include continuing to grow our understanding of triangulation of evidence in the early years, building on the success stories embedded in our schools, identifying and targeting interventions for students who need support, and maintaining our same goal so schools can remain focused on improvement in this area.

We continue to work towards improving by 10 percentage points in grade 3, 10 percentage points in grade 8 and 3 percentage points in the grade 12 average marks. We also maintain our goal of 100% pass rate in our grade 12 math courses.

What actions are we taking?

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 whole group, small group 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 Involvement
<ul style="list-style-type: none"> Professional development workshops in teaching strategies for EAL students 	<ul style="list-style-type: none"> 2012-Present 	<ul style="list-style-type: none"> Teachers, Administrators, Student Services Co-ordinator, Senior Administration
<ul style="list-style-type: none"> Reviewing EAL intake process for determining specific student needs 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Teachers, Administrators, Student Services Co-ordinator, Senior Administration
<ul style="list-style-type: none"> 3.1 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, HMK, and all colony schools 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Teachers, Administrators, Student Services Co-ordinator, Senior Administration

<ul style="list-style-type: none"> • Building connections with EAL teachers across the province at networking sessions 	<ul style="list-style-type: none"> • 3 sessions annually 	<ul style="list-style-type: none"> • EAL Teachers, Student Services Co-ordinator
<ul style="list-style-type: none"> • Early pre-school initiatives with Parent-Coalition specific to EAL students to focus on instilling the value of numeracy with parents and preschoolers as children transition into school 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Student Services Co-ordinator, Pre-school Co-ordinator, Parent-Child Coalition
<ul style="list-style-type: none"> • Middle Years and Senior Years Language Acquisition Classes at our targeted high school provide support for language based numeracy skills 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Teachers, Administrators, Student Services Co-ordinator, Senior Administration
<ul style="list-style-type: none"> • General materials for school information are translated into languages spoken most commonly at home 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Teachers, Administrators, Neepawa Settlement Services
<ul style="list-style-type: none"> • Technology tools being utilized to provide access to materials in students' first language 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Teachers
<ul style="list-style-type: none"> • BPSD works with Neepawa Settlement Services to provide bilingual interpreters to assist non-English speaking families at school events or for any school communication needed 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Teachers, Administrators, Neepawa Settlement Services
<ul style="list-style-type: none"> • BPSD Numeracy group meets a minimum of twice a year to assess the effectiveness of divisional programming using disaggregated EAL student data, to provide feedback to strategic planning and to plan next steps for improvement 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Teachers, Administrators, Student Services Co-ordinator, Senior Administration

Action Plan For Improving Numeracy Achievement for Indigenous Students

2018 Progress Update

In 2017-18, we do not have enough provincial disaggregated data for BPSD Indigenous students to provide a reflection. We continue to work towards improving by 10 percentage points in grade 3, 10 percentage points in grade 8 and 3 percentage points in the grade 12 average marks. We also maintain our goal of 100% pass rate in our grade 12 math courses.

What actions are we taking?

With the Aboriginal 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 whole group, small group 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 Involvement
<ul style="list-style-type: none"> Professional development workshops in cultural perspectives including: <ul style="list-style-type: none"> Kevin Chief 	<ul style="list-style-type: none"> Ongoing-2018-2020 	<ul style="list-style-type: none"> All BPSD Employees
<ul style="list-style-type: none"> Working with Department to support teachers with Treaty Relations Training 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Teachers, Administrators, Senior Administration
<ul style="list-style-type: none"> .3 FTE to support our Aboriginal students with highest needs and provides 1:1 mentorship for Aboriginal learners at our largest high school 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Educational Assistants, Teachers, Administrators, Student Services Co-ordinator, Senior Administration
<ul style="list-style-type: none"> BPSD Student Advisory Committee includes a focus on cultural perspectives and ensures representation from Aboriginal students 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Gr. 9-12 Students, Teachers, Administrators, Student Services Co-ordinator, Division Psychologist, Senior Administration
<ul style="list-style-type: none"> BPSD Numeracy group meets a minimum of twice a year to assess the effectiveness of divisional programming using disaggregated Aboriginal student data, to provide feedback to strategic planning and to plan next steps for improvement 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Teachers, Administrators, Student Services Co-ordinator, Senior Administration

Priority Area: Improve School Connectedness Factors Among Students

Outcome: *Ensure that 100% of our students will have the protective factors necessary to be resilient, active democratic citizens.*

Why is school connectedness a priority area?

In BPSD, we believe that improving school connectedness will help to ensure our students have the skills necessary to be resilient, active democratic citizens. School connectedness can be defined as “the belief by students that adults in the school care about their learning as well as about them as individuals”.

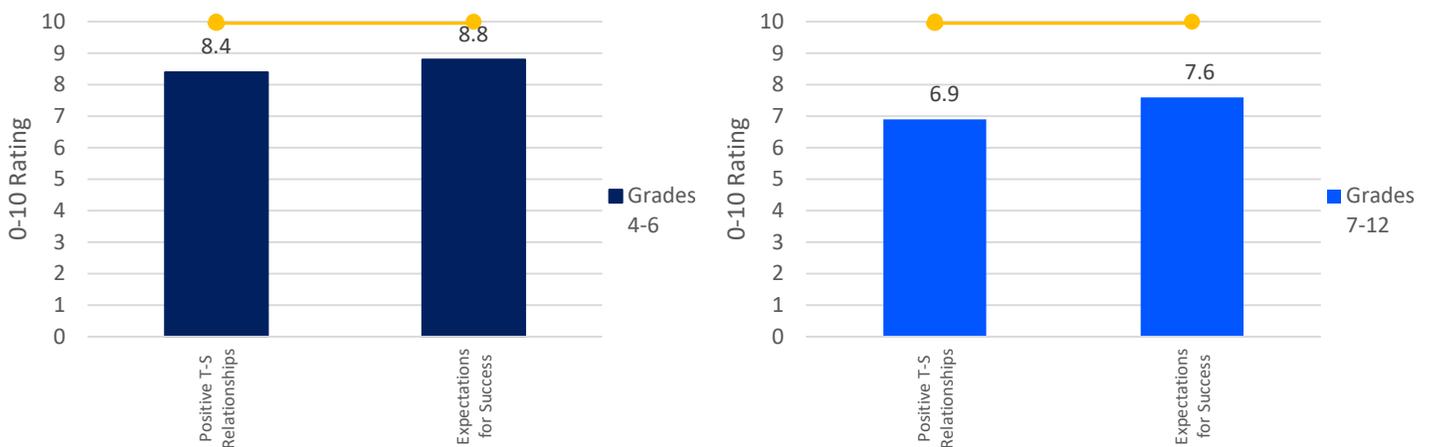
Source: <https://www.cdc.gov/healthyyouth/protective/pdf/connectedness.pdf>

What is being measured?

Using the OurSCHOOL survey results, we are measuring the protective factor Adult Support using data that demonstrates positive teacher-student relationships and expectations for success. Results are reported on a 10-point scale. Individual participant scores are based on the degree to which students agree or disagree with a series of Likert-scaled items. Student responses to these items contribute to an individual measure score. These measure scores are aggregated to form mean results for different populations (e.g., schools, districts, grades, etc). Data is collected and reviewed annually for grades 4-12 within our small and large schools to assess progress in BPSD.

100% — Target
2020-21

OurSCHOOL Survey: Measures for the Adult Support Protective Factor in School Connectedness



2018 Progress Update

In 2017-18, OurSchool survey data showed growth in all factors for grades 7-12. Survey results were relatively stable in grade 4-6. Results typically show that students in lower grades are closer to the target than students in higher grades. Our next steps include involving our students to work closely with the data and creating plans for improvement that are inclusive for all members in the school.

What actions are we taking?

Based on analysis of data disaggregated by different population groups from the OURSchool survey, BPSD is focused on improving school connectedness through a variety of school based instruction and career education strategies as recommended by the BPSD Student Advisory Committee. See the chart below for actions, timeline, and staff involvement with support from the AAA grant, Healthy Schools grant, career development initiative grant, technology education grant and learning to age 18 co-ordinator grant received from Manitoba Education.

Action	Timeline	Staff Involvement
<ul style="list-style-type: none"> Schools analyze patterns and trends in ourSCHOOL survey data to focus on areas of improvement 	<ul style="list-style-type: none"> Annually 	<ul style="list-style-type: none"> Teachers, Administrators, Student Services Co-ordinator, Senior Administration
<ul style="list-style-type: none"> Admin review priority area with staff and have an action plan to improve protective factors 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> School Staff, Administrators, Student Services Co-ordinator, Senior Administration
<ul style="list-style-type: none"> Professional development with Michele Borba focused on empathy strategies to improve protective factors for staff and parents 	<ul style="list-style-type: none"> September 2018 	<ul style="list-style-type: none"> All BPSD Staff and parents
<ul style="list-style-type: none"> Admin and teachers have appropriate decision making authority over how school resources are used including people, time facilities and funds 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Teachers, Administrators, Student Services Co-ordinator, Senior Administration
<ul style="list-style-type: none"> Teachers find alternative ways to provide hard to reach parents with necessary information and skills needed to support their children 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Teachers, Specialists (Guidance/Resource), Administrators, Student Services Co-ordinator
<ul style="list-style-type: none"> High school peer tutoring programs provide 1:1 assistance to students to develop academic and social goals 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Teachers, Guidance Counselors, Administrators
<ul style="list-style-type: none"> Apprenticeship Program 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Apprenticeship Co-ordinator, Teachers, Administrators, Senior Administration
<ul style="list-style-type: none"> Student Advisory Group 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Gr. 7-11 Students, Teachers, Administrators, Student Services Co-ordinator, Division Psychologist, Senior Administration

*Data Source: The Learning Bar: Our School Survey Results for BPSD.

For more information visit: <http://www.thelearningbar.com/solutions/school-improvement/>

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> • Student Led Conferences | <ul style="list-style-type: none"> • November and March | <ul style="list-style-type: none"> • Teachers, Administrators |
| <ul style="list-style-type: none"> • Coping Strategies | <ul style="list-style-type: none"> • Ongoing | <ul style="list-style-type: none"> • Teachers, Guidance Counselors, Administrators, Student Services Co-ordinator, Division Psychologist |
| <ul style="list-style-type: none"> • 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 and yearbook | <ul style="list-style-type: none"> • Ongoing | <ul style="list-style-type: none"> • Educational Assistants, Teachers, Specialists, Administrators, Student Services Co-ordinator, Senior Administration |
| <ul style="list-style-type: none"> • Efforts in class size reduction is always a priority in BPSD to ensure time for student assistance in each classroom | <ul style="list-style-type: none"> • Ongoing | <ul style="list-style-type: none"> • Teachers, Administrators, Senior Administration |
| <ul style="list-style-type: none"> • Staff trained in Roots of Empathy and Triple P Parenting provide these services to schools | <ul style="list-style-type: none"> • Ongoing | <ul style="list-style-type: none"> • Division Psychologist, Resource, Student Services Co-ordinator, Senior Administration |
| <ul style="list-style-type: none"> • Support provided to pre-schools and daycare for Seeds of Empathy programming | <ul style="list-style-type: none"> • Ongoing | <ul style="list-style-type: none"> • Pre-schools, daycares |
| <ul style="list-style-type: none"> • School wide activities held at each school to provide opportunities to learn about cultures, arts, sports etc. to increase students' respect for diversity | <ul style="list-style-type: none"> • Ongoing | <ul style="list-style-type: none"> • Teachers, Administrators |
| <ul style="list-style-type: none"> • Schools review student achievement and OurSCHOOL survey results for positive educational outcomes and positive health outcomes | <ul style="list-style-type: none"> • Ongoing | <ul style="list-style-type: none"> • Teachers, Administrators, Student Services Co-ordinator, Division Psychologist, Senior Administration |
| <ul style="list-style-type: none"> • Career development through Career Cruising, post-secondary presentations, Career Symposium, myBlueprint and other classroom based resources | <ul style="list-style-type: none"> • Ongoing | <ul style="list-style-type: none"> • Tri-Division Consortium, Teachers, Administrators, Student Services Co-ordinator, Senior Administration |
| <ul style="list-style-type: none"> • Technology Education Programming that include: home economics, food and nutrition, family studies, woods, mechanics, and metals with ongoing upgrades to be equipped for 21st century skills | <ul style="list-style-type: none"> • Ongoing | <ul style="list-style-type: none"> • Teachers, Administrators, Student Services Co-ordinator, Senior Administration |



BPSD Instructional Leadership Framework

We understand the critical role that each stakeholder plays in continuous improvement of our school division.

What is the role of the BPSD instructional leadership framework?

We want to ensure that we receive feedback from all levels of the system and so we do this as best we can. Each of the following areas help us ensure we have monitoring in place to assess progress, identify benchmarks and determine our division's next logical steps. One of the benefits of our division is that some of our stakeholders encompass overlapping roles and are involved in a number of areas which helps with consistency and transparency of our work.

BPSD Administration Team

The principals and vice-principals meet monthly for professional development. During our meetings, we analyze divisional disaggregated data, focus on educational leadership and continuous improvement for our division. In addition to exploring the questions from our curriculum committees, our recent work includes assessing effective strategies used in the classroom and building alignment with our understanding of best teaching practices.

Some of the questions we are exploring include:

- How do we know if the teaching is having an impact on student learning?
- What evidence do we need to determine quality instruction?
- How do we know when our students are intellectually engaged?
- What skills do we need to have to support our students, staff and community for improvement?
- What are effective ways to explore data with our staff for improvement?
- Based on the conclusions we have drawn about our students' achievement, which data will give us the most relevant information to plan our next logical step for improvement?

In consultation with the administrators, senior administration sets direction, monitors progress and reviews disaggregated data to support next steps for our division. We communicate divisional needs to our board and receive feedback and direction for plans going forward.

Some of the questions explored with our board include:

- What skills do we need to have to support our students, staff and community for improvement?
- How can we improve stakeholder involvement for continuous improvement?
- How can we engage our communities in support for continuous improvement?
- Based on the conclusions we have drawn about students' achievement from the disaggregated data, what are our next steps?
- What resources do we still need as a division for supporting our students who are struggling?
- How can we support our schools for improvement?
- Which strategies and resources are having the most impact for improvement and what can we do to foster them?

Curriculum Committees (Literacy, Numeracy and Senior Years)

The curriculum committees involving teachers and administrators across the division analyze divisional disaggregated data and focus specifically on supporting our Aboriginal and EAL student population. Our committees are working to understand questions such as:

- How do you know you are making a difference in the classroom?
- How can we improve stakeholder involvement for continuous improvement?
- How can we engage our parents in support for continuous improvement?
- Based on the conclusions we have drawn about students' achievement from the disaggregated data, do we need to make changes to our divisional targets?
- What are our next steps as a division for supporting our students who are struggling?
- What is our divisional plan missing that would help our schools improve?
- What supports do we need to improve based on our early literacy and numeracy results?

Student Advisory Committee

Our student advisory committee involving students, teachers and administrators in our high schools was created with the intent of having a cross section of students who are our Aboriginal learners, EAL learners, and students with different levels of school connectedness. Our committee has created questions and is committed to finding solutions for questions related to school connectedness. Some examples include:

- Why were you surprised when you learned that not all students feel safe at school? And, what do you think we can do to make those students and everyone else, feel safe at school?
- Is there at least one adult in your school you feel you could talk to? What about this adult makes them approachable or easy to talk to?
- Do most students you know talk about furthering their education after graduation? What do you feel is the barrier, for those that do not graduate and/or further their education?

Student Services Team

Our student services team involving our resource teachers, guidance counselors, administrators, clinicians and student services coordinator meet five times in the school year for professional development. They are focused on disaggregated data from classroom and school profiles as well as improving school connectedness. Some of the questions they are exploring include:

- How are our teachers engaging all learners?
- Who are our struggling learners today? What strategies do we need to use to support our teachers with these students?
- What interventions are being used that are successful in meeting needs of our struggling EAL and Aboriginal students? How can we build on these interventions? What do we need to address more of?
- In what ways can we improve inclusive practices in our schools?
- What do our classroom/school profiles tell us about the next logical step we need to take for improvement?



Respect, Empathy, and Honesty