

# Portage la Prairie School Division

"dedicated to the pursuit of excellence"

## October Report for the 2020-21 School year & 2021-22 Plan



<http://www.plpsd.mb.ca/>

Superintendent: Todd Cuddington  
 Assistant Superintendent: Pamela Garnham  
 Director of Student Services: Rochelle Rands

### Division Staffing Profile (Sept. 2021)

Principals	9	Speech Language Pathologists	4.75
Vice-Principals	7	Mental Health Facilitator	.5
Teachers (not including principals)	216.26	Occupational Therapists	1.0
Counsellors	11.9	Physiotherapists (OT/PT contracted time)	102 days
Resource Teachers	17.5	Psychologists	4.0
Teachers supporting special needs low enrolment classes (FFL,JLS,SLS,PEP,SLP)	6	Outreach Facilitators + WRAP Facilitator (.8)	8.8
Educational Assistants	115.3639	Coaches/Consultants	13.5
Career Coordinator	1.0	Non-teaching staff (Sr. Admin, Division Office, Bus Drivers, Cleaners, Custodial Staff, IT, Clerical)	95
Trustees	9.0		

### Our Mission

*To recognize the individual needs and potential of our students and to provide these students with the opportunity to undertake schooling experiences that will contribute to the development of their full potential. Schooling experiences will give consideration to the future demands that will be placed upon society by our rapidly changing world.*



The Portage la Prairie School Division acknowledges that schools in our division are located on Treaty One land, as well as the traditional territory of the Ojibway, Dakota, Cree and Anishinaabe peoples and the homeland of the Métis nation in the Central Plains Region of Manitoba, with a population of just over 13 000. Portage la Prairie is located approximately 75 km west of Winnipeg along the Trans-Canada Highway and is situated along the Assiniboine River.



## OUR STORY

[Portage la Prairie School Division](#) is composed of eighteen schools, seven located within the city of Portage la Prairie, one in the town of Oakville and ten Hutterite Colony Schools in the surrounding areas and offers both English and French Immersion Programming K-12. Division enrollment at September 30, 2021 was 3295 of which 378 students are enrolled in our French Immersion program from K-12. Our professional staff includes a team of Computer Technicians and Technology Coach, Strategic Initiatives Learning Coordinator, Literacy and Numeracy Coaches, English as Additional Language Consultant, Indigenous Achievement Coordinator, along with a team of Outreach Facilitators.

The High School campus hosted 1005 students this year with a slight decrease from the previous year, 1043 at Sept. 30, 2019. PLPSD celebrated 179 Graduating students with a Provincial Diploma, 19 with a Mature Student Diploma, 10 with a French Immersion Diploma, 26 Vocational Diplomas and 72 Graduates identified as Indigenous Students. The Colony Schools celebrated 11 graduates in June, 2021. We celebrated the achievement of 4 student with Certificates of Completion from our Life Skills Program.

**French Immersion** dual track (French Immersion/English) programming is offered in three of our schools at the Early, Middle and Senior Years levels. Programming at the High School level supports the attainment of a French Immersion Diploma and for participants in French Culture and Communication, a certificate of French at the end of grade 12. French Immersion population continues to increase at the Kindergarten level. **English as an Additional Language** population continues to grow with increasing numbers annually. 204 students were reported for 2019, there are 197 students identified as of September 30, 2020.

**Self-Declared Indigenous** Students at Sept. 30, 2020 represented 1345 students that identify as Indigenous making up 38% of our total student enrolment.

The number of **Students in Care** decreased from 146 (September 30, 2019) to 134 at September 30, 2020.

With a diverse variety of culturally and linguistically rich backgrounds within its catchment borders, Portage la Prairie School Division has developed a wide variety of innovative programs to serve its students. From its modern power mechanics facility at the high school campus, to the delivery of innovative programs in special education, university and technical skills preparation, Indigenous Education, and English as an Additional Language programming. Portage la Prairie School Division is recognized province wide as a leader in the development of programs for students from multiple cultural backgrounds, varying interests, and wide-ranging academic abilities.

Education for Sustainable Development & Initiatives	NMS-SD Initiatives	LVS	FLR	YQS	EAMS	ECVS	OVS	Colony Schools
All schools have embedded education for sustainable development within their school plans. We believe that working together to protect our environment and the land we live on is a foundational message that is delivered to our students daily through projects, lessons and community activity.	A water bottle dispensing station and water bottles were purchased to promote the use of refillable water bottles and reduce waste.	In class agricultural educational programming; planting and harvesting crops in our courtyard; building of a permanent outdoor classroom; looking into planting of deciduous trees in the back yard; upgrading and additional recycling bins added to school grounds; purchase of 4 new and upgraded bike racks – increased the amount of kids riding bikes to school now that they have improved means to lock their bikes up with; Work with the lights off; recycling program; virtual farm tours to promote agriculture	Water bottle filling stations provided throughout the school for both staff and students.	Water bottle filling stations provided for Early and Middle Years. Encouraging the use of water bottles reduced the amount of time out of class. This was necessary as fountains were disabled due to COVID restrictions.	Students participated in a virtual MCIC presentation focusing on Fair Trade, brainstormed sustainable development topics, brought supplies from home to make “sit-upons for outdoor classroom learning, took part in MCIC workshops focused around sustainability goals, investigated poverty and factors related to a quality of life on Earth, participated in two webinar activities - GENEQU events about gender equality, invited to participate in a DIY beeswax wraps kit, trivia questions every day and “sustainable” prizes, classroom libraries	Planted planter boxes with vegetables for consumption by our school community -grade two students planted five maple trees. -At the Island, we are planting a butterfly garden next to the Fairboard Office as well as planting the planters at Stride Place. -Our students do all planting/gardening. -Increased outdoor activity and learning over the last few months. -Grade one students participated in a wilderness walk	Outdoor classroom built with chips and stumps for outdoor learning, land based learning to support instructional planning, playground, town clean up, tree donation and added trees to the playground for shade, planted flowers and had students care for, purchased a goat for a community in need	Schools in the Hutterian Education Department hatched ducks and butterflies in their classrooms this year. They also planted tower gardens and outdoor gardens that students tend to. Furthermore, several schools have participated in year-long studies of the orchards and/or gardens within their communities.

### Enrolment Projections

PLPSD enrolment continues remain consistent with a projection of 3258 students for the 2021-22 school year. This summary is inclusive of the French Immersion and English Programs. The table on the far right highlights the Kindergarten (All schools) trends for enrollment.


\*Kindergarten Enrollment specific to French Immersion (5 years):

Sept. 2017	Sept. 2018	Sept. 2019	Sept. 2020	Sept. 2021
52	64	55	61	37

PROJECTED ENROLLMENT															Kindergarten Enrollment												
SEPTEMBER 2021																											
School	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Ungraded	Total	Spec/	Feb-17	Actual Sept/17	Feb-18	Feb-19	Actual Sept/19	Feb-20	Actual Sept/20	Feb-21	Actual Sept/21		
EAMS						49	52	65	86						6	258	ECVS	38	44	43	40	50	37	42	38	41	
EAMS-FI						27	30	29	22							108	ECVS-FI	40	52	62	51	55	58	61	37	37	
ECVS	38	42	53	48	59											245	FLR	13	36	18	17	29	11	15	13	18	
ECVS-FI	37	61	54	63	40											255	LVS	27	38	11	16	29	17	36	13	35	
FLR	13	17	20	29	27	23	23									152	NMS	17	26	16	8	17	18	19	5	23	
HUTT	32	32	26	25	34	18	26	26	22	30	14	21	19			325	YQS	26	40	25	18	36	20	28	9	17	
LVS	13	37	33	31	38	31	33	59	63							338	OVS	12	13	15	16	16	21	20	14	13	
NMS	5	16	12	8	13	23	14									91	HUTT	35	34	25	25	26	32	32	23		
OVS	14	19	16	14	16	18	13	18	20							148	TOTALS	208	283	215	191	258	214	253	161	207	
PCI										233	246	259	255	12	1005												
YQS	9	27	34	34	43	34	40	55	57							333											
<b>Total</b>	161	251	248	252	270	223	231	252	270	263	260	280	274	23	3258												

5 Year Average= 204.67

## OPPORTUNITIES

<p><b>COMPREHENSIVE ACADEMIC PROGRAMS</b>                  Variety of courses in Sciences and Humanities                  French Immersion Program Grades K-12                  French Culture and Communication Grades 4-12                  Music Programs: Band, Music, Guitar, Choral Grades K-12                  Advanced Placement Courses offered in our High School,                  Computer Technology</p> <p><b>INNOVATIVE PROGRAMS</b>                  High School Sports Academies: Hockey, Basketball, and Volleyball,                  Mature Student Program Physical Education &amp; Sports Programs                  Walking School Bus, Roots of Empathy                  Archiving Program, SmArts, Digital Media, Career Education Programs including:                  High School Apprenticeship Program, Credits for Employment, Bring Your Own Device</p>	<p><b>VOCATIONAL TRAINING</b>                  Business Education, Industrial Arts,                  Human Ecology, Power Mechanics, Building Construction Trades,                  Hairstyling, Health Care Aide</p> <p><b>FACILITIES</b>                  Modern Computer Labs with Leading Edge Software, Mobile Device Carts                  High Speed Internet Access with Wi-Fi                  Science Labs, Automated Libraries, Modern Gymnasiums</p> <p><b>STAFF</b>                  Highly Qualified, Dedicated, Innovative</p> <div style="text-align: center; margin-top: 10px;">  </div>	<p><i>Together we celebrate,</i>                  -A variety of Social Justice groups and opportunities including such events as: Breakfast for Breakfast, WE Day, Fair Trade, Manitoba Council for International Cooperation (MCIC-Middle Years Conference)                  -A Breakfast Program within each school supported by the community and the school division                  -Supports and partnerships created between the schools and our community                  -Schools are equipped with teams of students supports including Administration, Resource, Counsellor and Curricular Coaches                  -Support for Mental Health and a community connection with Southern Health/Santé Sud, Teen Clinic offering support for medical care for students from ages twelve to twenty-one                  -An Infant Lab to support families who wish to continue education                  -A career focused transition opportunity for all high school students including vocational opportunities                  -Collaboration with First Nations communities                  -Providing employment opportunities and internships (coordinated by the IAA Facilitator and the Division Career Coordinator                  -Consultant for English as an Additional Language- Our consultant initiates first steps between our Newcomer families and our schools to strengthen school and community relationships                  -Outreach Facilitators and a Community Connector to assist in meeting the home/school needs</p>	<p><i>We strive to meet the challenges of,</i>                  -Poverty within our community and challenges with proper nutrition and public transportation                  -Significant distance between schools leading to attendance challenges and the need for increased outreach supports                  -High numbers of students entering school without a foundation skill set for social and academic success                  -Student transitioning at the grade seven and nine levels                  -Establishing partnerships with community businesses and career networking opportunities for students to help build career portfolios necessary for success in the workplace</p>
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## LITERACY REPORT

Literacy- Expected Outcomes	Reports						
<p><b>1.1 To improve student learning with literacy instruction and assessment strategies for all K-12 students including French Immersion and English programs</b></p>	<p>1.1.1 <b>Feedback from teachers:</b> Continue ELA curriculum discussion with Senior Years English department. (Literacy Lead) ELA project was suspended due to COVID-19. The plan is to continue fall 2021.</p> <p>1.1.2 <b>Feedback from teachers:</b> Continued ELA curriculum implementation (Literacy Lead, cohort members) Teachers participated in a variety of structures to support ELA curriculum implementation and planning for student learning. Teacher particularly appreciated the planning sessions with colleagues.</p> <p>1.1.3 <b>CLEVR Data for Strong Beginnings and Divisional Literacy Assessment:</b> Assessment Data summarized from CLEVR data management system- Initial and second set of assessments were conducted and recorded. The final session was interrupted due to COVID-19. Discussions were had among each school team in September following the initial collection. Leadership is recognizing the shift in ownership from divisional data to usable school based data that is essential to guide and support classroom practice in a responsive manner.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="2" style="text-align: center;">Strong Beginnings Data</th> </tr> <tr> <th style="width: 50%; text-align: center;">Kindergarten and Gr. 1</th> <th style="width: 50%; text-align: center;">Grades 2-8 &amp; Grades 3-8 French Immersion</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> <li>• K – letter Id &amp; phonological awareness (PA), instructional text level and writing vocabulary                             <ul style="list-style-type: none"> <li>➢ Since the 2016/17 there has little change in “Below, At and Above” categories for September entry data. PA continues to be reported by the Speech and Language Pathologists. Divisionally, children enter school with little to no letter knowledge. Over the last 5 years K- September entry levels with 0-5 letters known category remains between 40-47% of students. To contrast this data, children who know their letter remains between 2 and 7% of our Kindergarten population. With current supports and learning over the year, Kindergarten students continue to make significant gains. By the end of the year just over half of the students would be considered “At Level”. 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English Program grades 2-8 Text Levels (F &amp; P) show that despite the instructional interruptions with COVID-19, divisional data remains consistent to other years with slight increases or decreases (not statistically significant for any particular grade).</li> <li>• <b>French Immersion Program grades 3-8 GB+</b> collected in the fall and spring. Data is collected and monitored by the school resource teacher and the divisional French Coach. Observation for the current year when compared to results from previous years: Students who were considered at level in gr. 5 appear to maintain at level reading status through to gr. 8. Students identified as having “at risk” or challenges with reading behaviors in gr. 5 made little to no gains up to gr. 8. Specific to grade 6, assessment presented evidence of gains, most likely due to direct literacy support provided from September-December by the French Coach and a collaborative goal to increase reading levels of students in that particular grade. As a result of the shift to remote learning, location and personnel changes in response to COVID-19, there was an increase in students identified as at risk or challenged with reading in French. 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- ID. In May, divisionally half of the students are considered at level which has been a trending pattern with achievement.
- Text Level: Over 70% are "At or Above Level" by the end of the school year.

- Initial and final data collection was optional for the current school year due to high numbers of absenteeism due to COVID-19. Many teachers still opted to complete the assessments, even partially to celebrate growth, make that last push for instruction, and to make transitions for next year's teachers.

1.1.4 **RAD/OCA Divisional and School-Based Networking Data:** Suspended for the current year due to COVID-19 and limited opportunity for divisional collaboration

1.1.5 **Reading Recovery and ELI data:** Reporting and data analysis is based on the previous year (2019-20). Three actionable recommendations from the Reading Recovery Teacher Leaders were made based on divisional data for consideration in the plan for 2021-22:

- Continue to encourage Reading Recovery Teachers to act as Literacy Leaders in their schools and contribute to Recovery Literacy Learning for students in K-2
- Invite Reading Recovery Teacher Leaders to share expertise and support early literacy teaching through work with principals and/or Early Years' teachers
- Train additional classroom teachers as Reading Recovery teachers.

1.1.6 **French Coach and Teacher Feedback Data: Implementation of French Language Coach along with targeted goals referenced in the French Revitalization Grant (FSLRP).**

- Teachers in French Immersion were surveyed to identify areas of professional learning needs and to define direction with the coaching time allotment.
- French Coach collaborated with the resource team at both duo-track schools to implement a reading assessment tracking sheet for increased consistency with reading evaluation and to provide a formative assessment measure. Literacy walk-throughs" provided the coach with a point of entry
- Touch Pebbles was modeled with grades 4 groups as an introduction to a supplementary language program.
- Touch Stones was modeled with the grade 7 and 8 teachers to increase implementation opportunities with the program and provide a common tool for collaboration.
- All French Immersion students in grades 3, 5-8 embedded the foundational components of Concours d'art oratoire as a supplement to oral language opportunities and to engage students in French language experiences in personal contexts.
- Coach supported teachers new to French Immersion and in their first years of teaching with direct and responsive instructional strategies and interpretation and implementation of curriculum.
- A variety of French resources were purchased to align with instructional target areas (i.e. non-fiction and fiction texts).
- Responsive instructional co-planning with teachers at the grade 2, 5, 7 and 8 level were prioritized. Evidence of impact and reflective conversations were part of the co-planning conversation.
- Technology and online instructional supports embedded into remote and in-person learning structures including: Idélo, Boukili, TFO, Netmath, Je lis, Lecture guidée-Scholastic online books in French).
- French in the English program teachers continued the collaborative divisional networking through two divisional meetings and the ongoing use of a shared team drive on Google. Materials to support instruction were purchased as requested and formally reported in the FSLRP. The French Coach supported the grade four teachers at ECVS with program implementation.
- The French Coach was re-assigned to the classroom due to COVID-19 need to restructure (Mid-November to early April). The Coach resumed coaching role at .5 for the remainder of the year.

1.1.7 **Collection of Individual School Goals and Divisional Collaboration Data:** Each school was represented by at minimum, one FCC School Rep to serve as a liaison between the Strategic Initiative Learning Coordinator and the schools as a mechanism for collaboration, sharing resources, accessing support. A divisional shared drive continues to be an effective way for teachers to share materials divisionally. Between school sharing and collaboration was limited due to COVID-19 however school reps were able to collaborate via Zoom and Google Meet when needed. Two divisional meetings were coordinated by the SILC to access school voice and review progress on individual school goals. Additional Club Mystère kits were purchased to support school-based requests. The SILC distributed opportunities via email and the divisional Monday Morning Memo for professional learning opportunities for teachers. One class in FCC and all middle years French Immersion classes participated in Concours d'Arts Oratoire (school-based due to COVID-19 restrictions) The division supported expenses for six teachers to participate in Mini-Fit (spring, 2021 session).

- Individual School Reports:

Evidence of progress – Report on School Based Goals

EAMS	ECVS	YQS	LVS	OVS	FLR	NMS
<p>-COVID-19 disruption has impacted cultural, language enrichment and professional collaboration for the current year.</p> <p>-Concours was implemented by the Immersion Program within cohort grouping only.</p> <p>-Each teacher reported a success despite the challenges of COVID-19:</p> <p>-Gr. 5 Students have been engaged in a variety of ways this year, including games, projects, and daily activities. We have started to develop a routine with the oral communication piece at the beginning of class each day using the 'bavarage amical' model shown by Carole Bonin in previous PD, in which there has been a positive</p>	<p>-FCC teachers incorporating French vocabulary and phrases throughout the day in addition to focused lessons and activities</p> <p>-Use of technology Dojo and Flipgrid to record student responses so it is easier to understand student's articulation due to mask wearing</p> <p>-Using blended cross curricular opportunities to teach FCC goals and Social Studies outcomes that overlap</p> <p>-FCC coach demonstrated a few model lessons and showed the 2 new teachers how to access DREF materials</p>	<p>-Our biggest goal for this year was student engagement.</p> <p>- We had planned a field trip to Festival du Voyageur but that was cancelled due to COVID.</p> <p>In lieu of that, we have been focusing on Voyageurs which has brought a lot of engagement for students grades 7 &amp; 8. They connect with it based on history and culture. We have done various hands on activities such as making ceinture fleche, building the</p>	<p>-Integrate Indigenous culture into French (Beading Unit/Metis)</p> <p>-Bought books at end of school year last year to be included in the school library for promoting French literature</p> <p>-requested some Club Mystere items for older grades for more engaging literature for units</p> <p>-Playing O Canada in French once a week now</p> <p>-Integrating technology to build engagement (la maison unit using</p>	<p><b>gargar</b>-All instruction is in French during French class time.</p> <p>-Authentic use of the language during homeroom time, recess and hallways is evident.</p> <p>-Students are regularly evaluated with daily message (reading, and asking and answering questions).</p> <p>-All units are theme based, based on interests and experiences of children (topics vary from grade to grade)</p>	<p>-In response to COVID planning, there was limited emphasis on French language learning over the current year.</p> <p>-Some teachers discussed their unit plans and considered ways on how to improve them.</p> <p>-Online resources for French were purchased to supplement learning opportunities.</p> <p>-Areas of focus included increasing oral repetition and practice into lessons.</p>	<p>-Updated instructional resources: Echos Pro 1, 2, 3 Club Mystere 1, 2, 3 -"Continuum" for delivery in French classrooms: Grade 4 - Club Mystere 1 Grade 5 - Echos Pro 1 Grade 6 - Echos Pro 2 &amp; Club Mystere 2 -Duolingo App for all students <b>Explore Francophone Culture</b> -Heritage Week activities -Social Studies Grade 4 - contributions of cultural communities (francophone)</p>

	<p>response from the students, resulting in more use of the language in class.</p> <ul style="list-style-type: none"> <li>- In Gr. 7 projects had great completion rates and were submitted digitally.</li> <li>-Students have been enjoying working on their oral communication skills through a more game -focused instructional delivery: Kahoot, Quizziz, Pictionary as an entry into FCC coursework.</li> <li>-Increase in project-based learning has been especially important for student who have had high numbers of absences.</li> </ul>	<ul style="list-style-type: none"> <li>-School wide participation in Festival du Voyageur Day, Feb/2021 cultural activities and language experiences</li> <li>-Participation with the Immersion students in 2 upcoming virtual presentations with French performer; Marc Tardiff: 1. Celebrons les provinces et territoires du Canada May 27, and 2. La Magie de la ville de Quebec TBA</li> </ul>	<p>voyageur campfire, and trying the maple syrup on snow.</p> <ul style="list-style-type: none"> <li>- Grade 6 has been using Echo as a resource and club mystere</li> <li>-Regular access to DREF.</li> <li>-Success noted with student participation in oral communication and activity-based projects that incorporate French</li> </ul>	<p>minecraft to build the houses)</p> <ul style="list-style-type: none"> <li>-Virtual field trips (France to explore French culture)</li> <li>- Travel Unit (using French speaking countries to develop an appreciation for francophone cultures)</li> </ul>	<ul style="list-style-type: none"> <li>- Encouraged to continue French in high school and it's benefit (French for Life)</li> <li>-Le coin francais in the monthly newsletter (to be continued next year).</li> <li>-Obvious improvement noted in overall comprehension during instruction.</li> </ul>	<ul style="list-style-type: none"> <li>-Due to COVID, No French field trips were planned this year.</li> <li>-One teacher accessed the online and in class activities for Festival du Voyageur.</li> </ul>	<p>Grade 5 - Early Europeans &amp; Fur Trade</p> <p>Grade 6 - Relationships between groups</p> <p>-Festival du Voyageur - did not attend this year due to COVID, but did access online resources from the organization</p>
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**1.1.8 Collaboration records: Implementation of and facilitation of professional learning centered around the provincial document "Recovery Learning & Literacy"**

\*Divisional decision making and reports are based solely on data collected divisionally for the current year due to the absence of provincial assessment for the current year.

**1.2 EAL consultant will work collaboratively with school teams to ensure necessary linguistic and culturally responsive supports are provided to students to promote successful transition into new school communities and with MB curriculum**

1.2 EAL/ELL Graduates from PLPSD				
2016-2017	2017-2018	2018-2019	2019-2020	2020-21
4	4	5	16	9
Number of new EAL/ELL students enrolled between September 1 and May 30				
2016-2017	2017-2018	2018-2019	2019-2020	2020-21
23 students	32 students	29 students	22	21

**Additional data to support 1.2:**

- Due to Covid-19 restrictions and scheduling changes, Newcomer lunches were discontinued this year and will hopefully resume in September.
- EAL Consultant -Liaise with Settlement Worker in Schools (SWIS) funded through Immigration, Refugees and Citizenship Canada (IRCC).
- Developed ELAP for students in stage 1 or 2 on the continuum to support instructional planning.
- Assisted with year-end ELAP report.
- Direct coaching

**1.3 To review and proactively respond with necessary and available interventions to the data collected through Early Developmental Inventory**

**1.3.0 EDI Results Summary:** Data was not collected for the current year due to COVID-19. [Click here](#) for a video introduction to the Early Development Inventory.

**1.4 To continue to employ the equivalent of 75% SLP position to assist community partners and the school to meet the identified needs so our preschool children who have, or are at-risk for communication, speech, language, hearing, and/or emergent literacy difficulties by providing early intervention supports**

**1.4 ECDI Survey Data:** Report submitted by the SLP team (spring 2021). This position continues to be prioritized and filled. Traditionally the position was dedicated to monthly "Preschool Parties", bi-weekly Book Buddies parent-child groups, an annual Professional Development opportunity to all licensed Daycares and Nursery School programs in the Portage la Prairie area, and SLP support in the NMS Preschool Program. In this current school year (2020-2021) there have been many adjustments to program delivery to accommodate safe social distancing protocols due to COVID-19 restrictions. Preschool Parties have been temporarily put on hold for this school year. In its place the SLPs have provided weekly resources to preschool children registered at Portage Aboriginal Head Start by way of language and literacy enhancing packages. Materials such as preschool story books, construction paper, primary pencils, glue, scissors, play doh, and crafts and learning activities are included. The Book Buddies program continues to be facilitated at the Family Resource Centre via zoom meetings to families who sign up. Families continue to be provided with language and early literacy enhancing materials that relate to the stories read during programming. The enrollment has increased significantly from September compared to its first (virtual) run in March 2020 when we first went into lockdown. Parent surveys indicate a deep appreciation for quality activities to do with their young ones that is facilitated in a safe manner. Annual Professional Development to Nursery and Daycare staff has been put on hold for this school year. SLP support in the NMS Preschool Program continues to be prioritized. The SLP and Preschool Teacher co-facilitate the program 3 afternoons per week. The enrollment number has been capped at 5 students to allow for safe social distancing protocols. Programming continues to focus on enhancing school readiness skills through play-based learning using a thematic approach. Preschoolers are provided with preschool story books, supplies, and activities each month to grow their personal library and to promote a love of reading.

**NUMERACY REPORT**

<p><b>2.1 To increase teacher capacity with numeracy instructional and assessment strategies for K-9, students in both French Immersion and English programs</b></p>	<p><b>2.1.1 Math Fact Data</b> collected from each school at the grade 3-6 levels. The process continues to prove beneficial for building math fact fluency and embedding foundational numeracy knowledge. The math fact data draws specific attention to the need to continue to review student's progress and promote instruction and "reach back" in this area. Assessment is inclusive of ALL students. Data includes reports from French Immersion, English as an Additional Language, English program and Indigenous students combined. This year students have not participated in the math fact learning experiences to the extent of other years impacting our data collection for the current year.</p> <p>-Numeracy Coach meets with each school administrator and teacher together to discuss their math fact data and next steps every November. This conversation is used to guide school based and teacher planning.</p> <p><i>4-year trends represented in the Math Fact Data (considering the September to September data):</i> Due to the inconsistency of the data collection over the past year (due to COVID-19), observations and trends are difficult to analyze. A noticeable observation was made within the subtraction category. Overall when observing September to the following September a decline has been noted initially though over the course of the school year, students appear to have returned to pre-COVID-19 June results. All grades in this category showed a decline in performance.</p> <p><i>Overall observations are indicative of previous year's growth (i.e. they are where they would have been when compared to other years). It is important to note that although the data and annual gains remain consistent there is a significant number of students who have not been included in the data collection due to remote learning and attendance due to COVID-19 protocols. The data appeared to be lower than usual in September likely due to the absence from the classroom environment between March and August rather than loss of actual skill.</i></p> <p>Fall emphasis and next steps will be placed on a return to "normal" responding to the individual learning needs for all students which is largely undetermined at this point. The initial math fact data collection (mid-September) with provide next steps.</p> <p><b>2.1.2 Grades K-4 PD to support the 4 competencies in the Grade 3 Provincial Assessment:</b> PD to support the Provincial Assessment: A consultant, Sheri Perih, from ME supported the K-4 teachers for 8 days along with the divisional Numeracy Coach. All competencies were targeted that are found in the Grade 3 Assessment and how they develop from K up to 3 and beyond. Training was mandatory for all K-4 teachers divisionally.</p> <p><b>2.1.3 Divisional Grade 3 Assessment Production and Implementation pilot:</b> Continued collaboration with Prairie Spirit School Division on the Development of a "Common Gr. 3 Assessment" Due to COVID-19 the assessment did not take place. A final vetting of the draft took place in April. An updated final version will be ready for fall implementation (fall 2021).</p> <p><b>2.1.4 Bi-Weekly Meetings between Numeracy Support Workers and Divisional Numeracy Coach:</b> All but two Numeracy Coaches were returned to the classroom in response to COVID-19. Monthly meetings were held to collaborate plan, and respond to identified school-based needs.</p> <p><b>2.1.5 June Baseline Assessment and NAP Assessment-</b> Teachers who were trained from grades 4-9 delivered the June Baseline Assessment. In a normal year, all grades 5-9 teachers would have implemented this assessment. A comparison between performance from the last full year (2019), prior to COVID-19 and the current year. 2019 overall results based on 795 student assessment, achievement was 59%. Comparatively, in the current year (2020-21).</p> <p><b>2.1.6 Optional Professional Learning Sessions:</b> Box Cars and One-Eyed Jacks</p> <ul style="list-style-type: none"> <li>• Summer Professional Learning: No PD summer 2020 due to COVID-19</li> <li>• Direct Coaching: <ul style="list-style-type: none"> <li>➢ Grade Group school teams- Curriculum discussion, report card and other provincial documents provide focused conversation with small groups of teachers. Responsive professional learning supports are planned as follow up to identified needs.</li> <li>➢ Individual support meetings- Teachers interested in implementing program type learning tools (i.e. Mathology, Guided Math, etc.) to support curriculum planning participate in planning meeting with the Numeracy Lead. An evidence-based plan for implementation is co-created with each teacher. It has been noted that the most impactful sessions have involved co-teacher with an emphasis on gradual release of responsibilities as the teacher build capacity and confidence with new skill set or way of doing.</li> </ul> </li> <li>• Afterschool sessions: <ul style="list-style-type: none"> <li>➢ 6 sessions of Box Cars and One-Eyed Jacks focused on fractions, integers, place value and math facts,</li> <li>➢ 2 sessions of Cuisenaire Rods with Carole Fullerton</li> </ul> </li> </ul> <p><b>2.1.6 Additional Professional Learning in French for French Immersion Teachers:</b> K-8 French Immersion teachers participated in a half day session with ME (Cartes de Routes des Apprentissages Mathématiques). The French Coach continued to work collaboratively with the Numeracy Coach and the Strategic Initiative Learning Coordinator (SILC) to target and respond to data collected through divisional assessment. Additional school-based areas of professional need were identified between the school administrator and the French Coach.</p> <p>*Divisional decision making and reports are based solely on data collected divisionally for the current year due to the absence of provincial assessment for the current year.</p>
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INDIGENOUS ACADEMIC ACHIEVEMENT REPORT		
Expected Outcomes	Data Reports	
<p><b>3.1 To increase academic success for Indigenous students</b> <b>3.1.1. IAA Facilitator's role</b></p>	<p><b>3.1.1 IAA Facilitator's Report-</b> Presentations and Meetings: IAA Facilitator attended 5 professional development (PD) sessions/workshops/gatherings:</p> <ul style="list-style-type: none"> <li>• Long Plain Orange Shirt Day Keeshkeemaquah Conference Centre Sep 30</li> <li>• Indspire Conference Nov 26&amp;27</li> <li>• EAL Land and Treaties Curriculum Launch Jan 28</li> <li>• Treaty Education April 21&amp;22</li> </ul>	<p>Indigenous-themed Courses at PCI: Current Topics in First Nations, Metis, and Inuit Studies FNMI40Sa and Indigenous Art INA40S 18 students attained credit for coursework.</p> <p>The following coordinated events were halted due to COVID-19 restrictions:</p> <ul style="list-style-type: none"> <li>• Young Women of Tomorrow</li> <li>• Road to Reconciliation Group</li> <li>• Land-based Education Group</li> </ul>

- Long Plain Residential Schools Commemoration Rufus Prince Building June 3

IAA Facilitator delivered 4 presentations/professional development (PD) sessions:

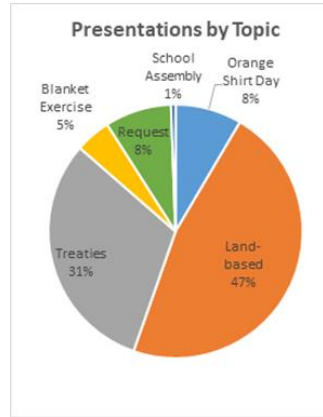
- School Board Meeting Presentation – Oct 13
- MTS PD Day – Oct 23 – Ensouling our Schools
- New Teacher Presentation LVS – Nov 4
- PLPSD EA PD Session – March 22

IAA Facilitator attended 47 meetings:

- Community Leaders – 15
- Portage Urban Indigenous Peoples Coalition (PUIPC) – 7
- Circles for Reconciliation – 10
- IAA Network Meeting – 1
- Ikwe and Wičaša – 14 meetings

IAA Facilitator delivered 177 classroom presentations from K-12:

- Orange Shirt Day – 15
- Land-based – 83
- Treaties – 55
- Blanket Exercise – 8
- Request – 15
- School Assembly – 1



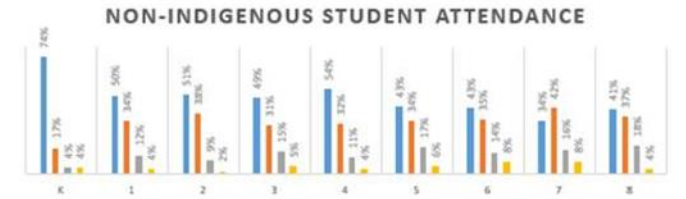
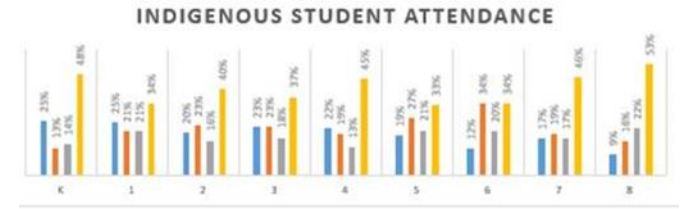
- Indigenous Awareness Day

Indigenous Identity

As of September 30<sup>th</sup>, there were 3,530 students in the division and 1,345 self-declare as Indigenous.

Data patterns continue to show that non-Indigenous students attend more than Indigenous students. The past year was significantly challenging due to COVID-19.

Divisionally our target goal is to reduce the yellow column which represents students with more than 40 absences in the school year.



School Year	Grade 8 Indigenous students with more than 40 absences	Grade 8 non-Indigenous students with more than 40 absences
2018-2019	32%	2%
2019-2020	17%	2%
2020-2021	53%	4%

**3.1.2 Speech and Language Pathologists will review current structures for supporting students K-3**

**3.1.2 Speech and Language Report: Indigenous Academic Achievement Report: Report submitted by Speech and Language Pathologist Team**

Language Enrichment Groups were not offered during the 2020-2021 school year due to COVID-19 restrictions. In its place, the Division's SLPs supported all kindergarten and grade 1 students through the Push-in model of delivery of service. Push-in occurred during language and literacy centers 2-3 times per school day cycle. Service delivery varied depending on the needs of the school and the students. Targets included: phonological awareness, vocabulary development, descriptive language and narratives. A phonological awareness screener was used for Kindergarten and Grade 1 students. Screenings took place in Fall of 2020 and again in May 2021. Marked improvements were noted overall in the end-of-year screenings. Next steps: there were many benefits noted with Push-in delivery of service, some of which included: strengthened relationships with Teachers and students we would not have had the opportunity to support previously. Enhanced collaboration and more effective instruction were noted as a result of strategic teaming and collaborative planning. We plan to continue with similar targets for the next school year and expand push-in supports to other grade levels when possible.

**STUDENT ENGAGEMENT/WELLNESS REPORT**

**Expected Outcomes**  
**4.1 To plan and support for the successful engagement of students from K-9**

**4.1.1 School Plans responsive to needs and interests of students:** Completed by the end of October are submitted to Sr. Administration. Prior to submission, school leadership review the divisional plan and ensure there is consistency among the divisional initiatives while expanding with school-based goals that align with identified school needs and interests. School-based goals are determined in collaboration with divisional leads and based on responsive planning or next steps from the previous school year.

NMS	LVS	FLR	YQS	EAMS	ECVS	OVS	PCI
Collected student surveys from the students as well completed a community schools survey to identify target areas. This is done annually to assess school-based needs	Surveys to enhance student engagement- This was formerly the Tell Them from Me survey but we shifted to a more responsive site managed system. Please give me a little overview on how you access student voice at your school. – LVS Anonymous Incident Report Online Form was created in 2021 for students and parents to anonymously report concerns. When an online form is submitted, school administration is informed of the submission so it can be reviewed and action can be taken if necessary. We use a Google link as well as a QR code; student choice in inquiry-based learning; hallway posters supporting causes	Student Survey done at the beginning of the year. Ideas brought forth from staff to admin if students had suggestions. Classroom discussions around COVID and the specific school policies and why they had been implemented.	Due to COVID-19 we did not have a student council. Individual classroom discussions on topics related to function of the school and new COVID protocols. Ideas/suggestions brought forth by staff to admin. PAC remains active a YQS with meetings every 2nd month.	Anonymous reporting form for students to use Google forms to collect student feedback (ex. Feedback about next year's classes) Allowing students to drive activities at lunch – limited this year due to COVID-19 restrictions; Ojibway Club Next step: Continue to provide students with opportunities to give feedback about the year – increase google form surveys to 3 times during per year.	Student participation in virtual assembly, reading poems, stories, sharing videos. Student voice in newsletter, making it more student focused; reflection sharing after school activities; interest surveys, Meeting with teachers in class meetings, guidance counsellor/Strong Kids Program, Administration- asking questions, meetings, discussion.	Panther paw rewards survey and rewards – recognizing positive behavior and using students to model for other students. In planning for next year, we will use students to make videos modeling safe and respectful behaviors  PBIS survey – for parents and students to give us feedback on safety and expectations at OVS, questionnaire for high school – PCI team, conversations with the students – individual and groups, choice in assignments and learning and class inquiry projects, leadership team, student voice into grade 8 celebrations.	Grade 12 students/graduates were asked to complete google surveys to get their feedback on grad format, ideas, swag options, etc. Monthly Wellness Calendar on the Grade Level Google Classroom every month and had a prize draw for anyone who messaged that they participated. PBIS Draws that were related to wellness. Participated in the Wellness Draws that were put out by the division.

**4.1.2 PBIS Implementation 2020-21 School Year:**

	YQS	FLR	OVS	PCI	EAMS	LVS	NMS	Colony Schools
<b>Year/Progress</b>	Year 2	Year 1	Year 0	Year 1	*Delayed year 0 due to COVID-19			
<b>Structure for implementation:</b>	Year 0: 1. Introduction and in-servicing for all staff, 2. Collect info from parents, teachers, students, form PBIS team, 3. Develop schoolwide expectations, 4. Plan for year 1 implementation. Year 1: 1. Implement, 2, monitor, 3. collect data-adjust based on data received (aim for 80% or higher fidelity). Year 2: 1. Implement, assist schools as needed							
<b>Additional Training</b>	All administration teams were provided with ongoing support. School staff in each building were provided training to provide general PBIS information and once planning started in year 0, they received more specific training as the planning year progressed. They also had opportunities for input during this planning year. Regular PBIS updates and PD occur as part of implementation to maintain program fidelity.							

**4.1.3 SmARTS project grants:**

4.1.3 SmArts Projects Approved 2020--2021			
School	Targeted population	Art Form	Program Philosophy
École Crescentview School	Grades K-2 (275 students)	Dance with Stefanie McKim	The SmARTS Program is intended to complement the regular academic program by integrating the arts into the teaching of the regular academic curricula or to enhance the arts programming in a school by collaborating and learning from artists with specific areas of expertise, not found in the school. The program is funded locally by the Portage la Prairie School Division.  Approval of funds is based on the following criteria:  1. Curriculum relevance 2. Innovation-motivate and engage students 3. Inclusivity- "Art for Everyone" 4. Student Voice-choice and voice throughout process 5. Skill Development-acquire new skills 6. Builds Community-connecting and sharing experiences
Brennan Colony School	Grades K-12 (45 students)	Ecopoxy Cheese Boards	

\*Due to COVID-19 Pandemic project applications were minimal for the current year



**4.1.4 PLPSD Mental Health Facilitator:** Report date: September 2020 – March 2021

The current school year marks the fifth year the mental health facilitator has been providing social emotional learning in Grade 4, 5, and 6 classes within the Portage la Prairie School Division. The Mental Health Facilitator’s (MHF) time is been split between the following areas.

**1) Relationship Building**

Regular presence at École Arthur Meighen School, École Crescentview School, Yellowquill School, Oakville School, Fort la Reine School, North Memorial School, and La Verendrye School has been key in relationship building with students. These relationships are an important way to increase student engagement with their social emotional learning (SEL) and the idea of mental health.

**2) Professional Development**

Over the course of the year the MHF completed the following professional development: Trauma- Informed Resilience-Focused Schools (Starr Commonwealth) and Laying the Framework: Understanding Indigenous Cultures and Philosophies, Identifying Intergenerational Trauma and Building Resilience Strategies among Indigenous People and Other Populations, and Social and Emotional Learning: Touching a Student’s Inner World in School and Home (Dr. Martin Brokenleg). The MHF also supported three teachers within the division who began teaching the Strong Kids programs in their own schools (ECVS and EAMS).

**3) Committee Work**

The MHF represents the PLPSD on the Flourishing Communities Advisory Group chaired by Southern Health-Santé Sud, as well as on the Provincial Student Mental Health Networking Group chaired by Cheryl Chorneyko (Student Mental Health Consultant, Manitoba Education and Training). The Flourishing Advisories committee has been suspended for a portion of this year due to the pandemic.

**4) Program Implementation**

The MHF’s time was primarily focused on delivering a social emotional learning curriculum to students at several PLPSD schools, including École Arthur Meighen School, École Crescentview School, Oakville School, La Verendrye School, Fort la Reine School, North Memorial School, and Yellowquill School. Over the course of the 2020/2021 school year approximately 680 students received instruction in social emotional learning.

**Next Steps:**

In an attempt to decrease the number of contacts, the MHF attended half the schools on a weekly basis. This allowed for the completion of the program in 4 months, at which time the MHF started working in the remaining schools.

Feedback from teachers was that they preferred this method of program delivery. Additionally, the MHF found that weekly classroom visits facilitated improved relationship building, so next year lessons will be provided on a weekly basis

**4.1.5 Transition Planning between schools:** Transition planning continues to be a priority for school teams and is reflected upon annually during spring report and initial school planning meetings with the Strategic Initiative Learning Coordinator. Proactive transitioning plans and meetings are intended to support the individual and school-based needs as identified by the administrator. This process begins early in the school year in anticipation of the following school year to promote school engagement.

**4.1.6 School Based Supports for Wellness/Needs Targeted: Collect from each school report and summarize in table below** All schools identified at minimum, one goal to support student wellness. Goals were reported in the annual School Plans and submitted to Sr. Administration by Oct. 31, 2020. Student, staff and family surveys are used to target school needs and plan for interventions and supports related to wellness and engagement.

Individual School Wellness Targets for 2020-21 School Year								
NMS	OVS	FLR	LVS	EAMS	ECVS	YQS	Colony	PCI
Staff was surveyed and responsive actions were taken to support requests. Focus was managing stress during the COVID times.	Check ins & soft landings, school morning greetings – off the bus and at drop off, guidance time and groups, panther paw draws, use to have –student recognition – wall of fame, assemblies, snack program (morning or 1st recess),strong kids, leadership activities that were led by students to boost moral. Purchased school antibullying t shirts with in school programs, Project 11	Students completed a survey at the beginning of the year from grades 3-6 on how they felt their return to school was during COVID. Parents completed survey in October and in April on PBIS. We used PBIS to introduce wolf bucks for respectful, responsible, and safe behaviour in school. Daily Shout outs on announcements (two a day) from wolf buck draw. Class and whole school prizes monthly. Videos made from our school matrices by students and lessons show to school. Virtual Assemblies Monthly. Healthy Snack provided to all students. Breakfast program operating daily and available to all students.	Modified track meets and Sports day activities; virtual meetings and class presentations; school wide kindness initiatives and celebrating acts of kindness; staggered recesses which improved the play experience and behavior of students for a more enjoyable break, intramural activities such as biking activities around the community and Pickle ball at the 3rd street courts – using our community facilities more; walking field trips; Brain breaks;Outdoor learning;School supplied snacks; Working in class with soft music; Intramurals; Lunches provided for kids who need one; Food hampers delivered to families; Attendance draws/prizes; Nutrition programs - breakfast, lunch and snack programs; Warm clothes - ski pants, mitts, toques provided; Resources and activities focused on mental health wellness, self care and stress management were delivered to families. These included: Outdoor activities for students; Games and crafts for families to do together; Recipes and ingredients for families to prepare food together Information	Breakfast club (20 -30 students access regularly) Social Emotional Lessons in grade 5 and 6 (Strong Kids, monthly lessons with specific theme) New student activities occurred monthly Supporting student interests for lunch hour activities (eg. Ojibway Club for grade 6) Alternate lunch arrangements for students who aren't comfortable eating in their class Next steps: Return to planning regular lunch hour activities that are student interest specific (when Covid restrictions are lifted) Continue to develop monthly lessons for grade levels that include outdoor learning opportunities	Strong Kids program conducted in all grade four classrooms. We have Big Brothers, Big Sisters in place for three of our students. 2 teachers completed Guidance and Counselling Post Bach. /Masters practicums doing friendship groups. Counsellor ran friendship groups. Sensory gym program was responsive to student needs and accessible at all ECVS learning sites. Installation of a swing We implemented a sensory wall at ECVS. Breakfast program Regular use of online platforms-like Facebook, Google Classroom, SeeSaw, Dojo, Website, email.	Limited options this year due to COVID-19 but utilized PBIS to provide opportunities for students to receive instruction on being Respectful, Responsible and Safe and used the Rajah Roar to announce daily winners and receive a prize. All-school reward days held when entire school reached the goals - PJ and movie/popcorn afternoon, outdoor dance party & freezies day.	The Hutterian teaching staff have been able to access support from Student Services this year for students in grave need of attention. Beyond that they have presented the usual collection of fun activities including bouncy castles, family gifts and ArtSmarts projects.	Counsellors sent out monthly wellness activities including videos, tips and strategies on each grade level google classroom. We were not able to hold the annual Wellness Day in December for the Grade 9 students due to restrictions.

on self care and stress management for adults and children

**4.1.7 Breakfast programs**-Each school has an established committee of volunteers and divisional Outreach team members to manage and monitor the breakfast program. PLPSD continues to operate based on funding that is received through community donations. Additional grant money received helped to support the preparation of food baskets to delivery to families in need. A divisional representative serves on a community Food Security committee to increase awareness and ensure student voice is heard in community planning. PLPSD is grateful for the community donations. The School Division website provides a space to express to acknowledge these contributions.

NMS	FLR	ECVS	YQS	PCI
All students have access to the breakfast program options twice per school day (9am and snack for all at 11am) 10 months of school each year.	Healthy Snack program was offered Monday, Wednesday, and Friday to all students in classrooms. Premade lunches were available to students that did not have one. Breakfast was made available to everyone regardless of whether they already ate breakfast at home. Snack was also provided to all students. Usually accessed by 4 or 5 students per week.	Based on the trying year being located in four buildings our strategy was to deliver bags of cereal and offer snacks in all four locations. Many students accessed the cereal and snacks daily. Outreach and Guidance Counselor oversaw the program.	Due to COVID-19 we could not have students meet in the Home Ec. room for breakfast so provided morning snacks for every student in every class. Over 50% of K-8 students taking he snacks. Additionally, lunch was provided for those students who did not have a lunch.	Hot and cold breakfast options in a "grab and go" packaging available to all students offered daily from 8:00-8:45 and occasional lunch supplements. Menu items include hash browns, fresh fruit, muffins, cheese, veggies. Beverages include water, coffee, tea and yogurt beverage. Program operates based on the volunteer efforts of an in-school support team (Resource, Outreach, EA). The majority of the food is donated.

**4.1.8. Non-Violent Crisis Intervention:** Divisional Team of Trainers (Psychologists) conducted general training to all divisional staff. Individual school, classroom and program needs assessed regularly and are the foundation for determining more specific training (Tier 2 and Tier 3). The continued intent for NVCI is to provide proactive strategies to support staff when responding to student behavioural challenges. The database is managed by the Psychologist team in collaboration with Director of Student Services and reviewed and updated during the year as needs arise.

**4.1.9 AFM Worker Report :**

-The Enhanced School-Based Mental Health and Addictions Team met weekly over the course of the week. Occasionally a weekly meeting was implemented due to high need. Depending on the identified needs (family or individual) presented around the table, a lead person is assigned based on areas of expertise and training required to best support. At the end of May, 22 families and/or student referrals have received direct support from the group. Referrals are made to the team by the division psychologists including the school team. AFM support in the middle years has been focused on preventative presentations based on requests and individual school or community.

**4.2 To increase student attendance and participation in programs**

**4.2.1 Divisional Outreach Staff**-Assigned by the Director of Student Services, to each school to support home school liaison. The Outreach team plays a critical role with student attendance. Each school monitors and intervenes with support as necessary. Outreach members assist with transportation to and from school for families where access to schools is a challenge.

Target/Intervention Tasks	Evidence of Impact (What was collected? How do you know what you did made a difference?)
EAMS Target #1-Feeding hungry kids	<ul style="list-style-type: none"> <li>• Many students coming for breakfast, there are many regular attenders, students from grade 5 to 8 are accessing the breakfast program</li> <li>• Students are willing to ask for a lunch when they don't have one - less stigma, system in place is very convenient for staff</li> <li>• Hampers are accepted and often requested by families- 30-40 students benefit from this support.</li> </ul>
EAMS Target #2-Attendance support	<ul style="list-style-type: none"> <li>• Emails/conversations with teachers to provide information, and make sure students are not missed.</li> <li>• Talking to students about their attendance</li> <li>• Letters/printouts of attendance home as information to parents</li> <li>• Parents/Guardians do call/email to communicate absences</li> <li>• Good working/reciprocal relationships with families</li> <li>• Very few families are completely unreachable</li> </ul>
YQS Target #1-Family connections	<ul style="list-style-type: none"> <li>• Outreach Facilitator connected with parents/students with poor attendance, supplying classrooms with food/snacks</li> <li>• Advocate for students during student meetings.</li> </ul>
FLR Target #1-Student attendance	<ul style="list-style-type: none"> <li>• Talking to Parents/Guardians about attendance, calling/emailing when needed.</li> <li>• Home visits when parents are unreachable by phone</li> <li>• Homework or other lesson plans can be lined up for certain situations.</li> <li>• Families feel they have someone in the school they can personally contact for support.</li> <li>• Can help line up other supports if needed.</li> <li>• All families and students benefit from supporting attendance</li> </ul>
FLR Target #2-Food support	<ul style="list-style-type: none"> <li>• Breakfast program (during COVID granola bars and cereal were provided to each classroom.</li> <li>• Snack Program so those who don't have snack don't have to worry about being hungry while in school</li> <li>• Lunches provided for those who need it with no judgment and always available</li> <li>• Hampers available to families and always make sure to offer to a family we feel could benefit from program at any time.</li> <li>• Breakfast program averages out to 35 kids a day but around 193 a week.</li> <li>• Snack is every classroom 3 days a week, then supplement snack the other two days. This program is used by all our students, with the supplement snack averaging about 21 students a week.</li> <li>• We give out around 4 lunches a day so 20 a week.</li> <li>• We have 24 families that we delivery hampers to monthly.</li> </ul>
ECVS Target #1-Making connections with families	<ul style="list-style-type: none"> <li>• Building positive relationships with families - parents feel comfortable talking with me as an Outreach Facilitator and share lots of information with myself, showing trust.</li> <li>• Assisting a newcomer family from Nigeria by helping with settling in support (furniture, clothing, kitchen items, food hampers) created a positive relationship with myself and the school. They have sent several emails, thanking us for the support.</li> <li>• Assisting families with in-school programs such as WRAP or community programs such as Wawokiya to build stronger relationships with families.</li> </ul>
ECVS Target #2-Improving school attendance	<ul style="list-style-type: none"> <li>• Continuous communication and positive support lead to less hesitation and more trust which helps between 10 and 30 families on any given day, families to feel safe sending their kids to school, especially during Covi-19 when they are feeling nervous. Support includes food hampers, information about vaccine clinics, offering gently used donated clothing, used bikes and delivering homework when needed during COVID-19. This all helps to make a connection between home and school which often helps in improving attendance.</li> <li>• Working with CFS to ensure the safety and well-being of a child. This child is now with another family member and went from rarely attending to attending almost every day and is showing signs of greatly improved success and enjoyment at school.</li> <li>• Encouraging the families who don't have a bus route, to use the provided Walking School Bus, has helped to bridge the gap for families for whom transportation is a barrier (support accessed by approximately 20 families on a given day).</li> </ul>
NMS Target #1-Walking School Bus	<ul style="list-style-type: none"> <li>• Walking School Bus evolved from September to January. In September there were designated pick up spots. In January, this was changed to targeted door knocks as well as the designated pick up spots for 14 families.</li> <li>• Targeted door knocks provided the opportunity to wake up families and students arrived at school instead of sleeping. Also, the Walking School Bus provided some families with a sense of security.</li> <li>• Targeted door knocks increased the number of students on the Walking School Bus. Which in turn increased attendance for several students.</li> </ul>
NMS Target #2-Home visits/food package drop off	<ul style="list-style-type: none"> <li>• Many families had concerns about sending their students to school during the Covid-19 Pandemic. Home visits and food package drop offs by Outreach provided opportunities for positive connections and engagement the with 11 families.</li> </ul>

	<ul style="list-style-type: none"> <li>Outreach was able to engage with many families and provide them with the appropriate information about COVID-19 and how the School and School Division were taking steps to protect students and staff from the COVID-19 virus in the school.</li> <li>Later in the school year, several families who had not been sending their students to school, chose to have their students return to class.</li> </ul>
LVS Target #1- Increase school attendance by providing education and support to families through phone calls and home visits.	<ul style="list-style-type: none"> <li>Throughout the 2020-2021 school year a number of families had concerns with the spread of COVID-19 in the schools. These concerns resulted in them choosing to keep their children out of school for varying lengths of time. Through phone calls and home visits information from the School Plan relating to safety precautions being taken at school was shared, as well as tours of the school offered so parents could see firsthand precautions taken. Most families returned to school.</li> <li>Morning door knocks and wake up phone calls were provided to families struggling with sleep pattern and waking up on time for school. As a result, overall attendance for these families improved.</li> <li>Regular monthly meetings were held with Outreach and homeroom teachers to review attendance and identify students and families requiring outreach support. 44 families were supports impacting the attendance of 92 students.</li> </ul>
LVS Target #2- Increase school engagement by providing support to students and families focused on developing relationships and improving overall wellbeing during the pandemic.	<ul style="list-style-type: none"> <li>Regular contact through phone calls and home visits was maintained with families to check in and see how they were doing.</li> <li>Food Hampers, Activity packs, Cleaning supplies, as well as information and items related to self-care/stress management were provided to 28 families at their homes. These regular home visits to deliver items supported relationship building resulting in increased trust. Families verbalized their appreciation and positive impact these visits had.</li> <li>Information was shared with families regarding the COVID vaccine and the Urban Indigenous vaccination clinic. Barriers were addressed and assistance to make appointments for the vaccine was offered. Most families were not aware of the local clinic prior to Outreach contact and many accepted information to review. To date 12 people were booking appts. In total 27 families were directly supported.</li> </ul>

**4.2.2 French in the English Program (FCC) Data.** \*French Immersion data is included in 4.2.3

2020-21 School Year	Grades 4-8 students in FCC		PCI: Semester 1 & 2
	September	June	
NMS	56	48	Gr. 9-no French offered
LVS	200	190	Gr. 10-not offered
FLR	75	75	Gr. 11-7
YQS	194	204	Gr. 12-6
EAMS	272	269	
ECVS	53	50	
OVS	85	82	

**4.2.3 French Immersion and English Program enrollment data, Graduation Rate and Gr. 9 Credit Attainment:**

\*Note that the Graduation Rate for PLPSD for 2019-2020 was 100% due to the Manitoba Education Mandate and response to COVID-19 Pandemic.

Graduation Rate-Regular Students	2017-18	2018-19	2019-20	2020-21
Calculated based on initial enrollment Sept 30 each year and number of graduates at year end	Sept 30: 207 Grade 12 identified 173 grads = 84% (decrease 10%)	Sept. 30: 205 Potential Grads identified June 30: 185 Grads =90%	Sept. 30: 183 Potential Grads identified June 30: All expected Grads will graduate due to the directives from the COVID-19 Pandemic mandates for the current year.	179 Graduates with Provincial Diploma
<b>Number of identified Mature Students</b> <b>Number of MS Grads at end of year</b>	Sept 30: 105 Mature Students identified 22 graduated	Sept. 30: 82 Mature Students identified June 30: 22 graduated	Sept. 30: 79 Mature Students identified June 30: 6 graduated	Sept. 30: 53 Mature Students identified June 30: 19 Graduates
<b>Graduation Rate-French Immersion</b> Number of students who received a French Immersion Diploma	GRAD- 9	GRAD-7	GRAD- 9	Sept. 30: number of French Immersion Potential Grads: 10 June 30: 10 Graduates
<b>French Immersion Grade 9-11 Enrollment at Sept. 30</b>		Grade 9: 25 students Grade 10: 15 students	Grade 9: 27 students Grade 10: 15 students	Grade 9: 16 students Grade 10: 19 students

			Grade 11: 17 students	Grade 11: 17 students	Grade 11: 19 students
	<b>Number of Graduates to receive the FCC Certificate at year end.</b>			12	13
	<b>Number of potential Grads identified as Indigenous at Sept. 30</b> <b>Graduates-Indigenous Identified</b> <b>Percent calculated using overall enrollment at Sept. 30</b>	59/206 = 29% of the Graduating class identified as Indigenous	Sept. 30: 55 Potential Grads identified 29% of the Graduating class identified as Indigenous	Sept. 30: 62/ 203 Indigenous identified students graduated in June 2020. (Data from IAA Facilitator)	72 Graduates with an Indigenous identity
	<b>Vocational Achievement-Apprenticeship Level 1</b>			15 total Level 1 Achieved. (11 Automotive and 4 Carpentry) There were no Hairstyling as there are still hours for students to complete due to school interruption.	26 Vocational Diplomas
	<b>Grade 9 Credit Attainment</b> Calculated based on initial enrollment Sept 30 each final credit total at year end inclusive of French Immersion Grade 9 students (end of June)	Sept. enroll= 242 @ 9 courses each June credit summary – 1925 credits achieved 88.3% credit attainment	Sept. enroll = 229 @ 10 courses (inclusion of CDV10 and additional math credit) = 2290 possible credits June credit summary-1855 81% credit attainment	Sept. enroll = 238 @ 10 courses (inclusion of CDV10 and additional math credit) = 2390 possible credits June credit summary-2006 84% credit attainment (calculation impacted by COVID-19 directives for credit achievement in 2 <sup>nd</sup> semester.	1699 Grade 9 credits were achieved.

<p>4.3 Career Development Initiative (CDI)</p> <p>To continue to promote, develop career development opportunities for all students to support successful transition in to the future workforce</p>	<p>4.3</p> <p><b>High School Apprenticeship report at June 2021</b></p> <ul style="list-style-type: none"> <li>• 26 students enrolled in the high school apprenticeship program earning up to 8 credits each towards high school graduation as well as authentic apprenticeship hours</li> <li>• Students employed and apprenticing as automotive technicians, ag technicians, carpenters, cooks, construction craft workers, hairstylists, plumbers, truck and transport mechanics, heavy duty mechanics, construction electricians</li> <li>• 2020/2021 school year 76 High School Apprenticeship credits achieved thus far</li> <li>• High School Apprenticeship has grown exponentially in the Portage School Division in the past five years</li> <li>• Portage School Division is recognized provincially for their efforts in regard to promoting the skilled trades and the high school apprenticeship program.</li> </ul> <p><b>Health Care Aide Partnership report at June 2021</b></p> <ul style="list-style-type: none"> <li>• Students earn 5 credits towards High School Graduation as well as Health Care Aide Certification</li> <li>• 12 participants</li> <li>• 50 credits at the Grade 12 level earned</li> <li>• HCA program has established itself as an excellent ladder opportunity for those considering careers in health care</li> <li>• Almost all participants are immediately employed</li> </ul> <p><b>Career Development Internship report at June 2021</b></p> <ul style="list-style-type: none"> <li>• Students had the opportunity to earn up to two <i>Career Development Internship credits</i> (one at grade 11 and one at grade 12 level).</li> <li>• The purpose is to encourage students to explore the world of work and the attainment of skills as unpaid interns/110 hours is one credit.</li> <li>• Minimum age of 16 to participate and must have a Career Development pre-requisite</li> <li>• 2020/21 school year 22 CDI credits achieved</li> <li>• Looking at two new programs that would allow for attainment of CDI credits/ Indigenous Health High School Internship Program and the Indigenous High School Introduction to Carpentry Apprenticeship Program</li> </ul> <p><b>Portage School Division Indigenous High School Educational Assistant Certification Program</b></p> <ul style="list-style-type: none"> <li>• program piloted 2021 with 14 participants</li> <li>• intent is to encourage more Indigenous students to consider careers in education</li> <li>• involved numerous presentations by school staff and involved a practicum</li> <li>• due to success of this program it will undoubtedly be offered 2022</li> </ul> <p><b>Credits for Employment report as of June 2021</b></p> <ul style="list-style-type: none"> <li>• Students had the opportunity to earn up to two <i>Credits for Employment</i> (one at grade 11 and one at grade 12 level).</li> <li>• The purpose is to encourage students to explore the world of work and the attainment of skills as paid employees/110 hours is one credit.</li> <li>• Minimum age of 16 to participate and must have a Career Development pre-requisite</li> <li>• 2020/21 school year 247 CFE credits achieved (doubling previous school year)</li> </ul> <p><b>Portage School Division Mandated Grade 9 Career Development CDV</b></p> <ul style="list-style-type: none"> <li>• 2017-18 Career Development course mandated at the grade 9 level.</li> <li>• Course serves as a pre-requisite to earn Credits for Employment</li> <li>• In the 2018/2019 school year the Grade 9 CDV was integrated into an all-year ELA program.</li> <li>• 240 Grade 9 students to earn CDV credit/including essential components such as Young Workers' Readiness Certification, Resume Composition, Safe Workers of Tomorrow Presentation, and Interview Preparation</li> </ul> <p><b>Together we celebrate our achievement:</b> Please click on link below to view The Dispatch Issue Two /2021. This is a newsletter that outlines Portage School Division Career Development initiatives. Please note that this newsletter has been shared throughout the community as well as with Apprenticeship MB and select provincial government officials.  <a href="https://drive.google.com/file/d/1hX7v1qGjm6dDmKTRLYCMhcNAXMa5kklU/view?usp=sharing">https://drive.google.com/file/d/1hX7v1qGjm6dDmKTRLYCMhcNAXMa5kklU/view?usp=sharing</a></p>	<p><b>4.3 Trends reported:</b> Credits for Employment- Exponential growth. Students have been employed and have worked diligently throughout the pandemic. With dwindling course offerings due to the pandemic, many students relied on these credits in order to meet grad requirements. These credits have proven to be a viable way to increase graduation rates. There are no barriers to students entering the program because they are taking a mandatory course (for PCI) (CDV10) in grade 9 to ensure the foundation is set for future employment.</p> <p>Significant transference of employment opportunity experience for students in the community: Numerous community partnerships, as now anyone employing a student can be considered a partner. Significant change this school year is that the school has been facilitating job interviews for local employers. Career coordinator has promoted apprenticeship opportunities on behalf of local employers, as well as facilitating interviews on the PCI campus. It is through this process that employers have been able to directly connect with potential student employees.</p> <p>Mock Interviews- every Grade 9 student participated in a mock interview. Interviews were conducted in-person allotting for social distancing. (over 200 interviews conducted). Opportunity for students to receive practice interview with immediate feedback.</p> <p>Promotion of MDC Summer STEP program</p> <p>Promotion of Southern Health Sante Sud Summer Student Employment Program.</p> <p>Safe Workers of Tomorrow presentations to all grade 9 students. These presentations focused on the four rights of an employee.</p> <p>St. Boniface University presentations to French Immersion students</p> <p>Health and Safety Advisor presentation to apprentices</p> <p>Increase in the use of online tools such as Everfi, Edgefactor, and Myblueprint to promote career exploration.</p> <p>Discovery Day In Health Sciences Virtual event for students interested in studying medicine.</p> <p>Indigenous Health High School Internship Program- Proposal made to make changes to the program that would allow participants to earn Career Development Internship credits and for the program to be scheduled part of a student's daily time-table.</p> <p>Proposal made for Indigenous High School Introduction to Carpentry Apprenticeship Program- Program, that with the partnership of local employer Bailey Homes, would see Indigenous students develop carpentry skills and working in a co-op model work experience.</p> <p><b>Next Steps</b>-We are doing a great job at connecting employers, students and parents. We need to continue to build on the established network and to continue to connect students with career opportunities. We need to continue to celebrate student achievement outside of the school as it pertains to career development. We need to continue to successfully promote the trades as a career option for our students and to connect the dots required in order for this to happen. We need to continue to remove barriers that would allow Indigenous students to explore careers in the skilled trades. We need to continue to increase female participants in skilled trades programming. We are on the right track and are seeing more students considering skilled trades careers post high school.</p> <p>Next steps would also be the return of many initiatives thwarted by the pandemic, including Indigenous Post-Secondary Day, Entry Level Job Fair, Construction Career Expo, Community Career Contributors, Be Entrepreneurial Program, Military Co-op, Career Fairs and field trips and industry tours.</p>
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<p><b>4.4 Learning to Age 18 Coordinator Grant (L18)</b></p> <p><b>To continue to promote, develop career development opportunities for all students to support successful transition in to the future workforce</b></p>	<p><b>4.4 Continued "Roving Campus" Barrier Reduction strategy Report:</b></p> <table border="1"> <thead> <tr> <th>Barrier</th> <th>Barrier Reduction</th> </tr> </thead> <tbody> <tr> <td>transportation</td> <td>teachers drive students to school as needed</td> </tr> <tr> <td>students missing breakfast and lunch</td> <td>school provides breakfast and lunch</td> </tr> <tr> <td>school fees not paid</td> <td>fees are forgiven</td> </tr> <tr> <td>lack of identity documents</td> <td>teachers facilitate identity document acquisition</td> </tr> <tr> <td>lack of meaningful employment and education opportunities</td> <td>teachers create meaningful employment and education opportunities</td> </tr> </tbody> </table>	Barrier	Barrier Reduction	transportation	teachers drive students to school as needed	students missing breakfast and lunch	school provides breakfast and lunch	school fees not paid	fees are forgiven	lack of identity documents	teachers facilitate identity document acquisition	lack of meaningful employment and education opportunities	teachers create meaningful employment and education opportunities	<p><b>Roving Campus: Evidence of Impact</b></p> <ul style="list-style-type: none"> <li><b>Improve Student Attendance</b> <ul style="list-style-type: none"> <li>✓ 80% of students improved attendance with a median improvement of 34%</li> </ul> </li> <li><b>Educate for Democratic Citizenship</b> <ul style="list-style-type: none"> <li>✓ certifications were awarded for St. John's Ambulance First Aid, Corps of Commissionaires' Security Guard Training, Highway Flagging, Employment Readiness, Education Assistant Practicum, and Manitoba Hunter's Safety</li> <li>✓ 80% of students had a successful volunteer or employment experience during the school year</li> <li>✓ no Roving Campus students were suspended, and no Roving Campus students were removed from class for behavior issues</li> </ul> </li> <li><b>Assist Students in Graduating</b> <ul style="list-style-type: none"> <li>✓ 50% of Roving Campus students will graduate on time</li> </ul> </li> </ul> <p>35% of Roving Campus students will graduate as mature students in the following year</p>	<p><b>Total Alternate Credits in addition to 4.3 (Career Development Initiatives)</b></p> <table border="1"> <tr> <td>Volunteer Credits (VOL41G)</td> <td>8 credits</td> <td>SDL-supported</td> <td>19 credits</td> </tr> <tr> <td>Career Exploration Credit (CEX41G)</td> <td>12 credits</td> <td>Medical Remote Learning</td> <td>50 credits</td> </tr> <tr> <td>Roving Campus Credits</td> <td>137.5</td> <td>Outreach &amp; NMS Campus</td> <td>20</td> </tr> <tr> <td>MSP</td> <td>35 credits</td> <td>CR-Continuation of Learning Plans</td> <td>57 credits</td> </tr> <tr> <td>SDL -Independent Study</td> <td>54 credits</td> <td>SDL-supported</td> <td>16 credits</td> </tr> </table>	Volunteer Credits (VOL41G)	8 credits	SDL-supported	19 credits	Career Exploration Credit (CEX41G)	12 credits	Medical Remote Learning	50 credits	Roving Campus Credits	137.5	Outreach & NMS Campus	20	MSP	35 credits	CR-Continuation of Learning Plans	57 credits	SDL -Independent Study	54 credits	SDL-supported	16 credits
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<p><b>4.5 Technology Education (TE)</b></p> <p><b>4.5.1 To support implementation of technology as an instructional tool and a record keeping platform for monitoring student learning</b></p>	<p><b>4.5.1 Feedback/observations from Administration and Teachers as reported by the Divisional Technology Coach:</b>          Technology Coach Report: Implementation of Google Classroom was a priority, along with SeeSaw, Ipad and computer science principles. See Saw Platform for digital/online learning in the early years was implemented for K-4 teachers as a means for supporting the remote learning mandates. Google Dashboard: Revealed that the Google Classroom, Drive and Gmail usage divisionally increased throughout the year with a significant increase during school closure and the shift to online learning.</p> <p><b>4.5.2 Technology Leader:</b> Leaders were allocated to each of the schools divisionally. Every day 4 the leaders meet with the Division Technology Coach. School based successes and challenges were shared with divisional leadership team which continued to inform next steps for support and planning.</p> <p><b>4.5.3 Markbook/Parent Portal:</b> Teachers continue to use Maplewood Markbook for grades 7-12. Parent Portal continues to be accessible for online viewing by students at the 9-12 level.</p> <p>Technology use has increased throughout the division leading to the need for additional support for teachers along with requests for devices and their maintenance. To support the needs of students during the online learning time (COVID-19) several additional devices were purchased and made accessible for student use. Additional access points installed divisionally supported online instruction and learning from home. Remote Learning was positively impacted by the previous divisional technological initiatives established to provide teachers with tools for online learning as a supplement to classroom practices.</p>
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**INSTRUCTIONAL LEADERSHIP REPORT**

<p><b>5.1 To increase capacity of our Divisional Leadership teams</b></p>	<p>5.1.1. <b>mRLC Leadership project and School-based planning process-</b> Due to COVID-19 administrative responsibilities, the mRLC project did not happen as originally planned, instead, each school administrative team replicated the Divisional Plan and Report (common template) for the current school year in the fall, 2020 to enhance divisional consistency and set the foundation for system to record strategic and responsive school goals and monitor implementation and impact at the school level. School based initiatives and targeted areas were co-created with school staff. Reporting on the school plan was a collaborative process in May with the Strategic Initiatives Learning Coordinator (SILC) and foundational goals established as next steps for the upcoming school year.</p> <p>5.1.2. <b>Initial implementation of Teaching Sprints-</b></p> <ul style="list-style-type: none"> <li>• Three schools participated in the Sprint model for professional learning as an initial introduction to responsive and impactful instructional practice. .25 FTE position was allocated for the purpose of engaging in Teaching Sprints as an introduction divisionally.             <ul style="list-style-type: none"> <li>➢ Due to COVID-19, only NMS, FLR and LVS participated in the Sprint opportunity for professional learning guided by the Divisional Coach.</li> <li>➢ The Teaching Sprint model proved to be an effective means for guiding professional learning.</li> <li>➢ What was the outcome of the Sprint? What are the implications for practices? What is our evidence of impact? What will we try next? Were the questions used to reflect and review the 4–5-week Teaching Sprint.</li> <li>➢ Topics for learning included: Fluency and comprehension, Problem Solving and Critical Thinking, Learning Intentions and Essential Learning, Assessment of Student Learning, Social Emotional Learning Developing Compassionate Classrooms, Multiple Intelligences, Respecting Diversity, Brain Based Learning and the Effects of Trauma on the Brain, Managing Information, Communication, Personal Growth and Well-Being, Literacy Interventions for Struggling Readers and Writers.</li> </ul> </li> <li>• Next step for Sprints will be to extend the practice to guide PLC designated time as a structure for professional learning and monitoring impact of practice. YQS, EAMS, LVS and FLR will be included in the school-based training with Cale Birk followed by targeted Sprints.</li> </ul> <p>5.1.3. <b>Professional Evaluation framework update and implementation-</b>Further learning to support implementation of the Danielson Framework as an alternative to the divisional Professional Evaluation and Growth Track model was not possible given the excess of responsibilities placed upon administrators in response to COVID-19</p> <p>5.1.4. <b>Monthly "Collaborative meetings for Resource Teachers and Clinicians</b> were scheduled on the last Friday of each month for two hours. On average, 5-8 Resource Teachers along with clinical representation met for collaboration purposes. The monthly event was facilitated and organized by the SILC. Additionally, the SILC presented the series of workshops created by the Inclusion Branch for Manitoba Education titled "Appropriate Education Programming" to most Student Services staff (mostly Resource Teachers and Clinicians).</p> <p>5.1.5. <b>Divisional Literacy and Numeracy Leaders and SILC meetings-</b>were coordinated about every 6-8 weeks to align divisional targets and respond to current matters that required attention. The focus throughout the year emphasized supporting teachers with instructional practices while managing the COVID-19 protocols and expectations set by the province.</p> <p>5.1.6. <b>New Teacher Mentorship-</b>SILC planned and facilitated three groups of teachers for mentorship over the year.</p>
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	<ul style="list-style-type: none"> <li>• Orientation-2 hours (including lunch) for all teachers new to PLPSD held on the first day back in September. Purpose was to review divisional policy, expectations, supports, PTA introduction, payroll and CIMS information. <ul style="list-style-type: none"> <li>◦ Late entry teachers (those who joined us mid-year) received a welcome package and visit from me as a half hour orientation to divisional supports, links, initiatives, etc. and to respond to any questions asked. This only happened if admin provided me with names of new staff.</li> </ul> </li> <li>• 1<sup>st</sup> Year teachers met every Thursday for 20 minutes from 3:40-4:00 September to end of May. Overall emphasis was on the basics-classroom management, organization, planning, curriculum, assessment and reporting, professional opportunities and responsibilities. Weekly agendas were used to document sites, references, discussion, etc. participation was mandatory unless absence was approved by admin.</li> <li>• 2<sup>nd</sup> Year teachers met every second Tuesday for 20 minutes-Responsive to their "need to know" or interest. More emphasis on professional responsibilities, growth and collaboration.</li> <li>• Both groups along with the new teachers to PLPSD were invited to attend 4 after school sessions with Garfield Gini-Newman-Fostering creativity and critical thinking in lesson planning.</li> <li>• Assessment workshop: Mandatory for all 1<sup>st</sup> year teachers. End of October from 4-6 with a meal provided.</li> </ul> <p>5.1.7. <b>GALE Online professional learning access</b>-Available to all PLPSD teachers and administrators. Usage dashboard was regularly reviewed and reminders were given to teachers as an option for access in the Monday Morning Memo, memos from Administrators and by the PLPSD PD Committee. Additional bundles were purchased this year. The platform continues to provide individualized professional learning that is responsive to teachers on their own demand.</p>
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