

Portage la Prairie School Division

"dedicated to the pursuit of excellence"

October Report for the 2021-22 School year & 2022-23 Plan



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

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

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.



Division Staffing Profile (Sept. 2021)				Opportunities		Acknowledgment	
Principals	9	Speech Language Pathologists	4.75	<p>COMPREHENSIVE ACADEMIC PROGRAMS 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>INNOVATIVE PROGRAMS High School Sports Academies: Hockey, Basketball, and Volleyball, Mature Student Program Physical Education & 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>VOCATIONAL TRAINING Comprehensive Career Development Program, Business Education, Industrial Arts, Human Ecology, Power Mechanics, Building Construction Trades, Photography, Hairstyling, Health Care Aide, Child Care Aide</p> <p>FACILITIES Modern Computer Labs with Leading Edge programming, Mobile Device Carts High Speed Internet Access with Wi-Fi Science Labs, Automated Libraries, Modern Gymnasiums</p> <p>STAFF Highly Qualified, Dedicated, Innovative</p>	<p><i>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.</i></p>		
Vice-Principals	7	Mental Health Facilitator	.5				
Teachers (not including principals, including 24 French Immersion Teachers K-12)	216.2 6	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	115.3 639	Coaches/Consultants (including 1.0 French Coach)	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 STORY

[Portage la Prairie School Division](#) is composed of seventeen schools, seven located within the city of Portage la Prairie, one in the town of Oakville and nine Hutterite Colony Schools in the surrounding areas and offers both English and French Immersion Programming K-12. Division enrollment September 30, 2021 was 3295. Our administrative and teaching staff is supported by a team of Computer Technicians and Technology Coaches at each school, Strategic Initiatives Learning Coordinator, Literacy and Numeracy Coaches, English as Additional Language Consultant, Indigenous Achievement Coordinator. The Student Services department is composed of a team of Clinical staff including psychologists, Speech and Language Pathologists, a WRAP facilitator, Outreach personnel, Mental Health and Addictions Nurse, AFM Youth Counsellors, Mental Health Facilitator and Occupational Therapist.

Together we celebrate,


- 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 assigned to each school and a Community Connector to assist in meeting the home/school needs

We strive to meet the challenges,

- Attendance and access to schools.
- Accessing voice of all students.
- Celebrating all cultures and building identity for all.
- Responding to newcomers needs both school and in the community.
- Poverty within our community and challenges with proper nutrition and limited access to essential places due to limited options for public transportation.
- Significant distance between schools, extreme weather conditions that make attending school a barrier.
- High numbers of students entering school with very limited social and community experiences.
- High numbers of students entering Kindergarten or grade one with limited to no experience with numbers or early literacy opportunities.
- Classrooms with extreme ranges of social and academic experiences and abilities.
- School spaces that have reached capacity.
- Ongoing need to increase supports for families struggling with complex social and emotional needs.

English as an Additional Language (EAL) and Self-declared Indigenous students (2021-22 School Year)		High School Graduation Numbers for 2021-22		Education for Sustainable Development (ESD)																		
	Number of Students	Percentage of Student Population	Regular Diplomas	175	Number of schools in the division	17																
			Mature Student Diplomas	17	Number of schools with an ESD plan	17																
English as an Additional Language Students	98 (Not including the Hutterite Colony population)	3%	Self-declared Indigenous Diplomas	18	Education for sustainable development and social justice goals and initiatives are embedded into planning at the classroom level. This year's funding from the ESD grant was applied to off-set the cost of water bottle filling stations at each school.																	
			French In the English Program Certificates	95																		
Self-declared Indigenous Students	426	13%	French Immersion	79																		
ENGLISH AND FRENCH IMMERSION PROGRAM ENROLMENT	2020-2021 Grade 9 ELA & Math credit attainment As presented by MEECL, fall 2022			2022-23 ENROLMENT (Sept. 29, 2022)		French Immersion Numbers and Transition Observations (in and out of program):																
	Math Credit (1 st time) Attainment (%)		ELA Credit (1 st time) Attainment		Kindergarten total enrolment (English program)		Early Years (K-4)-ECVS	Middle Years (5-8)-EAMS	Sr. Years (9-12)-PCI													
	Division total		238 possible/79%		Division total		238 possible/83.2%		PLPSD Total enrolment K-12													
	Indigenous students		112 possible/69.6%		Indigenous students		112 possible/70.5%		Indigenous Students		Maternelle total enrolment (French Immersion program) and 5-year Trend:											
	Non-Indigenous students		126 possible/87.3%		Non-Indigenous students		126 possible/94.4%		Non-Indigenous Students				<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 15%;">Sept.2018</th> <th style="width: 15%;">Sept.2019</th> <th style="width: 15%;">Sept.2020</th> <th style="width: 15%;">Sept.2021</th> <th style="width: 15%;">Sept.2022</th> </tr> <tr> <td>64</td> <td>55</td> <td>61</td> <td>37</td> <td>69</td> </tr> </table>		Sept.2018	Sept.2019	Sept.2020	Sept.2021	Sept.2022	64	55	61
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<p>PLPSD: Structured for Impact and Change</p> 	<p>Who are we?</p> <p>PLPSD is composed of a team of Sr. Leaders and Divisional Support consultants and coaches and outreach facilitators who are responsive to provincial, divisional, and school mandates, policy and initiatives. At each school a responsive approach to student needs and instruction practice is paramount to success for all students. This is fostered by regular team meetings that assess and monitor the operation of the school. In the classroom, teachers are equipped with access to a variety of instructional supports and opportunities for professional collaboration.</p>	<p>Our journey...</p> <p>Over the past years, teachers, coaches, consultants, and administration teams have used the work of Simon Breakspear (Teaching Sprints), Cale Birk (PLC 2.0), and Garfield Gini-Newman (Creating Thinking Classrooms) to identify key areas for focus and attention both divisionally and at the school level, while monitoring the impact of our practice along the way. As a division, we strive to support all students in inclusive learning environments that are responsive to the needs of our community. As we embrace the PLPSD Mission Statement and respond to the unique learning and emotional needs of all students, we strategically create, implement, and monitor multiple systems of support using diverse instructional methods and settings throughout the division. It is through the lens of each priority divisional target that we continually monitor our progress and impact.</p> <p>We are thankful for the significant community contributions that are made to our division that help us to meet the non-academic needs of our students.</p>
<p>Factors that influence Division priorities:</p> <ul style="list-style-type: none"> • Division’s Strategic Planning session was held in 2015. Annual review of the Strategic Plan is conducted in October. • Provincial priorities and directives • Division data (e.g., early literacy assessment results, attendance and graduation rates, Our School survey, Early Development Instrument) • Provincial assessment results • Division demographics and local community needs • Parent Advisory Councils • Planning and monitoring of the Division’s Strategic Plan by the Strategic Planning Continuance Committee • Student Services Department Review 	<p>Planning Process:</p> <p>May/June-Planning meetings scheduled with teams responsible for implementing and monitoring divisional grant projects including Numeracy, Literacy, English as an Additional Language, French Language, Indigenous Academic Achievement, Career Development, Learning to Age 18, Technology Education and Early Childhood Initiative Grants. Outcomes, success criteria, sequence and timelines, roles and responsibilities and monitoring systems are established for the upcoming school year.</p> <p>Fall and Spring-Review meeting are scheduled to monitor progress and evidence of impact based on success criteria established for the year.</p> <p>Monthly meetings-Led by school administration at each school to review and reflect on school planning.</p> <p>Monthly/Bi-monthly Coach and Consultant meetings- To review areas of focus in response to annual targets.</p> <p>Alignment with Provincial Vision and Framework for All Learners in Manitoba</p> <p>It is through the lenses of the Global Competencies: Creativity, Citizenship, Connection to Self, Critical Thinking, Collaboration and Communication and the Guiding Principles: Equity, Access, Cohesion, Flexibility and Agility, that Portage la Prairie School Division, strives to meet the unique needs of all learners. Divisional and School Planning and regular reflection provide a cohesive and responsive model supporting the development of the whole child as they acquire the skills to flourish. The Good Life (Manitoba Education and Early Childhood Learning, 2022).</p>	

2021-22 DIVISIONAL REPORT SUMMARY

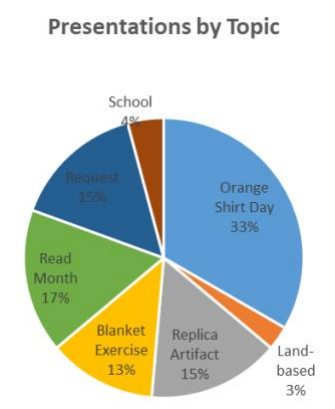
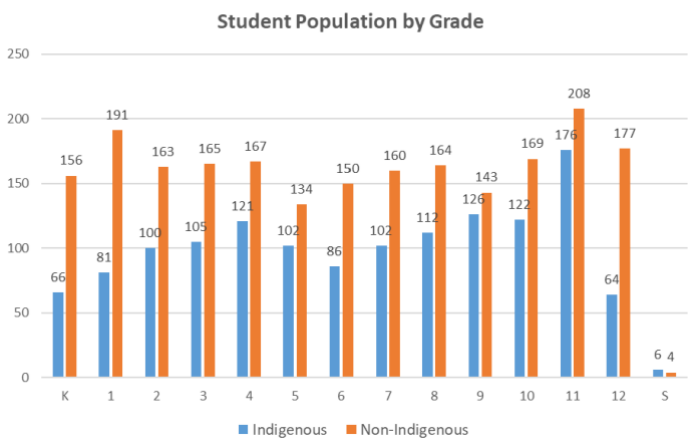
LITERACY AND LANGUAGE REPORT

<p>1.1 To improve student learning and literacy instruction and assessment strategies for all K-12 students including French Immersion and English programs</p>	<p>1.1.1. Sr. Years Implementation of ELA Curriculum-Literacy Coach and the SILC coordinated professional learning experiences along with the Department Head for English at the high school. Teachers continue to explore ways to create assessment rich and relevant learning experiences at the high school level. Learning intentions are clearly reflected in the projects created divisionally as we strive to enhance literacy instructional practice at the Sr. Years level. All ELA teachers were included in department conversations.</p> <p>1.1.2. Continued ELA curriculum implementation and collaborative divisional groups -Literacy Lead coordinated learning conversations and planning opportunities that included inquiry-based instructional models supported by the work of Garfield Gini-Newman. Participation in the mRLC supported the ongoing conversations about creating rich learning experiences across curriculum. Professional learning groups were created both during school PLC allocated time and divisionally in response to teachers needs and requests. Implementation of the Literacy Progressions document from ME was embedded into conversations at the early years. In some cases, the Sprint process templates (a structure used for professional learning times/collaborative conversations between teachers) provided concrete evidence of impact that guided further discussions among teachers. Ongoing conversations between school-based administration and the Literacy Lead was key in targeting areas for focus brining attention to the identified needs of all students as collected by divisional and provincial reports.</p> <p>1.1.3. Inquiry learning to support instructional and assessment practices -Divisional PD options included a variety of workshops by Garfield Gini-Newman designed to support inquiry design for learning while building in space for the development of competency areas. Additionally, several small and large group professional learning sessions were offered to support teachers in planning rich learning experiences. These opportunities were available to both English and French Immersion teachers and supported by divisional coaches.</p> <p>1.1.4. Strong Beginnings (K-8)- Strong Beginnings continues to provide a significant base for instructional planning for all students K-8. One-to-one sessions provided classroom teachers an opportunity to collect data that is essential for responsive instructional practices. The collection of data continues to be uploaded to a divisional database for mid-year review, reflections, and re-allocation of resources in response to need. Divisional assessments continue to be reviewed and updated for even better instructional planning and intervention supports and guide professional learning. Strong beginnings will extend into Grade 9 beginning fall, 2022.</p>
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	<p>1.1.5. <u>Reading Recovery and ELI data</u> continues to be collected and used for the purpose of allocating intervention and instructional support divisionally, as well, guide conversations around instruction as professional learning and coaching networks are determined. Early literacy challenges and limited experiences with text continue to be noted among our youngest learners in PLPSD.</p> <p>1.1.6. <u>French Language Coach</u>- The 1.0 FTE position in PLPSD continues to play a critical role in supporting teachers with instructional practice to enhance language learning as well, create opportunity for collaborative networking and professional development that is consistent with the expectations of our curricular programs. The results of the coaching role have yielded an increase in consistency with practice and common language used for literacy instruction. The French Language coach's time is allocated based on divisional instructional needs and decided at the beginning of the school year. Data collected divisionally is used to target areas for intervention as in the English program. Newer teachers to French Immersion program instruction are prioritized for direct coaching and routine establishment. The French Coach works in collaboration with the division SILC (Strategic Initiatives Learning Coordinator) to maintain alignment with divisional initiatives and the goals noted in the French Second Language Revitalization Grant (as approved). French in the English Program are included in relevant learning opportunities as shared by the Coach & an emphasis on support for reading and writing will be targeted for all grades.</p> <p>1.1.7. <u>FCC Divisional collaboration</u> is fostered by maintain a divisional shared drive along with a system for communication and representation at each school. A fall meeting (Oct. 2021) gathered an FCC school representative for each school to act as the liaison between the division coach and the SILC. Each school reported at minimum, one cultural goal and one instructional goal. A spring meeting collected evidence of progress with goals and celebrated opportunities for collaboration between schools. Newly designed this school year was "le défi en français" which gave students space to engage cross division with as they explored monthly challenges presented by the coach. This project will continue with hopes to engage more classrooms in the next year.</p> <p>1.1.8. <u>Sr. Years Assessment Inquiry Project</u>-was coordinated to support the high school Social Sciences department. Funding was initiated by the SILC (Strategic Initiatives Learning Coordinator) and a request for divisional funding (Category B Grant) was approved for the project. Professional learning was sparked by Garfield Gini-Newman as he facilitated conversations and planning possibilities to enhance instructional and assessment practices. Teachers created, shared, and reflected on current and possible practice. The project has been proposed to continue in the next school year.</p> <p>1.1.9. <u>Provincial Literacy Assessment implementation and data review</u>-Literacy Lead along with Sr. Administration and SILC to support implementation according to provincial deadlines. Results are reviewed at the divisional and school-based teams. Data collected from the assessments continues to be included in conversations with teachers as they plan for instruction as well, with divisional leaders as they determine priority areas for support and professional learning planning.</p>																																				
<p>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</p>	<p>1.2.1. <u>The English as An Addition Language Consultant</u> provided ongoing support, resources and facilitated the intake process at schools as they occurred. The number of newcomers to PLPSD continue to slowly rise, thus requiring further planning and conversations among school and divisional teams in response to requests for instructional supports and cultural and language resources. Opportunities to celebrate cultural diversity are encouraged by the EAL consultant as events and experiences are shared within the division. Data collected and assessment results are recorded in the ELAP (English Language Acquisition) by the EAL consultant and used to inform instructional needs for students.</p> <table border="1" data-bbox="505 630 2601 873"> <tr> <th colspan="6">1.2 EAL/ELL Graduates from PLPSD</th> </tr> <tr> <th>2016-2017</th> <th>2017-2018</th> <th>2018-2019</th> <th>2019-2020</th> <th>2020-21</th> <th>2021-22</th> </tr> <tr> <td>4</td> <td>4</td> <td>5</td> <td>16</td> <td>9</td> <td>2</td> </tr> <tr> <th colspan="6">Number of new EAL/ELL students enrolled between September 1 and May 30 Annually</th> </tr> <tr> <th>2016-2017</th> <th>2017-2018</th> <th>2018-2019</th> <th>2019-2020</th> <th>2020-21</th> <th>2021-22</th> </tr> <tr> <td>23 students</td> <td>32 students</td> <td>29 students</td> <td>22</td> <td>21</td> <td>20</td> </tr> </table>	1.2 EAL/ELL Graduates from PLPSD						2016-2017	2017-2018	2018-2019	2019-2020	2020-21	2021-22	4	4	5	16	9	2	Number of new EAL/ELL students enrolled between September 1 and May 30 Annually						2016-2017	2017-2018	2018-2019	2019-2020	2020-21	2021-22	23 students	32 students	29 students	22	21	20
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<p>1.3 To review and respond with necessary and available interventions to the data collected through EDI to improve the outcomes and opportunity for children in the early years</p>	<p>1.3.1. The <i>Early Developmental Inventory</i> (EDI) assessment did not take place at the Kindergarten level in the current school year as per directive from Manitoba Education and Early Childhood Learning.</p>																																				
<p>1.4 Early Childhood Development Initiative (ECDI) To continue to employ the equivalent of 75% SLP position to assist community partners and the school to meet the identified needs of our pre-school children</p>	<p>1.4.1. <u>Preschool intervention</u>- Together with the Speech and Language Pathologists, the Director of Student Services targeted intervention supports in the early years. Preschool parties were planned and facilitated at the early year schools by the assigned SLP in collaboration with the school teams. Parents and/or guardians were invited along with their child(ren) to experience learning at school with an emphasis on language development. Families who attended were welcomed by school staff as an early introduction and begin transition into kindergarten. A pilot project was coordinated with the Family Resource Centre where divisional clinicians collaborated with the center to host Pre-School Parties at the schools and also in the community. The feedback was positive, and the project will continue in the next school year. The Centre will continue to create opportunities (monthly) to develop and enhance early literacy, numeracy, and social emotional awareness skills. An annual report (ECDI and CTI) was submitted by the SLP for additional details and funding purposes to the Director of Student Services.</p> <p><i>*Additionally, data collected under "Literacy" will be used to determine target areas for instruction and improve student learning.</i></p>																																				
<p>NUMERACY REPORT</p>																																					

<p>2.1 To increase student performance and teacher capacity with numeracy instruction and assessment strategies for K- 12 students in both French Immersion and English programs</p>	<p>2.1.1. Math Fact Data Collection-Teachers in grades 3-6 continue to collect math fact data three times during the year (September, February and May) that is maintained in the divisional database and used for analysis (evidence of progress). The collection of progress is in part, used to inform professional learning conversations and planning for the next year. This collection has been especially helpful for responsive instructional planning during the COVID-19 years and remote learning.</p> <p>2.1.2. K-4 Professional Development to support the 4 competencies in the Gr. 3 Provincial Assessment. Professional learning sessions facilitated by Manitoba Education and Early Childhood Learning consultant, Sheri Perih continued with year 3 with a goal to support teacher learning related to curriculum priorities and best practices. The Numeracy Lead extended the formally planned sessions by coordinating sessions with individual teachers. During many collaboration times, the Sprint process was used as a template for guiding and recording learning.</p> <p>2.1.3. Implementation of the Gr. 3 Divisional Numeracy Assessment- The Numeracy Lead facilitated the implementation of the final version of the Gr. 3 divisional assessment created locally to support teachers' understanding of mathematical instruction and common reporting of observation of skills. The schedule for implementation was during the last two weeks of October to allow time for entry into the provincial CARS database according to timelines set by the province.</p> <p>2.1.4. Numeracy Achievement Project-Pacing Guides from grades 3-9 were used to create common implementation and progression of the mathematics curriculum division wide. Results from the formative quizzes were used to guide conversations with teachers, school teams and for the coordination divisional supports as needed. All data continues to be maintained in the MB Data Tool for divisional reference and planning conversations. Numeracy Lead will continue to support teachers with responsive professional learning to support the process. Formative (quizzes) assessments are completed, and data entered into the MB Data Tool between January and May each year. June- As in previous years, June baseline assessments were conducted by teachers involved in the Numeracy Project to guide instruction and progress in the fall.</p> <p>2.1.5. Optional Professional Learning Afterschool Sessions were coordinated by the Numeracy Lead in response to teacher requests. Additional numeracy focused opportunities were planned during the school year in response to targeted areas of instructional needs.</p> <p>2.1.6. Numeracy PD for French Immersion Teachers-The French Language Coach, Numeracy Lead and SILC coordinated a variety of professional learning opportunities to support French Immersion instruction in Numeracy. Opportunities included BEF presentation by Nicole Alain-Fox on the support document titled "Cartes de routes des apprentissage mathématiques", a one-hour online workshop "Atelier de nombres 1 à 999" which was offered optionally to all K-4. The direct coaching model and the Sprint process was used to target and support French Immersion teachers with practice. Additionally, the French Coach coordinated small collaborative planning sessions in response to a need and teachers requests identified during the newly presented "Cartes de routes des apprentissage mathématiques" document session. Additional local grant funds were allocated to provide all K-8 French Immersion teachers time to collaborate around common numeracy language used across the grades.</p> <p>2.1.7. Provincial Numeracy Assessment implementation and data review-The provincial assessment data collected and reported continues to be used as a piece of the planning and responding conversations at the classroom, school and divisional levels to help target needs and allocate support divisionally. We continue to see consistent patterns of performance in the identified areas over the year in the English program and the reverse in French Immersion, largely due to small program numbers.</p>
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INDIGENOUS ACADEMIC ACHIEVEMENT REPORT

Expected Outcomes (specific, measurable, observable)	Strategies (Division Actions, Roles and Responsibilities)	Indicators (monitoring progress and timelines)	Data Collection (evidence of progress)																																																					
<p>3.1 To increase academic success and cultural opportunities for Indigenous students K-12.</p> <p>3.1.1 IAA Facilitator 3.1.2 Speech Language Pathologists will review current structures for students K-3</p>	<p>3.1.1. Indigenous Cultural Awareness and Learning Opportunities for staff and students supported by the IAA Divisional Coach. Indigenous perspectives provide a lens through which create opportunities for planning in all focus areas. The divisional coaching model and consultative role of the Indigenous Academic Achievement Coach continued to provide small- and large-scale opportunities for learning for both educators and students. The partnerships and ongoing planning conversations with nearby Indigenous communities continues to enhance cultural and education learning opportunities for students in our schools. Feedback from teachers and students where in-class or land-based learning experience have been planned and facilitated, continue to provide evidence Indigenous perspectives in classrooms. Continued opportunities for professional learning around Treaty knowledge and Indigenous history continue to be offered by the coach upon request. A shared database of educational materials has been maintained by the coach for teachers to access in response to individual classroom needs and interests for curriculum planning. One of our middle years schools, La Verendrye, continues to offer an Indigenous Issues class option for grade 8 students. Course topics included: current events, Truth and Reconciliation, examining historic events and how they have shaped our current state as well as implications for future years, topic related tours and land-based learning experiences. The high school continues to offer Beadwork 20S, 30S,40S, Indigenous Culture in Canada 11G (2 blocks), Ojibwe 11G (2 blocks), Current Topics in FNMI 40S. Additional data used for attendance analysis from K-12 has been and will continue to be collected to inform impact of programming and support as well, responsive divisional actions taken. Currently PLPSD remains in the second year of recovery following COVID-19.</p> <table border="1" data-bbox="524 1071 1473 1421"> <thead> <tr> <th>Special Projects</th> <th>Project impact</th> </tr> </thead> <tbody> <tr> <td>Elders and Knowledge Keepers</td> <td>PLPSD successfully attained funding from Manitoba Education and Early Childhood learning to support a pilot project "Knowledge Keepers and Elders" at North Memorial and La Verendrye Schools. Students were connected to past and present experiences through the work of Elders to support identity and Indigenous ways within the school system.</td> </tr> <tr> <td>Ikwe and Wicasa Groups at Portage Collegiate Institute</td> <td>Regular meetings with high school aged student focus groups to build social emotional strength and engage them in school topics through a cultural and identity lens.</td> </tr> <tr> <td>Orange Shirt Day</td> <td>The day was co-planned with PCRC and promoted community and school-based participation. Handprints were added to the community path and along the tarmac of schools. Orange shirts were worn by staff and students. Educational presentations were offered to all levels for teachers to access. 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3.1.2. Language Groups: Language Data collected includes: Phonological awareness, receptive vocabulary, basic concept knowledge, verbal sequencing and storytelling, and grammar skills). Speech and Language Pathologists continue to collaborate with in school teams, including teachers to enhance language acquisition and production in a variety of structures to best support student need. PLPSD teams continue to observe language gaps largely impacted by COVID-19 and the absence of language opportunities.

STUDENT ENGAGEMENT / WELLNESS PLAN/STUDENT SERVICES SUPPORT REPORT

Expected Outcomes (specific, measurable, observable)	Strategies (Division Actions, Roles and Responsibilities)	Indicators (monitoring progress and timelines)	Data Collection (evidence of progress)														
<p>4.1 For all staff to observe engagement as impactful practice and opportunity for transformative learning to be planned.</p>	<p>4.1.1. A new model for achieving school-based focus and direction was piloted this year to support school planning and respond to the topic of engagement as we strive toward improved collective efficacy as school and divisional teams. The notion of transformative learning and student engagement were foundational for direction taken with school planning initiatives. A common question of inquiry “How will transformative learning exist in each school through the lenses of our priority areas: Literacy, Numeracy, Indigenous Achievement and Student Engagement and Wellness?” was used to guide divisional and school-based teams as “Cascade School Plans” were created to respond the unique school needs while remaining true to the identified divisional priorities. Criteria for “transformative learning” was collectively defined as:</p> <ul style="list-style-type: none"> • promotes student agency (will and capacity to learn) • learning transfers both within and beyond school • leads to deep engagement of learners • contribute to deep understanding <p>The ongoing overarching inquiry project was facilitated by Garfield Gini-Newman. Even as a first-year pilot, the process itself initiated powerful conversations during divisional and school-based planning meetings where new possibilities were created and more targeted actions were taken. Guides to Success were used to collaborate with school staff as they co-defined success criteria and identified areas of strengths, challenges and needs both as a school and individually by way of professional learning. By the end of the year, administrators had established, based on the evidence collected from each school, 5 divisional principles. New to PLPSD in the fall of 2022 will be the presentation of the newly created core principles, “5 Principles for Transformative Learning in PLPSD”. Some examples of the responsive, school-based targets with success criteria developed by staff for Student engagement over the past year:</p>																
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<p>4.2 To create and coordinate opportunities, programs, and supports in response to students cultural, academic, and emotional needs.</p>	<p>4.2.1. <u>PBIS implementation</u>- An additional 3 schools began implementation of PBIS in the current year by the end of 2022-23 school year, all schools will be involved in active implementation tailored to the uniqueness of each school's strengths and needs.</p> <p>4.2.2. <u>SmArts grants-coordination of projects</u>-Divisional funding to support both local and nearby artists in the schools was allocated twice during the school year to projects that aligned with curricular intentions and fostered an artistic perspectives and learning. A revised final report saw a variety of changes in how the projects were celebrated at the end of their sessions. A summary report was compiled and shared with the Board. Approved projects included: Art of Seeing Landscapes: Oil and Water Paintings, La peinture à point Métis, We're in Our Element with Art, Stained Glass Mosaics, Pottery, Drumming, Musical Camp Theatre, Acrylic Painting, Wonders of Water: Watercolour in Gr. 2, Song Writing with Sister Dorothy.</p> <p>4.2.3. <u>PLPSD Mental Health Facilitator</u> (.5 FTE) continued to work with divisional teams in response to identified areas of challenge. The Strong Kids program for grades 4-6 division-wide continues provide evidence of positive impact as children develop skills for life.</p> <p>4.2.4. <u>Transition planning</u> -School teams continue to collaborate within the division to support a positive transition experience for all students.The transition planning and conversations take place annually as students move from class to class and from one school to another.</p> <p>4.2.5. <u>Non-Violent Crisis Intervention Training</u> Provides foundational training to all division staff working with children. The shift to NVCI has provided more opportunities for specialized training in areas of need. Training in 2021-22 was negatively impacted by the pandemic and is expected to resume fully in the upcoming year.</p> <p>4.2.6. <u>Enhanced School Based Mental Health and Addictions Team</u>. This is the final year of the 3-year project. The team is composed of a Mental Health and Addictions Nurse, AFM Youth Counselor and WRAP Facilitator. Their collaborative work and intake system of referrals supported several families over the past year(s).</p> <p>4.2.7. <u>Wawokiya Project</u> -Monthly interagency meetings targeted and guided interventions along with collaboration between the WRAP Facilitator and the Director of Student Services. Wawokiya table meetings were scheduled every 2 weeks.</p> <p>4.2.8. <u>Sensory Gyms</u> have been added to most PLPSD schools as an optional support for some students with sensory needs. Students and staff continue to be trained by Occupational Therapists working in the division.</p>			
<p>4.3 To increase student attendance and participation in programs</p>	<p>4.3.1. <u>Outreach Teams</u> were tasked with duties in response to COVID-19 challenges related to school contact. Keeping family connected with school was the overarching goal. School teams worked collaboratively to identify and respond to challenges. A system of regular, ongoing communication with the Director of Student Services was used to be most responsive to divisional needs. The number of families receiving regular contact from the Outreach and School Support team has shown a decrease in the past year as student resume their places in schools.</p> <p>4.3.2. <u>French Immersion Program numbers</u> for the 2021-22 school year have shown little to no change.</p> <p>4.3.3. <u>Enrolment and credit attainment data</u> present clear indications of the effectiveness of current programming supports and the increasing numbers of students to PLPSD. Changes in numbers across the grades in French Immersion are less than 5.</p> <p>4.3.4. <u>Roving Campus data:</u></p> <table border="1" data-bbox="602 711 2604 873"> <tr> <td data-bbox="602 711 1268 873"> <ul style="list-style-type: none"> Number of students admitted into the program – 22 Number of grads celebrated in June 2022 – 15 graduated, 3 have returned for the first semester this year to achieve remaining credits and 1 will be graduating as a mature student June 2023. </td> <td data-bbox="1268 711 1983 873"> <p style="text-align: center;">Roving Campus by the Numbers</p> <ul style="list-style-type: none"> - 44% increase in student attendance - 88% of students finished the school year - 5 university courses offered - 8 certification programs offered </td> <td data-bbox="1983 711 2604 873"> <ul style="list-style-type: none"> - 22 special guests - 30 trips to the hospital and teen clinic - 45 class days outside the school - 450 lunches served - 8000 kilometers transporting students to campus </td> </tr> </table> <p>4.3.5. <u>Respect in School Certification</u> was completed by all staff in PLPSD working with students in response to direction from Manitoba Education and Early Childhood Learning. Copies of certificates are maintained on the divisional Human Resources database.</p>	<ul style="list-style-type: none"> Number of students admitted into the program – 22 Number of grads celebrated in June 2022 – 15 graduated, 3 have returned for the first semester this year to achieve remaining credits and 1 will be graduating as a mature student June 2023. 	<p style="text-align: center;">Roving Campus by the Numbers</p> <ul style="list-style-type: none"> - 44% increase in student attendance - 88% of students finished the school year - 5 university courses offered - 8 certification programs offered 	<ul style="list-style-type: none"> - 22 special guests - 30 trips to the hospital and teen clinic - 45 class days outside the school - 450 lunches served - 8000 kilometers transporting students to campus
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<p>4.4 Career Development Initiative (CDI) To continue to promote, develop career development opportunities for all students to support successful transition into the future workforce</p>	<p>High School Apprenticeship report, June 2022</p> <ul style="list-style-type: none"> 20 students enrolled in the high school apprenticeship program earning up to 8 credits each towards high school graduation as well as authentic apprenticeship hours 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, aircraft maintenance engineers 2021/2022 school year 66 High School Apprenticeship credits achieved High School Apprenticeship has grown exponentially in the Portage School Division in the past five years Portage School Division is recognized provincially for their efforts in regard to promoting the skilled trades and the high school apprenticeship program. <p>Health Care Aide Partnership report, June 2022</p> <ul style="list-style-type: none"> Students earn 5 credits towards High School Graduation as well as Health Care Aide Certification 9 participants 45 credits at the Grade 12 level earned HCA program has established itself as an excellent laddering opportunity for those considering careers in health care Almost all participants are immediately employed <p>Career Development Internship report, June 2021</p> <ul style="list-style-type: none"> 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). 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. Minimum age of 16 to participate and must have a Career Development pre-requisite 2021/22 school year 18 CDI credits achieved Looking at three 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 / Indigenous Introduction to Automotive Technician 	<p>Portage School Division Indigenous High School Educational Assistant Certification Program</p> <ul style="list-style-type: none"> program piloted 2022 with 15 participants intent is to encourage more Indigenous students to consider careers in education involved numerous presentations by school staff and involved a practicum <p>Credits for Employment report as of June 2021</p> <ul style="list-style-type: none"> Students had the opportunity to earn up to two <i>Credits for Employment</i> (one at grade 11 and one at grade 12 level). 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. Minimum age of 16 to participate and must have a Career Development pre-requisite 2021/2022 school year 232 CFE credits achieved (doubling previous school year) <p>Portage School Division Mandated Grade 9 Career Development CDV</p> <ul style="list-style-type: none"> 2017-18 Career Development course mandated at the grade 9 level. Course serves as a pre-requisite to earn Credits for Employment In the 2018/2019 school year the Grade 9 CDV was integrated into an all-year ELA program. 252 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 <div data-bbox="1714 639 2314 919" style="text-align: center;"> </div>																	
<p>4.4 Learning to Age 18 Coordinator Grant (L18) To continue to promote, develop career opportunities for all students to support successful transition into the future workforce</p>	<p>Total Alternate Credits in addition to 4.3 (Career Development Initiatives) 2021-22 Data:</p>																		
<p>4.5 Technology Education (TE) 4.4.1 To support the mandatory implementation of technology as an instructional tool and a record keeping platform for monitoring student learning and reporting progress</p>	<p>4.5.1. Technology Education continues to be a priority area in PLPSD as teachers are provided with professional learning and in-class coaching experiences to enhance skills. Students are encouraged to use technology as part of learning as teachers use technology as part of instructional planning and student learning options. See-Saw, G-Suite, Canva for Educators, Office 365 are some of the more widely used applications divisionally. Challenges with connectivity and access to available devices continue to present barriers both at school and in many of our homes.</p> <p>4.5.2. Divisional and school-based technology networks continue to provide more responsive and timely supports for students and staff. A team of divisional technology experts are tasked to respond to individual requests for support through a ticket system. Each school's Technology Leader meets once per cycle at the end of the day with the divisional Technology Coach and the other school Leaders to access new information and share school-based challenges and successes. PLPSD began transition from Maplewood to PowerSchool in June 2022.</p>	<table border="1"> <tr> <td>Volunteer Credits (VOL41G)</td> <td>11 full and 3 half credits</td> <td>SDL-supported</td> <td>20 credits</td> </tr> <tr> <td>Cultural Exploration Credit (CEX41G)</td> <td>5 credits</td> <td>Remote Learning Options (SDL 24, TMO 19, InformNet 5)</td> <td>48 credits</td> </tr> <tr> <td>SDL -Independent Study</td> <td>33 credits</td> <td>Outreach & NMS Campus</td> <td>20</td> </tr> <tr> <td>MSP</td> <td>47 credits</td> <td>Resource/Alternative-Continuation of Learning Plans</td> <td>121 credits</td> </tr> </table>	Volunteer Credits (VOL41G)	11 full and 3 half credits	SDL-supported	20 credits	Cultural Exploration Credit (CEX41G)	5 credits	Remote Learning Options (SDL 24, TMO 19, InformNet 5)	48 credits	SDL -Independent Study	33 credits	Outreach & NMS Campus	20	MSP	47 credits	Resource/Alternative-Continuation of Learning Plans	121 credits	
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<p>5.1 To increase capacity of our Divisional Leadership teams in the Portage la Prairie School Division by way of responsive, systemic structures</p>	<p>5.1.1. By Nov. 2021, each school Administrator submitted to Sr. Administration; 1. School Report for the previous school year highlighting impact of goals and initiatives, 2. School-based Cascade Plan highlighting an overview of targets under each of the divisional focus areas (Literacy, Numeracy, Indigenous Academic Achievement and Student Engagement and Well-being, and 3. School-based Guide to Success plan identifying collective success targets for priority areas and requested supports. School Administration along with staff, reviewed the plans each month at staff meetings.</p> <p>5.1.2. Divisional coaches maintained a collection of Sprint processes had with teachers. A divisional Sprint Team met with other teams outside of division to share experiences and continued development of skills. Cale Birk, PLC 2.0, facilitated small group/collaborative team sessions at La Verendrye School, Ecole Arthur Meighen School, Fort la Reine and Yellowquill School.</p> <p>5.1.3. The “Walk-Thu” process is practiced in all schools by school administration. The process continues to provide rich conversation surrounding professional growth and instructional possibilities. The Administration team continue to develop their own instructional leadership skills. The Danielson Framework project was intercepted by the work currently being done with Garfield Gini-Newman. New considerations are being given to recording evidence of professional growth that provides a foundation for accountability as well, a responsive plan for development for each teacher. PLPSD continues to use the Professional Accountability and Growth Track model for teacher evaluation.</p> <p>5.1.4. Resource Teacher networking meetings were scheduled once per month with an open agenda and an opportunity for divisional resource teachers to meet and share expertise or seek support. On average, 5 people attended the meetings.</p> <p>5.1.5. Networking between coaches and divisional leaders was scheduled every six weeks to review key target areas and review directions. The meetings are an essential part in establishing and maintaining collective efficacy as a division as well, as an instructional support team.</p> <p>5.1.6. Thirteen teachers entering their first-year teaching were hired in PLPSD while eight teachers continued with their second year. Each group participated in a divisional mentorship group facilitated by the Strategic Initiatives Learning Coordinator. Mentorship consisted of weekly 20-minute meeting for September and October then shifted to every two-week meetings and regular “check-ins” from the SILC, a minimum of one in class visit, a start up workshop (in addition to Orientation Day) and a evening workshop focused on instruction and assessment. Additional small group and individual instructional planning sessions were held upon request.</p> <p>5.1.7. A renewed Course Outline was requested from all new teachers to PLPSD beginning fall 2021 as a pilot project. The purpose of the new outline was to rethink the role that the outline plays in communicating assessment and learning to families and to students. The guiding questions: <i>How might an outline be written that reflects a responsive instructional model while supporting an assessment pathway that emphasizes learning all year long? And what information is sufficient for communicating what will take place in the course of the school year to families/students without limiting possibilities that arise?</i> June, 2021 feedback from the pilot was positive and all reported that the outline did not restrict possibilities for planning during the year. The group appreciated the conversations that were had around curriculum, instruction assessment, reporting and the outline itself.</p> <p>5.1.8. PLPSD and Portage Teachers PD Committee continue to collaboratively support professional requests to purchase additional online literature available on the GALE platform. All PLPSD professional staff have access to this resource.</p>
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2022-23 DIVISIONAL PLANNING

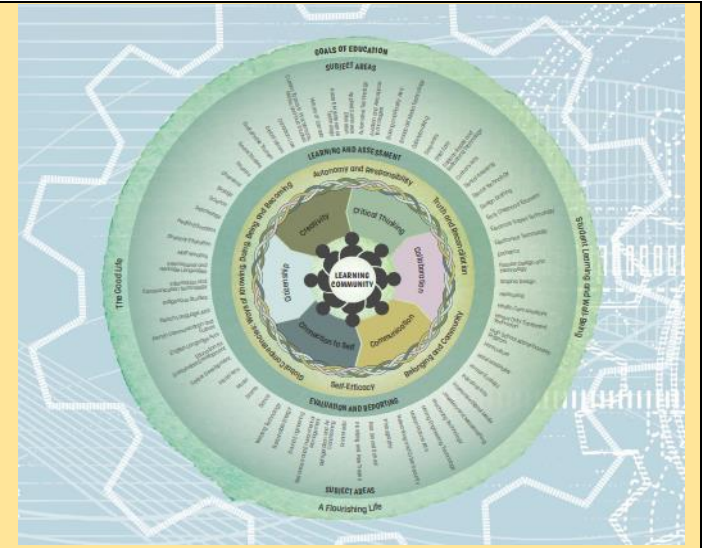
Portage la Prairie School Division's Core Principles for Transformative Learning that ground our practice (*informed by Mamàhtawisiwin, 2022*)

- *Every child is inspired by a curriculum in which they can see themselves at the centre and as a contributing member of a community of thinkers.*
- *Assessment guides learning through practices that are responsive to the needs of each learner and are seamlessly connected to instruction.*
- *Rich tasks spark curiosity and create meaningful learning opportunities through which voice and choice can be nurtured.*
- *Teaching core competencies and concepts contributes to deeper learning that leads to action to build a better future.*
- *Social-emotional learning needs to be embedded within the teaching of curricular concepts and nurtured through building positive relationships*

Woven together, we embrace opportunities that develop and support

- *High quality learning,*
- *Student engagement and well-being,*
- *Excellence in teaching and leadership and*
- *Responsive systems*

[PLPSD DIVISIONAL CASCADE PLAN 2022-23](#)



1.1 LITERACY

Cascade Connection

1.1

To improve student learning and responsive literacy instruction K-12

Targets

- a. Evidence of impact (student gain/teacher efficacy)
- b. Implementation of the ELA curriculum
- c. French Immersion instructional pedagogy in literacy
- d. Data to inform planning for instruction, support and monitoring efficacy of programs or initiatives

Defining success criteria for Targets Identified:

a. Evidence of impact (student gain/teacher efficacy in all divisional programs (inclusive of English and French Immersion))	<ul style="list-style-type: none"> ✓ Responsive instruction, reflection on students and class using formative assessment to make changes as needed, teams collaborating within each school and/or grade partners. ✓ Use of Sprint process and class profiles to inform responsive actions. ✓ Common beliefs around literacy practices (in French Immersion and in the English programs)
b. Implementation of the ELA curriculum to guide responsive instruction	<ul style="list-style-type: none"> ✓ Teachers use common language and understand planning as represented in the ELA curriculum. ✓ Evidence of responsive instruction observed. ✓ Sharing learning within PLC/Collaborative meeting times and literacy focused PD (mRLC and Garfield Gini-Newman). ✓ Literacy routines that support essential learning, instructional decisions that support a point of entry all students
c. French Immersion instructional pedagogy in literacy	<ul style="list-style-type: none"> ✓ FI teachers working with the coach and provincial consultants to embed instructional best practice using l'approche intégrée into planning for rich learning K-8. ✓ Early years teachers creating rich learning routines and structures to support all students, emphasis on oral communication and learning in French within PD.
d. Data to inform planning for instruction, support and monitoring efficacy of programs or initiatives.	<ul style="list-style-type: none"> ✓ Provincial Assessment data will be reviewed and used as a part of the evidence of progress and to contribute to next step planning for responding to divisional instructional needs. ✓ The following checklist serves as a guideline for reference as the data is presented.

Data Reports		Disaggregation
Grade 3	Reading in English (English Program and French Immersion Program)	All students, Male/Female students, Non-Indigenous/Self-declared Indigenous students, Designated EAL students, French Immersion students, Children in Care, Students with Individualized (I), Modified (M) and/or English as an Additional Language (E) designation at the gr. 9-12 levels.
Grade 4	Reading in French (French Immersion Program)	
Grade 7	Student Engagement	
Grade 8	Reading Comprehension (English Program and French Immersion Program) Expository Writing (English Program and French Immersion Program)	
Grade 12 ELA	English Language Arts and Français Assessment	
Gr. 9	ELA Credit Attainment and average marks	
K-12	Report Cards	
K-12	French Immersion enrolment trends	

Literacy Targets (English Program): Planning Forward 2022-23

Outcomes	Success Criteria	Sequence and timelines	Role and Responsibilities	Monitoring Systems
Implementation of ELA curriculum K-12	<ul style="list-style-type: none"> ✓ All teachers using and planning with the ELA curriculum ✓ Rich learning experiences that align curriculum plan, instructional best practice, and assessment. ✓ Teachers collaborating in projects with GGN ✓ Responsive instruction, assessment, and planning 	<ul style="list-style-type: none"> ✓ mRLC registration for Early, Middle and Sr. Years focus. ✓ Collaboration between teacher ongoing. ✓ Garfield Gini-Newman supporting instruction and assessment ongoing. 	<ul style="list-style-type: none"> ✓ mRLC registration -Sandi and Lisa ✓ Teacher collaboration-structured within school teams by principals ✓ Interdivisional collaboration ongoing to support focus for learning-Sandi ✓ Lisa and Sandi to coordinate GGN sessions ✓ Literacy coach to support teachers and admin 	<ul style="list-style-type: none"> ✓ Participants in mRLC and their feedback from sessions. ✓ Evidence of rich learning experiences during classroom observations and in

	<ul style="list-style-type: none"> ✓ Principals providing feedback with classroom observations 	<ul style="list-style-type: none"> ✓ Principals using walk throughs as opportunity for conversations about ELA opportunities and rich learning experiences 		<ul style="list-style-type: none"> planning for instruction. ✓ Teachers using cross-curricular planning (i.e. Cascade and Guide to Success)
Responsive teaching of literacy using assessment data	<ul style="list-style-type: none"> ✓ Refresh with Strong Beginnings K-8 assessment collection, moving beyond decoding text to how students engage in reading ✓ Completion of annual reflection survey ✓ Divisional implementation of formative assessment pieces used for the purpose of responsive planning ✓ Teachers to understand purpose of SB ✓ Planning with guiding principles in mind ✓ Regular reflections by teacher, school teams and coaches on data to inform practice. 	<ul style="list-style-type: none"> ✓ Fall pilot (K-8) gradual implementation ✓ PLPSD Reading Conference ✓ Information gathered from surveys used to target intervention areas for further professional conversations about the purpose and why of SB. ✓ SB conducted over 2 days, individually blocked time for all students. ✓ Data reviewed within school teams 	<ul style="list-style-type: none"> ✓ Sandi and team of coaches (literacy) ✓ ELA Coordinator to promote and in some cases facilitate conversations about data collected and responsive instructional practices for consideration ✓ Administrators to ensure data collection is completed and teachers receive necessary supports and training for implementation ✓ Class and school profile meetings, coaches talking about and using data to inform practice. ✓ ELA Coordinator to collect data for divisional review in collaboration with French Language Coach 	<ul style="list-style-type: none"> ✓ Divisional and school-based data reports ✓ In school team conversations about data ✓ Evidence of responsive instruction ✓ School and class profile/review meetings
K-2 Scope and Sequence	<ul style="list-style-type: none"> ✓ Gradual implementation ✓ Connection to Strong Beginnings (based on Scope and Sequence) 	<ul style="list-style-type: none"> ✓ Continuing with all grade 1 teachers ✓ Begin with K and gr. 2 teachers 	<ul style="list-style-type: none"> ✓ Coaches and Literacy Lead 	<ul style="list-style-type: none"> ✓ Assessment data ✓ Teacher feedback ✓ Classroom observations ✓

Literacy Targets (French Immersion Program): Planning Forward 2022-23

Outcomes	Success Criteria	Sequence and timelines	Role and Responsibilities	Monitoring Systems
Integration and planning with l'Approche intégrée supported by V.Aucoins/L.Michaud BEF	Teachers: -Sustaining implementation of l'Approche réactive K-8. -Implementation of L'Approche proactive K-8. -Teachers engaging in conversation around language acquisition and planning for rich learning. -Teachers accessing direct support from the French Coach (Sprint process). -Integration of Indigenous perspectives and cultural connections.	-All FI Teachers to attend half day Oct. 24, Nov. 14 (half day) Feb. 17 (half day) (Divisional PD Days) sessions -Direct consult sessions between the French Coach and BEF consultants which may or may not include the teacher(s) directly to support planning and implementation.	-Coordinated PD by French Coach and SILC. -Coach will request consult meetings as needed (at minimum monthly) to review progress and plan next steps.	-Ongoing consult and planning conversations to monitor next steps with BEF consultants. -Meeting dates and professional inquiry notes -Evidence of Teaching Sprints will be collected for divisional conversations. -Student work (pre and post) along with teacher planning notes (pre and post) will be used to monitor success. -La cueillette de données will be used to monitor language development progress (pre/post).

	<ul style="list-style-type: none"> -Exemplar collection from across the grades for reference and discussion. -Ongoing/responsive support for French Coach. <p>Students: Notable increase in oral communication and improved language structures in French</p>			<ul style="list-style-type: none"> -The number of teachers engaged in effective/impactful planning using the approach to support rich learning in the FI classrooms.
To enhance reading and writing routines in the FI classroom	<p>Teachers:</p> <ul style="list-style-type: none"> -Establish high impact literacy routines that provide opportunity for reading and writing every day. -Emphasis on pre-reading and reading K-8 in English and gr. 2 + in French. -Teachers to develop common understand about le portrait de l'élève and planning responsive instruction. -Implementation of "best practices en francais" in classrooms <p>Students:</p> <ul style="list-style-type: none"> -Notable growth in reading, writing and comprehension in French 	<ul style="list-style-type: none"> -Reflecting on and enhancing literacy routines will be explored with all teachers in the first 2 months of the school year. Priority will be given to new teachers. 	<ul style="list-style-type: none"> -French Coach will open discussion with teachers about routines 	<ul style="list-style-type: none"> -Strong Beginning Data and the collection of observational information (read, writing) will provide a foundation for responsive routine and instruction. -Provincial assessment data will support decision making and next step planning. -Sprint data will be collected by the Coach for more formalized coaching interactions.
To coordinate support and planning options for K-12 teachers to apply the Cadre Francais Arts Langagiers-Immersion	<p>Teachers:</p> <ul style="list-style-type: none"> -Some teachers engaging in direct planning sessions with the Coach. -All teachers having a foundational understanding of the document for implementation. -Coach to support understanding and bridging the contents of the document with planning/modeling times. -Increase in oral language production in all classrooms and inquiry-based planning. -Teachers framing rich learning experiences. <p>Students: Increased proficiency with use of language following transition between grades. Development and comprehension of multiple ways of accurately describing mathematical terms and concepts to show learning.</p>	<ul style="list-style-type: none"> -To coordinate time with BEF for a document introduction with gr. 9-12 teachers. -To coordinate time with BEF for a document review with k-8 teachers. 	<ul style="list-style-type: none"> -French Coach and SILC to coordinate events (1 full day with K-12 teachers) -French Coach will continue to embed the use of the document in all planning/direct coaching. 	<ul style="list-style-type: none"> -Teacher participation in planned sessions. -Evidence of reference to the document in planning and coaching sessions. -Increase in oral language production in all classes and the use of inquiry as an invitation to learning.
To enhance divisional collaboration and delivery of French in the English program gr. 4-12.	<ul style="list-style-type: none"> -Teachers sharing student work -Participation in the "Défi de PLPSD" -Goal for language and communication and culture collected from each school for the Fall (Oct.) meeting. 	<p>September: update FCC teacher lists and identify a rep for each school</p> <p>October: Meeting #1- Collect 2 goals from each school to be reviewed at meeting #2 in</p>	<ul style="list-style-type: none"> -SILC to update group lists of FCC teachers, divisional access to Google drive, coordinate meetings -French Coach to create and monitor "Défi de PLPSD" . 	<ul style="list-style-type: none"> -FCC meeting notes maintained in the divisional data folder on Google and accessible to all staff. -Minutes and Agendas shared with Administration via SILC notes

		<p>-Networking requests for planning and sharing materials to support instruction.</p> <p>-Continued requests to enhance language through Mini-Fit/Summer FIT opportunities.</p>	<p>May. (1 goal with a cultural focus and 1 goal to enhance communication and instructional delivery.)</p> <p>May: Meeting #2-Affirm, Revise, Plan next steps re: School goals.</p> <p>Ongoing: Divisional drive will be maintained.</p> <p>Bi-Monthly: "Défis en français</p> <p>-coordinate opportunities for networking as requested.</p>	<p>-SILC and Coach to forward opportunities for linguistic enhancement as they are received.</p>	
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Literacy

Monitoring impact-How did we do?

Fall Report: Review: Nov. 4, 2022

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Spring Report: Review: Mar. 6, 2023

✓

2.1 NUMERACY

Cascade Connection

2.1

To improve student learning and responsive numeracy instruction K- 12

Targets:

- a. Evidence of impact with instruction in math (student gain/teacher efficacy)
- b. Implementation of the Math curriculum
- c. NAP pacing guides from gr.3-9

Success criteria for Targets Identified:

<p>a. Evidence of impact (student gain/teacher efficacy)</p>	<ul style="list-style-type: none"> ✓ Divisional numeracy assessment tools used to plan, respond and communicate observed learning and used to respond to individual, class and professional learning needs, gr. 3 common assessment to inform Early Years Provincial Assessment data collection and respond to early years professional learning needs, observation of common language being used to reflect on numeracy concepts and degree of attainment, evidence of impact noted with allocated planning time (when responsive to numeracy targets) ✓ Math fact data gr. 3-6 to inform instruction and provide foundation for numeracy success
<p>b. Implementation of the Math curriculum to guide responsive instruction for all students</p>	<ul style="list-style-type: none"> ✓ Teachers crafting math lessons using correct and common interpretation of numeracy concepts and strategies as represented in the Math curriculum, responsive instruction observed to support individual student needs, sharing learning within PLC and numeracy focused PD, numeracy routines that support essential learning, instructional decisions that support a point of entry all students -Include formal assessment observations ✓ Use data to inform practice
<p>c. Implementation of the Numeracy Achievement Program from grades 3-9.</p>	<ul style="list-style-type: none"> ✓ Collaborative structure created and monitored to support Numeracy Achievement Program implementation for all teachers involved. Include formal assessment observations and/or performance. ✓ Professional learning for teachers ✓ Consistency with language and curricular content divisionally. ✓ Pacing guides used to support transient population and reduce learning gaps. ✓ Improved student performance ✓ Data collected to track progress over time for all students.

Data Reports		Disaggregation
Grade 3	Numeracy (English Program and French Immersion Program)	All students, Male/Female students, Non-Indigenous/Self-declared Indigenous students, Designated EAL students, French Immersion students, Children in Care, Students with Individualized (I), Modified (M) and/or English as an Additional Language (E) designation at the gr. 9-12 levels.
Grade 7	Student Engagement	
Grade 8	Reading Comprehension (English Program and French Immersion Program) Expository Writing (English Program and French Immersion Program)	
Grade 12 Math	Provincial Tests and Français Assessment	
Gr. 9	Math Credit Attainment and distribution of marks	
K-12	Report Cards	
K-12	French Immersion enrolment trends	

Numeracy Targets (English Program): Planning Forward 2022-23

Outcomes	Success Criteria	Sequence and timelines	Role and Responsibilities	Monitoring Systems
<p>Implementation of the Gr. 2 Screening Tool</p>	<ul style="list-style-type: none"> -Common understanding, implementation and language used. -Conversations among colleagues. -Emphasis on observational assessment data to be used for responsive programming -Evidence of learning is consistent 	<ul style="list-style-type: none"> -Training for the assessment will be June 2022 and Sept. 2022. -Full implementation between Sept-October (1st screen). -Data meetings mid-Oct to mid-Nov. -Jan/Feb. 2nd screening for identified students. 	<ul style="list-style-type: none"> -Initial training done by Numeracy Consultant/Lead -Data review meetings with teacher and Numeracy Support to discuss results -Teacher to implement both screening sessions to identified students. 	<ul style="list-style-type: none"> -Data collected (observational) and used for responsive programming. -Number of students for 2nd screening and number of students with intervention plans following the second screen.

			-follow up meeting (data) and planning for intervention for students who are not yet meeting expectations.	-2 nd data meeting to plan further interventions between the Numeracy Consultant/Lead.	
Establish and reflect on roles and impact of numeracy coaches	<ul style="list-style-type: none"> -Clear roles and responsibilities for Curriculum Support people and the Numeracy Lead. -Evidence of norms for Curriculum Support team -regular collaboration with Numeracy coaches and Numeracy Consultant to reflect on areas of focus and impact. -Use of Teaching Sprints as a means of recording progress and impact. -Consistent message to teachers coming from leaders/coaches -data reflection for responsive planning and interventions 	<ul style="list-style-type: none"> -Numeracy Lead and Sr. Admin to establish roles and responsibilities. -Norms will be created by the Curriculum Support people -Monthly meetings scheduled by the Numeracy Lead -Numeracy Support Teachers will be trained to implement Teaching Sprints and establish a means for collecting evidence of progress - 	<ul style="list-style-type: none"> -Spring 2022 -September 8 norms will be established -Numeracy Lead to plan meetings -Sprint training to be planned by Numeracy Lead 	<ul style="list-style-type: none"> -Evidence of Sprint model used/collected by coaches -Discussions at monthly meetings -Ongoing communication about progress, observation, etc. 	
Numeracy Achievement Program (NAP) continued implementation gr. 4-9	<ul style="list-style-type: none"> -All teachers trained gr. 4-9. -Data meetings that lead to responsive teaching -common language used for instruction. -enhanced assessment and evaluation practices that lead to more focused interventions 	<ul style="list-style-type: none"> -Baseline assessment completed June 2022. -Manitoba data tool used to monitor data. -Pacing Guides Sept-June -1st Formative assessment conducted in January. Corrective instruction follows. -4 Formative assessments are implemented but with at least 3 weeks between to ensure corrective instruction. (Jan to May) -4 Days per teacher/year for 2 years. Follow up meetings by Numeracy Lead and Support Teacher periodically through the year. 	<ul style="list-style-type: none"> -Teachers to monitor progress for students and respond to areas of need January to May. -Numeracy Lead to coordinate training for teachers identified. -Responsive PD sessions to be coordinated by the Numeracy Lead during the year as needed. 	<ul style="list-style-type: none"> -Manitoba Data Tool -NAP materials 	
Instructional supports/Document Review meetings	<ul style="list-style-type: none"> -Awareness of all documents for implementation. -Contact made with teachers -Introduction of the Numeracy Consultant -Responsive supports for teachers identified 	<ul style="list-style-type: none"> -By mid-November meetings will be planned in each school. Teachers will be released by a Roving Sub (arranged by the Numeracy Consultant) 	<ul style="list-style-type: none"> -Numeracy Consultant along with the coaches 	<ul style="list-style-type: none"> -Documentation of meetings -Establishment of plans for individual teacher response 	

Prime Training for all Numeracy Coaches (Marian Small)	-build pedagogy among Numeracy Support team	-4 days	-Coordinated by Numeracy Lead. -Training conducted by Numeracy Lead	-Completion of training
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Numeracy Targets (French Immersion Program): Planning Forward 2022-23

Outcomes	Success Criteria	Sequence and timelines	Role and Responsibilities	Monitoring Systems to assess progress, corrective course of actions and identify benchmarks
To build instructional intelligence in the numeracy competency areas that promote oral language production.	<p>Teachers:</p> <ul style="list-style-type: none"> -Teachers will continue to maintain expectations for the Numeracy Achievement Program according to the requirements set by PLPSD for grades 4-9. -Common language used to instruct, guide and assess learning (teachers). -Increase oral language used to express learning (students). -Regular reference to Cartes de routes to support planning and responding to instructional needs of all. 	<ul style="list-style-type: none"> -2 half day sessions planned in April, 2023 will support the previous work with Cartes de routes (spring, 2022). The group will be divided into M à 3 et 4 à 8. -Gr. 5-8 Prime Training for 4 days with Nicole Alain-Fox (BEF) 	<ul style="list-style-type: none"> -French Coach to coordinate time with Nicole Alain-Fox 2 -half day sessions to be coordinated in Apr. 2023 	<ul style="list-style-type: none"> -Provincial Assessment data will inform competency areas for focused attention. -Creation and implementation of practice resource to support planning will be observed in use. -Use of common language to reflect on student learning will be observed.
Implementation of the Gr. 2 Screening Tool	<ul style="list-style-type: none"> -Introduction to the screening tool in French pending its completion (translation) -Begin to develop proper language to create interviews using the Carte de Routes and support from BEF. - 	<ul style="list-style-type: none"> -Numeracy Lead to collaborate with the French Coach and the Gr. 2 teachers to begin process in June (2022). 	<ul style="list-style-type: none"> -Numeracy Lead to discuss implementation process and timelines with French Coach. 	<ul style="list-style-type: none"> -Results of screening (1st and 2nd)
Establish and reflect on roles and impact of numeracy coach	Consistent with that of the English Program			
NAP continued imp. gr. 4-9	Consistent with that of the English Program			
Instructional supports/Document Review meetings	Consistent with that of the English Program French Coach will join the Numeracy Lead with all French Immersion teachers			

Monitoring impact-How did we do?

Fall Report: Review: Nov. 4, 2022

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Spring Report: Review: Mar. 6, 2023

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3.1 INDIGENOUS ACHIEVEMENT

**Cascade Connection
3.1**

Increase academic success for Indigenous students and provide opportunities for all learners to benefit from Indigenous ways of knowing, doing, and becoming with a commitment to and understanding of Truth and Reconciliation.

Targets:

- a. Evidence of IAA Coaching impact (cultural, educational experiences/ workshops planned).
- b. School based record of IAA

Success criteria for Targets Identified:

a. Evidence of IAA Coaching impact (cultural, educational experiences/ workshops planned).	<ul style="list-style-type: none"> ✓ Schools in collaboration with the IAA coach to plan for cultural experiences, support available for teachers with the integration of Indigenous perspectives in planning through the lens of Mamàhtawisiwin. ✓ IAA Coach to maintain divisional shared drive of resources and summary of direct teacher and/or class support provided.
b. School based record of IAA support and monitoring and application of divisional supports	<ul style="list-style-type: none"> ✓ School based and divisional record of attendance, ✓ achievement and graduation rates for Indigenous students will be monitored annually, and responsive proactive measures explored to enhance opportunities for success.
c. Implementation of the .30 Early Years SLP	<ul style="list-style-type: none"> ✓ All students are screened with language tools by the SLP and their assistants and achievement data is regularly reviewed. ✓ Those students with Indigenous identity who are identified as having language challenges receive additional language supports coordinated by the SLPs and the school-based student support team.

Indigenous Achievement Targets: Planning Forward 2022-23

Outcomes	Success Criteria	Sequence and timelines	Role and Responsibilities	Monitoring Systems
IAA Coach to support classroom instruction through collaborative teaching experiences and maintaining a shared Google drive of current resources.	-Schools to plan for relevant and responsive cultural experiences.	-Responsive to requests made by teachers and administration. -Additions to Google drive as they become available.	-IAA Coach to work collaboratively with teacher and admin throughout the year.	-Number classroom contacts, -Resources provided. -Information shared via Student Services and Principal Council meetings. -Monday Morning Memo items.
To maintain documentation of data collected for the purpose of monitoring and responding to trends both short and long term.	-Attendance data will be collected for regular review at the K-12 level. -School based support teams to have regular meetings to discuss attendance and academic	-School Administrators will monitor attendance and academic engagement.	-IAA Coach to maintain documentation summary data for divisional sharing and review upon request.	-Summary data readily available to support grants and programming.

support and monitoring and application of divisional supports c. Implementation of the .30 Early Years SLP		engagement of Indigenous Students. -School based plans for responsive intervention.			
	To develop an understanding of the new document presented by Manitoba Education and Early Childhood Learning: Mamàhtawisiwin.	-Support a developing understanding of the priority areas of Mamàhtawisiwin as a policy document and operational framework.	-Introduction to Mamàhtawisiwin beginning June 2022 and continuing into 2023. -Prioritize conversations around the document at staff meetings.	-IAA Coach to present a 1-hour overview of the new document -Admin to include document review time in meetings.	-Language from the document to be included in the school and divisional plans
	Language development in the early years	-All students screened with language tools by the SLP and their assistants -Data regularly reviewed and used to inform planning. -Interventions coordinated by the in-school support team for students with language challenges	-Screening at beginning and end of year -Intervention progress monitored ongoing	-SLP and Assistants -In-school Support Teams -Teachers	-Data collected with screening tools -Annual report from Speech and Language team

Monitoring impact-How did we do?
Fall Report: Review: Nov. 4, 2022
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Spring Report: Review: Mar. 6, 2023
✓

4.1 Student Engagement and Wellness

Cascade Connection 4.1 Plan and support opportunities for deep engagement and proactive and reactive	Success criteria for Targets Identified:	
	a. Enacting PLPSD’s Core Principles and Instructional planning that leads to deep engagement for all students	✓ Consistent divisional message from instructional leaders and coaches about rich instructional practices and creating opportunities for all students that focus on the 3-Keys to deep learning: Thoughtful curriculum design, daily activities that engage thinking in the classroom and assessment rich classrooms designed to guide students in learning. ✓ Regular reflection and alignment with actions to support the PLPSD Core guiding principles.
	b. Responsive in-school student support teams	✓ Operational in-school support team (Admin, Counselor, Resource Teacher, clinicians, other specialized divisional staff) that meet regularly to review classroom and school needs. ✓ To coordinate both proactive and reactive responses to support identified needs within the school.

emotional wellness response Targets: a. Enacting PLPSD's Core Principles and Instructional planning that leads to deep engagement b. Responsive in-school support teams c. Focus on inclusive environments for learning d. Division-wide Implementation of PBIS e. Communication and celebration of schools and divisional initiatives		<ul style="list-style-type: none"> ✓ Implementation of proactive support systems to respond to need some examples may include: Strong Kids program (gr. 4-6), Zones of Regulation, 5-Point Scale, Sources of Strength and Roots of Empathy are examples. ✓ Monthly attendance monitoring including the work of the Outreach team and reports sent home ✓ In house training for Tier 3 supports available and implemented as needed (Safe Talk, Assist and ASK) ✓ Updating and aligning the current Crisis response document (divisional team to review)
	c. Focus on creating inclusive environments for learning	<ul style="list-style-type: none"> ✓ Use of surveys to access feedback from students, families used to target areas of need. ✓ Continued opportunities for conversation around inclusive practice and developing student identity. ✓ Celebrations of diversity
	d. Division-wide implementation of PBIS and NVCI	<ul style="list-style-type: none"> ✓ All PLPSD schools on the PBIS track beginning with Year 0. ✓ Use of common and consistent language about behaviour. ✓ An efficient tracking system in all schools for managing and reviewing the collection of behavioural data. ✓ Positive Behaviour Intervention System/Supports divisional implementation will enhance coherence and response to student behaviour targeting the whole school. ✓ PLPSD trainers for PBIS that can continue to build and sustain capacity.
	e. Communication and celebration of school and divisional initiatives	<ul style="list-style-type: none"> ✓ School and divisional social media platforms to share information with the community and reinforce school and classroom-based engagement in learning. Student-Led Conferences centered around each student as a celebration of learning opportunity will be facilitated by all classroom teachers twice during the school year. Multiple extra-curricular activities are hosted by each school and available to all students ✓ Re-designed school web pages that link to the division site

Student Engagement and Well-Being Targets: Planning Forward 2022-23

Outcomes	Success Criteria	Sequence and timelines	Role and Responsibilities	Monitoring Systems
Introduction of the Core PLPSD Principles to all staff	<ul style="list-style-type: none"> -PLPSD staff aware of principles that guide practice and decision making -Actions are aligned with principles -Evidence of principles reflected in actions on school plan -Coaches and consultant actions to reflect the core principles 	<ul style="list-style-type: none"> -May 2022, establish core operational principles led by GGN with all principal and Sr. Administration -June 2022, introduction to coaches and consultants -Fall 2022, Introduction to teachers and school staff 	<ul style="list-style-type: none"> -All staff -Garfield Gini-Newman to facilitate conversations around actions and core principles -Assist. Superintendent to ensure Admin Council meetings provide opportunity for conversation around principles 	<ul style="list-style-type: none"> -School plans and actions -Admin Council PD conversations -Evidence of teacher actions and decision making in walk-through observations that align with principles
Responsive school supports for programming	<ul style="list-style-type: none"> -Class review meetings used to allocate in school supports -School review discussions to launch divisional supports and allocate funding 	<ul style="list-style-type: none"> -Pre allocation of funding in June for the upcoming year, fall review -Class reviews conducted twice during the year for in-school team planning and response 	<ul style="list-style-type: none"> -Director of Student Services and school administration. -Teachers and in-school support teams 	<ul style="list-style-type: none"> -Class Reviews -Data collected from screening -Attendance records -Students "At risk"
Proactive training for supporting school culture that leads to student success	<ul style="list-style-type: none"> -Nonviolent crisis training for all staff 	<ul style="list-style-type: none"> -Psychologist team to implement a tiered needs-based system for training all staff. 	<ul style="list-style-type: none"> -Director of Student Services, Psychologist team, school administration 	<ul style="list-style-type: none"> -Record of staff trained maintained by Division Office/Student Services secretary

		-Positive Behaviour Intervention and Supports program implementation at all schools -Development and implementation of a School-Based Crisis Response Team	-PBIS Training scheduled specific to each school beginning with year 0.	-Psychologist and in-school team	-PBIS Data collected for review -Crisis Response team
	Fostering home, school and community connections	-School and divisional social media platforms and online newsletters (monthly) -Student-Led Conferences -Positive home contacts -Meet the Teacher/Back to school events -Extra-curricular and sports events. -Community visitors in schools -SmArts sharing of the arts -Divisional personnel representing PLPSD on various community Boards, Groups to that support with educational goals	-Each school to maintain and update their webpage and social media platforms regularly. -Conferences scheduled twice per year. -Parent home contacts made by all teachers -First day of school (afternoon only) designated to meet the teacher. -SmArts Grant deadline for application is mid-October. -	-School Administration/in-school social media team or contact. -All schools/teachers -Student Services Director and SILC to coordinate SmArts grant allocations and reporting	-school reports of events shared on social media and in online newsletters. -SmArts Year End Report

Monitoring impact-How did we do?

Fall Report: Review: Nov. 4, 2022

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Spring Report: Review: Mar. 6, 2023

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5.1 INSTRUCTIONAL LEADERSHIP

Cascade Connection
5.1

*Create, implement,
and monitor
responsive school*

Success criteria for Targets Identified:

a. Collaboration between school teams	<ul style="list-style-type: none"> ✓ Scheduled common prep time in schools where possible. ✓ Divisional “virtual” collaboration between teachers ✓ School teams focused on planning for instruction and in response to school plan/goals ✓ Teachers working together to support all students ✓ Coaches supporting teachers with practice
b. Use of Sprint model where applicable	<ul style="list-style-type: none"> ✓ Coaches to use the SPRINT model to focus and target intervention or instructional need. ✓ Record of Sprints with teachers maintained in a binder for divisional reflection and review for planning next steps.

plans and systems that are built from classroom up and align from top down.

Targets:

- Collaboration between school teams.
- Use of SPRINT model where applicable
- Guide to success and Cascade Framework as foundational school planning documents and processes

	<ul style="list-style-type: none"> ✓ Fostering collaborative practice ✓ SPRINT review for all staff to ensure consistent understanding of purpose and means for implementation.
c. Guide to Success and Cascade framework as foundational school planning documents and processes	<ul style="list-style-type: none"> ✓ Putting Core PLPSD Operational Principles into actions through a professional inquiry framework (Cascade model, GGN) and Guide to Success as a living document for regular reflection and monitoring of progress/school-based direction. ✓ Common process and products for school plans that align with Divisional initiative and are responsive to school based needs ✓ Ongoing instructional leadership learning with session facilitated by Garfield Gini-Newman at Admin Council meetings. ✓ “Observable Impact” model to facilitate school-based conversations about needs and priorities (Cale Birk residency)

Instructional Leadership Targets: Planning Forward 2022-23

Outcomes	Success Criteria	Sequence and timelines	Role and Responsibilities	Monitoring Systems
To use school planning as an opportunity for continuous improvement	<ul style="list-style-type: none"> -Use of the Cascade and Guide to Success to communicate school targets and monitor progress -Responsive to individual school needs and divisional objectives -Impact and evidence of transformation is widespread among all learners -Provides direction for professional learning during PLC allocated time -Evidence of increased teacher efficacy -Actions connected to PLPSD Core Principles -Opportunities for learning are created and supported at the school and divisional level -Continued professional learning to support better practice 	<ul style="list-style-type: none"> -Principals and Sr. Administration will meet in October to review divisional objectives. -School cascades and guides to success will be created for each school and submitted to Assistant Sup by mid. November. -Monthly Admin Council meetings will be supported by Garfield Gini-Newman to question, challenge and support our instructional leadership and planning throughout the year. -PLC, common prep and collaboration time for reflecting on practice 	<ul style="list-style-type: none"> -Divisional administration will meet during both Report Writing days to review and reflect on noted progress with divisional and school-based Cascades along with the Guide to Success. -Principals will review, reflect, and report evidence of impact (affirm, what needs more work, and aspire to or go next will be language used to guide conversation at both the school and divisional levels) -Principals to continue learning to support the delivery of feedback that is helpful to shift classroom practice. 	<ul style="list-style-type: none"> -Divisional Administration including Sr. and School-based admin will meet at minimum 3 times per year to review and reflect on plan. -School Principals will meet monthly with staff to review and reflect on plans and evidence of impact. -Coaches and Consultants will meet at minimum, 5 times per year to review evidence and impact (supported by Sprint data).
Create a cohesive coaching structure that aligns with divisional targets and is responsive to school needs	<ul style="list-style-type: none"> -Clarity with coaching roles -Actions to support PLPSD Core Principles (established May, 2022) -Regular meetings with and between coaches -Cale Birk residency “observable impact” division wide. -Alignment and connection to practice between Sprints, PLC 2.0 Observable Impact Model and the deep learning that is supported by Garfield Gini-Newman 	<ul style="list-style-type: none"> -See PD Plan PLPSD PD & SS Plan 2022-23 School Year 	<ul style="list-style-type: none"> -Sr Administration, School principals, Literacy Lead and Numeracy Lead -J. Adamson to continue to schedule residency with Cale Birk. -Assistant Superintendent to coordinate with the PD Committee a Sprint session 	<ul style="list-style-type: none"> -Evidence of Sprints -Regular review of school and divisional needs in response to data reviewed.
French language development for teachers	<ul style="list-style-type: none"> -A+ Membership for ACPI (26 teachers) -Linguistic Coaching Program -Virtual Coaching for New French Immersion Teachers (3) 	<ul style="list-style-type: none"> -Fall and Spring meetings -School goals due in October (cultural and academic) 	<ul style="list-style-type: none"> -SILC to distribute via MMM and through school French Language Reps opportunities for language 	<ul style="list-style-type: none"> -Number of participants accessing options for language development

		-Mini Fit and Summer Fit registration paid -Interdivisional FCC meetings with school representatives -FCC divisional shared drive and professional networking	-Teachers to initiate request for PD that is responsive to need.	development to support French Instruction -SILC, French Coach and Assistant Superintendent to coordinate opportunities as requested	
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Monitoring impact-How did we do?

Fall Report: Review: Nov. 4, 2022

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Spring Report: Review: Mar. 6, 2023

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PROGRAM GRANTS:

Collaborative Planning and Reporting Process

2022-23 Planning for ENGLISH AS AN ADDITIONAL LANGUAGE Grant

Implement and sustain a model that supports academic and social success for newcomers within PLPSD

Targets:

- a. EAL Consultant to attend all newcomer intake meetings
- b. EAL Consultant to assess language to support responsive programming.
- c. To liaise with the province and the

Success criteria for Targets Identified:

a. EAL Consultant to support all newcomer intake meetings and maintain ongoing data for divisional monitoring	<ul style="list-style-type: none"> ✓ EAL consultant attends all intake meetings where a newcomer is identified, and language support may be necessary. ✓ Maintain ongoing data for comparison over time and need for responsive/proactive supports ✓ To be able to present in an organized manner, the data collected when requested. ✓ Tracking students in school who are beyond 4-year eligibility for funding.
b. EAL Consultant to assess language to support responsive programming	<ul style="list-style-type: none"> ✓ EAL consultant assesses language competency and recommend placement options and supports for language acquisition. If deemed necessary, an ELAP is created and the “E” Credit at the high school level may be explored. ✓ Engage in regular conversations about E- Credit options. ✓ Using the “pathway” to support long term planning and inform course selection at the high school level.
c. To liaise with school teams, provincial education networks and community partners	<ul style="list-style-type: none"> ✓ SWIS, Settlement Services and the Learning Center ✓ Distribution of resources as available and relevant. ✓ Sharing and celebration of cultures ✓ Consultant to attend meetings with provincial partners in education

English as an Additional Language Targets: Planning Forward 2022-23

Outcomes	Success Criteria	Sequence and timelines	Role and Responsibilities	Monitoring Systems
Data collection for the purpose of monitoring and responding to areas of need.	-Maintain ongoing data collection including refugee report, country of origin, number of intakes, progress of students with EAL designation	-Ongoing collection -EAL Coordinator to work with school teams to arrange intake	-EAL Coordinator to work in collaboration	-Annual report -Graduation rates -EAL resource library usage

school teams and the community.		-ELAP created for students in early stages of language development.	meetings and provide language assessments as needed. -Annual summary presentation (spring) of data and observations	Administrators to inform EAL Coordinator of students with newcomer status	-In-school team meeting, observations and data shared
	Instructional support and programming	-ELAP meetings with teachers to share recommendations and instructional possibilities -Distribution of resources to support programming -Maintenance of resource library -Pathway process to inform course planning	-ELAP meeting to take place as early as possible to support appropriate programming and teacher pedagogy -Ongoing record of engagements. -New resources purchased as available in response to need.	-EAL Consultant to set meetings and in-house instructional supports as needed/requested. -EAL Consultant to maintain a log of activity/engagements -ELA Consultant to review new materials/resources and ensure alignment with PLPSD principles prior to distribution	-Summary of annual activity -Observations and data collected by EAL Consultant -Feedback from school teams
	Celebrating cultures and awareness within the division and community	-All students see themselves in our school; belong. -Space created to celebrate or share cultures -Use of social media to share opportunities/celebrations/ acknowledgement of special achievements or recognition	-Ongoing as opportunities are presented	-EAL Consultant to collaborate with Sr. Leadership re: initiatives and opportunities for celebration.	-Feedback from families, students -Observations from EAL Consultant
	Continued networking with local and divisional partners to support newcomers	-Establish relationships with families and engage community partners as support. -Attend Manitoba Ed meetings as scheduled (3X annually) -Collaboration with SWIS worker and Settlements Services -Accessing TEAL supports and instructional resources (Special Area group for MTS) Use of MMM to distribute new resources, opportunities to PLPSD staff	-Summary presentation of data at Student Services meetings during the year	-EAL Consultant -EAL Consultant to share relevant information with division via MMM once approved by Sr. Admin. -EAL Consultant to attend meetings locally and provincially as directed by Sr. Administration	-Summary presentation/items for sharing at divisional Student Services meetings and/or Principal Council meetings upon request.
	<p>Monitoring impact-How did we do?</p> <p>Fall Report: Review: Nov. 4, 2022</p> <ul style="list-style-type: none"> • <p>Spring Report: Review: Mar. 6, 2023</p> <p>✓</p>				

2022-23 Plan for Career Development Initiative Grant

To continue to promote, develop career development opportunities for all students to support successful transition into the future workforce.

Targets:

- a. Create and sustain connections between partners to enable equitable opportunity for students to access career opportunities
- b. Promote and plan career identities pathways for all students
- c. Promotion of employment success between school, community, and province

Success criteria for Overarching Targets Identified:

a. Create and sustain connections between partners to enable equitable opportunity for students to access career opportunities	<ul style="list-style-type: none"> ✓ Open connections between parents, students, employers, teachers ✓ Reciprocated and collaborative conversations between employers and the CDV Coordinator ✓ Celebrating successes ✓ Identify and respond to barriers enhance or create options. ✓ Career and job fairs ✓ Career tours
b. Promote and plan career identities pathways for all students	<ul style="list-style-type: none"> ✓ Use of My Blueprint for all students beginning at Grade 9 and establish a career path to inform high school plan. ✓ Mandatory CDV10 for all students at the gr. 9 level.
c. Promotion of employment success between school, community, and province	<ul style="list-style-type: none"> ✓ Use of "PLPSD Dispatch" to showcase apprenticeship successes (1 issues per year) ✓ Social media celebrations of career focused student achievements ✓ Students "reporting" school news ✓ Job fairs and hiring fair opportunities ✓ Liaise with employers ✓ Continued networking with provincial partners and other school divisions

Targets: Planning Forward 2022-23

Outcomes	Success Criteria	Sequence and timelines	Role and Responsibilities	Monitoring Systems
Maintain, sustain, and celebrate current opportunities for employment (High School Apprenticeship)	<ul style="list-style-type: none"> -Opportunities for: High School Apprenticeship -Health Care Aide -Career Development Internship -Credits for Employment 	-Fall registration coordinated by the CDV Coordinator.	CDV Coordinator and school Counselor to communicate to students opportunities and requirements for programming as well, registration process support.	<ul style="list-style-type: none"> -Dispatch published twice during the school year. -Participant numbers monitored -Graduation numbers -Credits achieved. -Number of community partners that support apprenticeship and lead to employment.
To return to pre-Covid status with accessible options for career planning options	<ul style="list-style-type: none"> -Increase the number of in-house presentations. -Continued networking to identify barriers and available community supports. -Students engaging in conversations with employers and inquiring about possibilities for employment. -Career and Job fairs. 	<ul style="list-style-type: none"> -Flexible and responsive timing throughout the year based on needs of students and employers. -Ongoing opportunities and events created 	<ul style="list-style-type: none"> CDV Coordinator -To initiate and nurture relationships with community employers. -To gather information based on needs and interests of students and respond by creating options for opportunity for employment. -To support students with transition to the workplace where barriers may exist. 	<ul style="list-style-type: none"> -Number of events hosted that support the development of career identity. -List of community partners represented. -Credits achieved through workplace experience. -Number of students gaining employment. -Number of students access the following options: High School Apprenticeship, Health Care Aide, Career Development, PLPSd Indigenous High School Education Assistant Certification Program, Credits for employment

	-Tours (locally and beyond based on interest and opportunity) -Options for career include: High School Apprenticeship, Health Care Aide, Career Development, PLPSd Indigenous High School Education Assistant Certification Program, Credits for employment		-To open opportunities for students to seek post-secondary training beyond the local community (MB colleges and Universities)	
To network locally, provincially and with post-secondary partners	-attend monthly meetings with the provincial committees. -	-option for 1 st semester grads to take entry test for Health Internship program	-Coordinator to organize opportunities for Health Care internship	-Coordinator to maintain a summary of students accessing opportunities as they become available.

Monitoring impact-How did we do?

Fall Report: Review: Nov. 4, 2022

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Spring Report: Review: Mar. 6, 2023

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2022-23 Plan for Technology Education Grant

Support implementation of technology as an instructional tool and a record keeping platform for monitoring student learning.

Targets:

- Instructional support to increase STEAM learning in the classrooms.
- Operational management

Highlight the use of Technology Education program funding as it relates to Tech Ed. Curriculum for middle years (Industrial Arts and Home Ec. Only) and senior years (Industrial Arts, Home Ec, ACE and Technical Vocational Education).

Success criteria for Targets Identified:

a. Instructional support to increase STEAM learning in the classrooms.	<ul style="list-style-type: none"> ✓ Inclusive learning using technology as a tool and to enhance access to learning. ✓ Building the STEAM Library and educating staff ✓ Teachers and Clinicians referencing and accessing the STEAM Library ✓ Contributing the BYTE Conference (host and local presentations included)
b. Operational management database support and maintenance- Transitioning to Powerschools	<ul style="list-style-type: none"> ✓ Progressive transition for all staff scheduled beginning spring 2022 ✓ Supporting staff with the transition. ✓ A single location to host divisional data ✓ Capability to query information with ease and reduced reporting for admin and secretaries ✓ Online student registration, parent access
c. Divisional access to Google and Office 365	<ul style="list-style-type: none"> ✓ Inclusive access to Google and Office365 ✓ Hosting divisional data for Numeracy and Literacy

database support and maintenance.

	<ul style="list-style-type: none"> ✓ Online referral to monitor behaviours including proactive and reactive plans ✓
d. Communication through social media	<ul style="list-style-type: none"> ✓ Redesigned web pages for all schools and division ✓ Social media accounts for all schools, some classes and programs ✓ Communication tool
e. Technical Vocational Education High School	<ul style="list-style-type: none"> ✓ Technical vocational education programs include Applied Commerce, Automotive, Hairstyling, Carpentry, Photography and Early Childhood Education. ✓ Foods and Nutrition options FDS10, FDS20, FDS30 and FDS40. Students have option to attain Food Handlers Certification at course end.
f. Vocational Education Middle Years (7-8)	<ul style="list-style-type: none"> ✓ Home Economics and Industrial Arts offered to grades 7-8 students. ✓ Industrial Arts options: Graphic Arts, Metals and Woods

Targets: Planning Forward 2022-23

Outcomes	Success Criteria	Sequence and timelines	Role and Responsibilities	Monitoring Systems
Use of technology in the classroom to support instruction and learning for all students (STEAM Library)	<ul style="list-style-type: none"> -Opportunity for support with assistive technology -Teachers engaging in Sprint sessions to learn and apply new instructional tools -Sharing resources, responding to school challenges -Participation in BYTE Conference (Feb. 2023 and Feb. 2024) -Tech leaders to attend Riding the Wave spring 2023 	<ul style="list-style-type: none"> -Day 4 tech prep or meeting block scheduled -Divisional meetings hosted monthly. 	<ul style="list-style-type: none"> -School Admin to schedule the last period on Day 4 for Tech Coach -Divisional Tech Leader to coordinate meetings 	Use of technology in the classroom to support instruction and learning for all students (STEAM Library)
Implementation of PowerSchool	<ul style="list-style-type: none"> -All staff to receive basic 2-hour training -Principals and Coaches -half day. -Administrative assistants full day+ -Task committees established to focus training -Engage in assessment conversations and best ways to represent learning using PS -Alternative reporting for Student Services -EYE data to be accessible through Powerschools 	<ul style="list-style-type: none"> -Fall training for all staff not yet trained -Focus groups will be trained as arranged -Ongoing collaboration with other divisions re: Powerschools documents for sharing 	<ul style="list-style-type: none"> -Tech Leader and Assistant Superintendent to coordinate -Sr. Administration to coordinate training. - 	Implementation of PowerSchool
Technical Vocational Programming	<ul style="list-style-type: none"> -Continued introduction of new technologies as available. -Explore option for an extension of Home Ec/IA to grade 6 students divisionally. 	<ul style="list-style-type: none"> -Explore options for locations and facilities to accommodate gr. 6 students for the 2023-24 school year. 	<ul style="list-style-type: none"> -Assistant Superintendent to explore feasibility 	Technical Vocational Programming
Continued access to GALE and SORA online libraries and programs to support learning and instruction	<ul style="list-style-type: none"> -All teachers to know how to access and use platforms -Access to Google and Office 365 options to support learning (i.e. Read and Write extension, SeeSaw, Google Classroom, Teams) -3 Year license to Smart Learning Suite 	<ul style="list-style-type: none"> -Included in orientation. -References made in the Monday Morning Memo -Shared summary of searches and retrievals offered to the PTA-PD Chairperson for reporting and generating interest. 	<ul style="list-style-type: none"> -SILC to include overview in Welcome presentation for new teachers to PLPSD. -Tech Leader to bring attention in the MMM re: GALE and SORA -Tech Leader to provide summary upon request to the PTA-PD Chair 	Continued access to GALE and SORA online libraries and programs to support learning and instruction

Use of technology in the classroom to support instruction and learning for all students (STEAM Library)	-Opportunity for support with assistive technology -Recording student learning plans (ELAP, EMHA, ITP, IEP) -Teachers engaging in Sprint sessions to learn and apply new instructional tools -Sharing resources, responding to school challenges -Participation in BYTE Conference (Feb. 2023 and Feb. 2024) -Tech leaders to attend Riding the Wave spring 2023	-Day 4 tech prep or meeting block scheduled -Divisional meetings hosted monthly.	-School Admin to schedule the last period on Day 4 for Tech Coach -Divisional Tech Leader to coordinate meetings	Use of technology in the classroom to support instruction and learning for all students (STEAM Library)
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Monitoring impact-How did we do?

Fall Report: Review: Nov. 4, 2022

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Spring Report: Review: Mar. 6, 2023

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2022-23 Plan for Learning to Age 18 Coordinator Grant

Support students who are at risk of leaving school

Targets:

- Access equitable opportunity for students all students.
- Option for learning through the Roving Campus
- Supportive options and access to courses in response to wellness needs.

Man. Ed Direction: Include information on enhanced or new programming for students who are at risk of leaving school and/or support for teachers and school staff as they develop non-credit specialized alternative learning activities for students in lieu of attending school.

Success criteria for Targets identified:

a. Access equitable opportunity for students all students.	<ul style="list-style-type: none"> ✓ Students who meet the criteria for the programs and or credit options are given the opportunity. ✓ Credits achieved towards graduation. ✓ Relationships built with families and school. ✓ Common beliefs and guiding principles that drive programming for all students.
b. Option for learning through the Roving Campus	<ul style="list-style-type: none"> ✓ Regular review of individual student programming needs, achievement to date and attendance patterns. (Criteria established by division, school and Roving Campus Team) ✓ Access to guaranteed viable curriculum that aligns with personal pathway to employment and life ✓ Continued advocacy for supporting student success in attaining and maintaining work.
c. Supportive options and access to courses in response to wellness needs.	<ul style="list-style-type: none"> ✓ Alternative course delivery options explored and available for students who are deemed unable to attend classes for emotional or physical reasons. ✓ Strong Beginning extended to gr. 9. Focus for Gr. 9 sessions to be on understanding each student as a learner. ✓ Multi-year leaning plans. Alternative options for pathways to graduation explored in response to student needs.

Targets: Planning Forward 2022-23

Outcomes	Success Criteria	Sequence and timelines	Role and Responsibilities	Monitoring Systems
Alternative Credit options (Volunteer credits, CEX, MSP, SDL and Roving Campus)	-Attainment of Volunteer credits, career exploration, Mature student, Self-directed learning -Certification and training to support employment and build resume items for students. -Identifying barriers	-May/June course planning meetings at PCI facilitated by the counseling team.	-PCI Counselors and grade level administration -Sharing of data tracking between school and community as students engage in post-grad activity (work or further education)	-Credits achieved, graduation rates, formative and summative assessment data reported within school teams and divisionally. -Employment and entry to further education
Re-engage and connect students to school post COVID	-Gr. 9 Strong Beginnings emphasizing relationship building between students and school. -Structured PODs at the grade 9 level. -School teams monitoring students	-Scheduled mid-September for all students k-9. - 20-30 minute blocks for direct observations and conversation to support programming.	-School team and teacher to coordinate scheduled times. -Admin to schedule (gr. 9) classes in a pod structure to reduce teacher contact and increase student monitoring	-Attendance records and behavioural documentation.

Monitoring impact-How did we do?

Fall Report: Review: Nov. 4, 2022

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Spring Report: Review: Mar. 6, 2023

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2022-23 Plan for Early Childhood Development Initiative Grant

Early identification and implementation (where necessary) of developmentally appropriate services and programming for pre-school children in preparation for school entry.

Targets:

Man. Ed Direction: Use the Early Development Instrument (EDI) data to identify needs and implement developmentally appropriate services and programming for children (birth to 5 years of age) that prepares them for successful school entry.

Success criteria for Targets Identified:

a. To continue to employ the equivalent of 30% SLP position to assist community partners and the school to meet the identified needs of our pre-school children	<ul style="list-style-type: none"> ✓ .30 FTE Speech and Language Pathologist will support preschool networking and liaise with school age staff to enhance transitions into school and provide families with early intervention opportunity for language development. ✓ Build relationships with families for ease of transition ✓ Flag students for referrals for services (early identification) ✓ Distribution of infant welcome bags as new children are born, pre-school party bags and Welcome to Kindergarten bags.
b. To use EDI data to identify needs to inform services and programming in response	<ul style="list-style-type: none"> ✓ Kindergarten teachers to implement as per provincial directives. ✓ Data to be shared with divisional and school teams once received.

- a. To continue to employ the equivalent of 30% SLP position to assist community partners and the school to meet the identified needs of our pre-school children
- b. To use EDI to identify needs to inform services and programming in response

Targets: Planning Forward 2022-23

Outcomes	Success Criteria	Sequence and timelines	Role and Responsibilities	Monitoring Systems
To continue to engage families in Pre-school opportunities (primarily through Pre-school Party invitations)	-Communicate parties using school and divisional social media -Engage families -Continued distribution of Welcome to K bags, Pre-school party bags, Infant Welcome bags. -Outreach Facilitators to continue to communicate with families	-SLPs to coordinate and conduct monthly Pre-school parties in K-4 or K-6 schools. -Participation in meetings with community partners as they arise. -Welcome to K bags to be given at Kindergarten registration annually. -Infant bags given at birth.	-SLPs to collaborate with the school's Resource Teacher to facilitate Pre-school parties, location, participants, etc.	-Number of events hosted, -Number of bags distributed -Participants at Pre-school parties.
Use Early Developmental Inventory data to inform programming supports.	-Early identification of student needs. -Proactive planning for future years.	-EDI is conducted upon directive by Manitoba Ed. -SILC to provide training mid-January. -Implementation and support provided by SILC. -Sharing of data report with school teams.	-Kindergarten teachers -Report and data sharing by SILC and Director of Student Services	-EDI data reports

Monitoring impact-How did we do?

Fall Report: Review: Nov. 4, 2022

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Spring Report: Review: Mar. 6, 2023

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