

# Western School Division

## 2023-2024 Divisional Plan

### Board of Trustees

Mrs. Lisa Burley  
Mr. Brian Fransen  
Mr. David Guenther  
Mrs. Susana Hawryshko  
Mr. Darcy Wolfe

## Schools

School	Grade	Program	Pop.	% of Div Pop (2208)
Minnewasta	K-4	English	337	15.2
Maple Leaf	K-4	Dual Track	474	21.4
École Morden Middle School	5-8	Dual Track	749	33.9
Morden Collegiate	9-12	Dual Track	647	29.3
Morden AdCele MntrJETQq42.42 442.42				

## English as an Additional Language (EAL) and Self Declared Indigenous students (2023-24 school year)

	No. of Students	% of pop.
EAL funded	517	23.4
Self-Declared Indigenous	111	5.0

## Diplomas earned in 2022-23

Regular Diplomas	107
Mature Student Diplomas (Adult Ed only)	20
Self Declared Indigenous	3
EAL Graduates (past funded)	~30
French in the English Program	nil
French Immersion	17
Senior Years Technology Ed	26

## Education for Sustainable Development (ESD)

Number of schools in the division	4
Number of schools with an ESD	4

Education for sustainable development and social justice goals and initiatives are embedded

**Elevate and Deepen Learning** - Ensure best practices in teaching, learning, and assessment; emphasize mastery learning that is transferable and transformative; stimulate critical, innovative, entrepreneurial, and creative thinking.

	Expected Outcomes (specific, observable and Measurable)	Strategies (actions, roles and responsibilities)	Indicators (monitoring progress and timelines)	Data Collection (evidence of progress)
Promoting “Deepening Learning Through Critical Thinking”	<ul style="list-style-type: none"> <li>Teachers plan for transformative, rich learning experiences</li> <li>Opportunities to support the capacity building of teachers will be created and will be embedded across the division</li> <li>Students will become more capable critical thinkers and will be able to transfer learning and thinking to other opportunities to manage or solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Garfield Gini-Newman to support teacher understanding of critical thinking with opening day PD</li> <li>Continue teacher learning supported through monthly, 1hr long PD sessions with GGN via video conference series</li> <li>Continue subscription to TC2 as an additional resource to teachers</li> <li>Support residency opportunities with schools to reinforce the learning for teachers related to critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Continuous Improvement Plan meetings throughout the year – with schools and with coaches</li> <li>Monitoring of monthly virtual session attendance and participation</li> <li>Schools utilizing Garfield Gini Newman support will monitor progress with any projects and/or residencies and report back to divisional Learning Team and Admin Council members</li> </ul>	<ul style="list-style-type: none"> <li>School admins will see evidence of thinking classrooms when visiting classrooms in the schools</li> <li>Continuous Improvement Reports</li> <li>Coaches ongoing informal reports, and formal bi-annual reports</li> </ul>

Developing Literate and Numerate Learners

	<ul style="list-style-type: none"> <li>• Develop confidence and competence in teachers of literacy and numeracy with effective support, training and coaching</li> <li>• Utilize coaching and professional development opportunities to develop and facilitate teacher understanding of curriculum, concepts and skills</li> </ul>	<ul style="list-style-type: none"> <li>• NAP project training for cohorts of teachers not yet trained through MRLC using Western SD's Numeracy Coach who is a qualified NAP trainer</li> <li>• School based and divisional teams will review information and data to determine priorities</li> </ul>	<p>the year in response to need</p> <ul style="list-style-type: none"> <li>• Coaches to support instructional planning and delivery throughout the year in all schools, with a priority to new teachers</li> <li>• Teachers or admin will request instructional support as needed at anytime throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• EYE Assessment data collection for Kindergarten</li> <li>• School and Classroom Profiles</li> </ul>
<p>Framework for Learning Implementation Liaison Training</p>	<ul style="list-style-type: none"> <li>• Develop divisional capacity and understanding of the Framework Documents</li> <li>• Planning for learning that includes curiosity and critical thinking with embedded 6 competency areas from the learning frameworks</li> </ul>	<ul style="list-style-type: none"> <li>• Use Admin Council "teams" time to connect liaisons with coaches and other admin not attending the training - to share the learning</li> <li>• Participants as divisional liaisons will attend training to ensure understanding of Framework Documents.</li> <li>• Principals have been specifically selected to be trained, so they can articulate the information back into schools, utilizing found time opportunities most appropriate to them (ie: staff meetings, early closings etc..)</li> </ul>	<ul style="list-style-type: none"> <li>• All training sessions attended – in both English and French</li> <li>• Attendees using admin council or teams time to share their learning and plans for implementation in schools</li> </ul>	<ul style="list-style-type: none"> <li>• Next year's school based Continuous Improvement Plans include information on specific plans for integrating Framework for Learning concepts into school and classrooms</li> </ul>

Continued Support and Improvement of French Immersion Programming Opportunities and Learner Outcomes

- Increase overall French competency and confidence in the use of French from early start and basic French teachers
- Increase competency in French Immersion teachers throughout the division
- Ensure French Immersion programming at Western School Division is appropriate and robust

•

	<ul style="list-style-type: none"> <li>• Provide appropriate supports to families of newcomers to ensure access to learning for their children and an effective integration into the community with appropriate access to resources</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to apply for and to utilize funds from Intensive Newcomer Support Grant to support the supplies, equipment and materials needed for EAL and LAL learners</li> <li>• Acquire additional clinical supports for students who are coming from other countries who may have missed milestone developments or missed opportunities for supports/interventions in their home countries or as part of the immigration process</li> <li>• Continue to support with Home &amp; School Liaison Workers</li> </ul>	<p>database of newcomer families and the rates of arrivals</p> <ul style="list-style-type: none"> <li>• Consultation with EAL specialists in all schools about the rates of movement of students between EAL stages</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking the number of students arriving as stage 1 or lower stage learners</li> <li>• Tracking graduation rates of current or former funded EAL students</li> <li>• Numbers of families requiring support from Home &amp; School Liaison Worker tracked data</li> </ul>
--	--	--	--	---















Forge Meaningful Community Relationships - Promote greater parental/guardian participation and engagement in schools and student learning; facilitate authentic educational experiences within the community; encourage invitational schools.

	Expected Outcomes (specific, observable and Measurable)	Strategies (actions, roles and responsibilities)	Indicators (monitoring progress and timelines)	Data Collection (evidence of progress)
Elders and Knowledge Keepers in School	<ul style="list-style-type: none"> <li>● Engage Indigenous community partners to be involved authentically in schools</li> <li>● Creation of a culturally safe and inclusive learning environment, with students at the centre</li> <li>● Strengthen staff, student and community understanding of world views, values, identities, traditions, and contemporary lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>● Enhance the collection of curriculum resources to support RLEs (Rich learning experiences) with opportunities for Indigenous perspectives and learning</li> <li>● Continue to utilize supports of Elder David Scott from Swan Lake First Nation</li> <li>● Use Indigenous themed “Mathology” books at K-4 to support pathway to Indigenous community partners in schools</li> <li>● Have students attend events in Roseau River First Nation (gatherir2( )TJE</li> </ul>		

<p>Career Education</p>	<ul style="list-style-type: none"> <li>• Offer Career Education and Development opportunities to students at all levels in Western School Division</li> <li>• Support the development of relationships with employers within the community to facilitate cooperative work placements, student internships, career fairs, and tours and information opportunities for students within the community's many, varied employment sectors.</li> </ul>	<ul style="list-style-type: none"> <li>• Review and revise/update the divisional "Ready for Life" document</li> <li>• Consider the links between Western School Division's Ready for life document and MEECL's Framework for Learning Policy document to ensure alignment</li> <li>• Continue to explore opportunities to have the community in the school, and the school in the community to create authentic educational experiences</li> <li>• Take our Kids to Work Day participation</li> <li>• Re-attempt the Co-op internship</li> </ul>	<ul style="list-style-type: none"> <li>• Credit for internship and credit for employment being accessed by students</li> <li>• Students developing an understanding of careers in the community and being able to see themselves in those careers</li> </ul>	<ul style="list-style-type: none"> <li>• School admins will see evidence of student understanding of careers and career development opportunities when visiting classrooms in the schools</li> <li>• Continuous Improvement Reports</li> <li>• Credit attainment reports including career development/internship courses</li> </ul>
<p>Senior Years Technology Education</p>	<ul style="list-style-type: none"> <li>• Provide industry aligned, authentic learning experiences for students in Western School Division in Technical Vocational areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with Manitoba Education Technology Education to assess viability of a potential additional vocational programming option in Western School Division – considering possibility for and need for an additional future high school in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Review enrollment at semester point</li> <li>• Tours are taking place</li> <li>• Consultations happening with industry</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers of Senior Years Technology Education Diplomas earned</li> <li>• Number of credits for high school apprenticeship</li> </ul>

		<ul style="list-style-type: none"> <li>Continue to participate in Red River Technical Vocational Area consortium of school divisions to provide technical-vocational programming options to students in all partner divisions.</li> <li>Reinstate tours for middle years students (hasn't happened since Covid)</li> </ul>		
Budget Expo/Budget Community Consultation	<ul style="list-style-type: none"> <li>Connect with the community to inquire about opportunities seen as valued for our students and seen as priorities within the community</li> <li>Offer the opportunity to showcase programs, resources, materials and ideas that are essential to the function of our schools and the learning and development of our students to the community</li> </ul>	<ul style="list-style-type: none"> <li>Prepare budget consultation survey</li> <li>Communicate regarding Western School Division Priorities in a number of ways</li> <li>When appropriate (every other year approx.) host budget expo for community</li> <li>Meet with Parent Advisory Council members regarding budget priorities</li> </ul>	<ul style="list-style-type: none"> <li>Check in on progress between December and March</li> </ul>	<ul style="list-style-type: none"> <li>Survey results</li> <li>Participation numbers from event(s)</li> </ul>
Settlement Worker In Schools Programming (SWIS)	<ul style="list-style-type: none"> <li>Provide support to newcomer students in the school environment and community</li> <li>Support the development of connections with peers for newcomer students</li> </ul>	<ul style="list-style-type: none"> <li>Liaise with Regional Connections and the SWIS worker program</li> <li>Organize quarterly meetings with SWIS workers</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly meetings with divisional team and SWIS</li> <li>Ongoing email and liaising as required to be responsive to issues that arise</li> </ul>	<ul style="list-style-type: none"> <li>Number of referrals per year</li> <li>Number of funded EAL students</li> <li>Number of students accessing SWIS programming</li> </ul>



	<ul style="list-style-type: none"><li>• Support the transition between systems of learning (ie: credit attainment, diploma achievement, etc..) for newcomer students</li><li>• Support newcomer families in developing an understanding of factors affecting their children in schools in Western School Division</li></ul>	<ul style="list-style-type: none"><li>• Communicate all newcomer arrival from SWIS to schools</li><li>• Coordinate events related to school for newcomer families with SWIS and Regional Connections (ie: report card understanding, graduations requirements, grade placements, course selections, how to dress for winter weather, etc..)</li></ul>		
--	---	---	--	--