2024 – 2025 SWAN VALLEY REGIONAL SECONDARY SCHOOL PRIORITIES

SCHOOL PLAN			
Expected Outcomes What specifically are you trying to improve for student learning? (observable, measurable)	**Strategies** What actions will you take	**Indicators** How will you know that learning is improving?	**Data Collection** By what means will you collect evidence of progress toward learning?
Character Education • Students will be respectful and responsible. • School wide digital citizenship and classroom norms	• Grade meetings addressing SVRSS beliefs and expectations. • Implementing restitution in classroom, school procedures and routines (Student Permission forms) • Implementing Digital Citizenship policy in classrooms/extra-curricular practice and routine • School beliefs and restitution discussions ongoing with all stakeholders • School related issues discussed in grade meetings. • TAG/RTI groups assigned to be mentors and provide support to students throughout the year. • ICT Skill plan at each grade level.	• Students/staff responsible for learning in respectful safe environment • Technology use is appropriate. • Student self-discipline and assuming responsibility • SVRSS engaged in restitution practices/ideals. • Attendance improved. • Grades and achievement improved.	• Students and staff assuming responsibility. • PowerSchool Incident data • PowerSchool Marks collection • Monitor the number of Intervention letters sent home. • PowerSchool Credit Acquisition
Student Engagement • Students and staff will focus on the SVRSS Beliefs of: Learning, Respect, Responsibility and Safety • Better understanding and addressing student's mental health.	• Daily hot breakfast • Food available for all students • Online Resources: Microsoft Teams, Power School Portal, • Extra-curricular activities/groups, Land-Based education • Honour Roll • Tiger Fridays • Teen Clinic • Sources of Strength • TAG/RTI • Class reviews with all teachers • Establish co-regulation areas for students/ Sensory Room • Development of a cultural credit • Land Based/Outdoor Educ. activities at each grade level. This plan to be developed and shared with students, staff and families. Tourism credit gr. 11/12	• Students on task and learning • Student acknowledgement • Credit acquisition • Increased school spirit • Host multiple Grade Competitions throughout the year to bring grades together in a collegial manner. • Regular pep rallies recognizing teams and their achievements. • Increased Student Attendance • Increased understanding of school expectations • Increased credit acquisition • More student involvement in outdoor activities.	• Daily attendance in PowerSchool • Increased student involvement in extra curricular events/school activities • Student and Parent surveys results • Feedback from students and families • PowerSchool Credit Acquisition

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Indigenous Education (IE) • To empower staff to understand and meet the needs of all learners by embedding strategies and practices into their educational settings and classroom routines so that they reflect Indigenous languages, cultures, and identities. • Students and staff will explore Indigenous histories, cultures, languages, traditional values & knowledge and the contemporary lifestyles of Metis, Inuit and First Nations peoples.	• Staff will use the IE materials/resources as outlined on the K drive and shared. • Staff will incorporate one Indigenous focus lesson per course • Implement Mamatawisiwin • Staff will promote/participate in division wide activities/events that support Indigenous Education • Staff will invite Elders/Knowledge Keepers to share Indigenous ways of knowing, doing, and being. • All HIS30 students will participate in the Blanket Exercise • Staff will attend one Indigenous Education PD session for the Current Year • Supporting SVSD Indigenous PLC to organize spring Pow Wow.	• Number of staff, students involved in IE sponsored activities and events. • Number of Knowledge Keepers/Elders used as additional resources to support student learning. • Number of staff and students participating in land-based education activities. • Number of staff attending IE PD Sessions per calendar year.	• Receive regular updates from the SVRSS IE PLC Rep. • Meeting the IE PLC goals established • Communication/collaboration between home and school with parents and caregivers attending school wide events. • Flexible programming to allow land-based education to support student success at all grade levels. • Post Grad Survey Results • Staff attend IE training. • SWOT analysis results from November 2023 which shows positive feedback from the divisional PD Day and engagement with Cadmus Delorme. • Feedback gathered from Treaty Education training with Connie Wyatt on February 2, 2024.
Career Planning • Opportunities for more job shadowing placements in Grade 11 and 12 • Opportunities for students to gain extra credits towards graduation. ➢ High School Apprenticeship ➢ Credit for Employment ➢ Career Development Internship • Higher number of graduating students with plans beyond high school. • Parental Involvement	• Consistent use of My Blueprint starting with the career module in Gr. 9 Health • My Blueprint Resume Building with Grade 10 students • Provide opportunities for job shadowing/apprenticeship placements/practicums. • Incorporate learning experiences into apprenticeship accredited programs • **Northern Lights Institute of Trades and Technology (NITT) opportunities.** • Host career/post-secondary presentations • Take Our Kids to Work Day – Grade 9 • Information sessions for students to review courses available in vocational and apprenticeship opportunities. • SVRSS Information session for parents highlighting opportunities for Skills Training in High School	• Young Workers Readiness Certificate • Improved attendance • Improved grad rates with work placements • Credit attainment • More students ready for work placements • SVRSS staff responsible for necessary paperwork for a work placement • More students using “career credits” towards graduation • Better informed students and families. • More students working towards Level 1 programming.	• Student Surveys indicating increased engagement. • Post Grad survey results • Trade and Community feedback • Take Your Kids to Work Day – post survey with students. • Higher proportion of graduates with a post-graduation plan. • Increase in students completing level 1 in the Trades.

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	• Individual student pathway meeting for all Grade 12 students. • Monthly presentations for students and parents regarding post-secondary planning and financial planning. • More creative methods to support students gaining credits towards graduation. • Develop Technical Vocational Education options (Apprenticeship programming etc.) on SVRSS website.		
Numeracy • By June 2025, the percent of SVRSS students taking math successfully as an elective at the Pre-Calculus and Applied levels will be maintained from the gains achieved since Sept. 2016 • As a result of current and past increases in the percentage of students taking each course, by June 2023, SVRSS students will maintain or improve their average in comparison to past performance* on provincial math achievement levels on the MB Education Assessment in Pre-Calculus, Applied and Essential math. *2017 baseline data will be used for comparison, measure of average used will be the mean of exam scores of graduates of that year.	• Students continue to take more and varied math courses as well as re-taking courses to improve overall math understanding. • Grade 9 math : -run all year (Sept.-June) -option of 110 or 220 hours of instruction • Grade 10, 11 and 12 math : -option of taking a second math course as an elective when pre-requisite course has been completed Grade 10 - Applied 30 or Pre-Calculus 30 Grade 11 – Applied 40 or Pre-Calculus 40 Grade 12 – Applied 40, Pre-Calculus 40, Essential 40, Calculus or Advanced Math • Teachers recommend subsequent math courses to each student as part of the next steps. • Use of Manitoba Rural Learning Consortium's Numeracy Achievement Program base-line assessments and delivery strategies at the Grade 9 Level to gauge student skill level at the end of Grade 9 on Foundation/Essential Outcomes • Use of Data-led Interventions (RTI) across all grades • Math PLC beginning to implement the training from Peter Liljedahl-Building Thinking Math Classrooms	• Our average* in comparison to past performance on Provincial math assessments will be maintained or improved from Sept. 2016 to June 2024 • Comparison between the Graduates of 2017** (the base line) and all subsequent years through to June 2024 at the grade 9 through grade 12 levels will show the percentage of students taking 2 math courses per school year, the percentage of students attempting more challenging math courses as recommended by teachers, and the percentage of students retaking a course to improve a previous result will have been increased or maintained. **last class prior to commencement of implementation of strategies • Comparison of grade 9 math base-line assessment data will show an increase in understanding the Foundation/Essential Outcomes • Credits earned and teacher recommendations at Grade 9 will show the percentage of students taking Applied and Pre-Calculus at the grade 10 level has been maintained at the level of the previous increases	• Provincial exam results analyzed Grade 10 and 12. • Percentage of students taking continuous math courses (back-to-back, every semester) • Percentage of students who take courses ahead of their typical grade level (i.e. grade 10 student taking a grade 11 math) • Grade 9 choice of courses for grade 10 and then subsequent years • Grade 9 credits earned for math (0,1,or 2) • Quantity of grade 9 students choosing 110 vs 220 hours of instruction • Grade 9 NAP base-line assessment results

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Literacy • Improving Outcomes for all learners • Ensure daily practice in critical thinking, extension in writing, problem solving, collaborating, and learning to talk to the text. • Essay writing, reports, written assignments at every level • Preparation and practice provided for students attending post-secondary. • Incorporating Indigenous material in various units of study. • Using various Grammar and Writing resources to help support scaffolding strategy in student writing. • Grade 10 Provincial Assessment to use as baseline data to support student learning. • Preparation and practice for Grade 12 Provincial Exam • Incorporating AI as a tool for learning	• Use structural planning devices, • Implement planning devices and management strategies to organize writing. (e.g. T-charts, Venn diagrams etc…) • Consistent practice at all levels identifying writing variables. • Teach students to talk to the text and to collaborate with peers. • Literacy Skill development strategies used in all grade levels; this may include Reading is Thinking. • Providing students with opportunities to write using various writing forms; this allows them to be familiar with various approaches used in college and/or university. • All teachers of ELA use the similar essay framework. • APA-Cross Curricular Essay Writing-teach both MLA and APA formatting. • Teachers modeling meta-cognition. • Use technology to exemplify talking to the text (meta-cognition) • Use of Data-led Interventions (RTI) across all grades • Implementing various Indigenous Texts through out units of study. • Demonstrate correct use of AI assistance to gather information.	• Demonstrated in students' essay writing, reports, written assignments across various curricula • Demonstrated improved meta-cognition through classroom discussions. • Students will engage in meaningful discussion and writing tasks relating to mental health and wellness topics. • Demonstrated in Students' final papers and assignments completed for assessment in the English course. • Students will learn and actively engage in reading, writing, speaking, and listening with Indigenous text. • Student writing, organization and structure will improve (sentence structure, punctuation etc.).	• Analyze exam scores. • Monitor truancy and missed assignments as an indicator of students' level of responsibility with these assignments. • Standardized marking across the ELA PLC • Receiving feedback from students in writing pieces relating to mental health/wellness. • Provincial Data is collected, reviewed and shared with teaching staff.
Technology Education • **Students will have transferable skills to transition into either the workforce or post secondary studies.** • **Programs, software and equipment are industry standard.** • Industry Applied Tech • Applied Commerce • Culinary Arts • Human Ecology	• **Technology Education Equipment Replacement Grant purchases (TEER)** • **Industrial Applied Technology - Microsoft Office Certification Software** • **Applied Commerce – Laptop Dock and Popcorn Machine** • **Culinary Arts – Traeger, Smoker, Small Wares** • **Human Ecology – Baby Belly, Sewing Machine** • **Environmental Management – Grocer Supplies, Fur Kit**	• Credit attainment • Increase in the number of Work Placements • Student engagement • Apprenticeship applications • Post-Secondary applications • Skills Manitoba Competition • Skills Canada Competition • Work projects brought into technology areas. • Clientele for our students in some areas.	• Students accepted into subject related work practicums. • Feedback from employers and past students • Students working towards Level 1 Apprenticeship • Students finding employment. • Students attending post-secondary training. • Grad Survey results • Completed work projects. • Skills Manitoba standings

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• Environmental Management • Graphic Design • Hairstyling • Electrical • Carpentry • Welding • Automotive • Heavy Duty	• **Graphic Design** • **Hairstyling – Thermal irons, display cabinets** • **Automotive - diagnostic scanner, wheel alignment machine** • **Electrical – Code Books** • **Carpentry – New Hand tools, Power Tools** • **Welding – Plate Roller, Belt Sander** • **Heavy Duty Mechanics – A/C Components**		• Skills Canada standings • Student Enrollment

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