

Swan Valley School Division Continuous Improvement Plan - 2025/2026 School Year

September 22, 2025

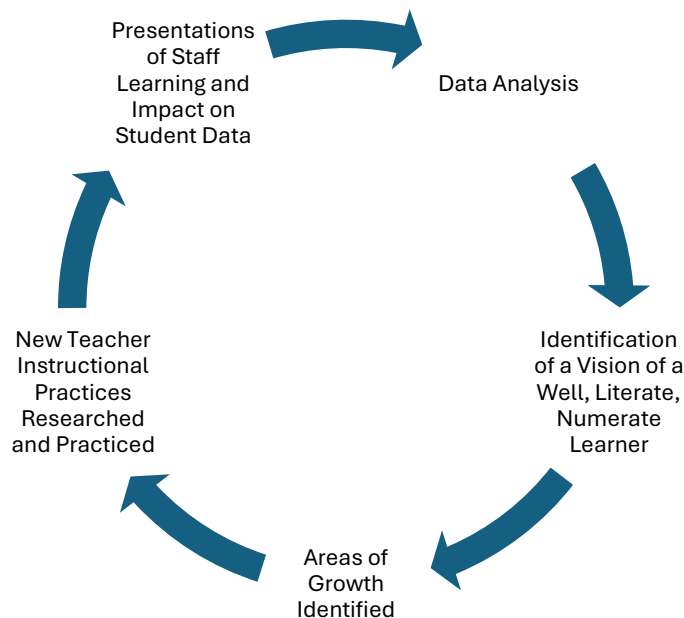
Divisional Profile

The Swan Valley School Division is situated in the southwestern part of Manitoba, Canada. The Division has a student body of 1,471 students enrolled in schools located in the communities of Benito, Bowsman, Minitonas, and Swan River. Wuskwi Sipiik First Nation and Sapotaweyak Cree Nation send their senior years students to Swan Valley Regional Secondary School. Students may ride a bus over two hours a day to attend our regional high school, which pulls students from the Duck Mountains in the south and the Porcupine Mountains in the north.

Plan Details (The What)

2025/2026 School Year:

1. **Co-construction:**
 - a. The Division will provide the WHAT for the continuous improvement process and schools will build the HOW with their staff to match their local contexts.
2. **Vision of a Responsive Culture for Wellness:**
 - a. Establishing goals for the **Responsive Classroom, Humanistic Approach** and other domains relating to student and staff wellness programs in K to 12.
 - b. Each school will send one to two representatives to a one and a half day workshop on creating a clear vision for wellness, which will be used by each school as targets for their school improvement plans.
3. **School Plan Process:**
 - a. Developing an understanding of the structure and function of plans focusing on **Wellness, Literacy, & Numeracy** (25/26 – Wellness, 26/27 – Literacy, and 27/28 Numeracy).
 - b. Plans should start with analyzing qualitative and quantitative data to co-construct a strong sense of why for each school and its staff.
 - c. Schools will articulate a specific descriptive challenge tied to the **Vision of a Responsive Culture for Wellness**.
 - d. Schools will create a calendar to address their challenges that will include professional development to address the student deficits identified in the data.
 - e. The School Plans will articulate what students and staff will be doing and demonstrating to build clear goals of observable impact. Learning tasks/activities and student assessments will be included.
 - f. Ongoing training at Principal Meetings will be provided to learn the new updated school improvement process.
 - g. On-site review meetings will be conducted by the Superintendent and Student Services Coordinator to support school teams as they unpack this new process.
 - h. The following cycle will be created in schools to measure improvement successes.



2026/2027 School Year

Literacy: Introducing the **Vision of a Literate Learner**, which is tied to the Professional Development (PD) calendar.

Build on the format and process that staff learned in the 2025/2026 school year.

2027/2028 School Year

Numeracy: Introducing the **Vision of a Numerate Learner**, which is tied to the Professional Development (PD) calendar.

2025/2026 - SCHOOL PROFESSIONAL DEVELOPMENT PLAN		
Month	Division Events	School Actions
Aug	August 27- SVSD School Principal Meeting	PM – Overview of the Plan, Key Terms, and Collaboration on the How within each school's context.
Sept	- September 2 to 4 – All K to 8 Teachers participating in Responsive Classroom PD tied to a Vision of a Responsive Culture for Wellness. - Sept 2 – SVRSS Teachers – Global Competency Training - Sept 3 to 4 – SVRSS Staff (Teachers and EA's) participate in the Humanistic Education and Training tied to a Vision of a Responsive Culture for Wellness. - September 4 – K to 8 EA's participate in PD related to key practices tied to the Responsive Classroom Framework.	- Admin Day – September 5 – unpack the work and start co-constructing. - Staff Meeting - Collection of data - Identification of the instructional challenge - Version 1 of the Vision Observable Criteria - Identification of at least one staff member from each school that wants to be part of the construction of the Vision of a Responsive Culture for Wellness. (Email superintendent by September 29). - Committee or Team Start Up: - Other:

	- September 5 – (Admin Day) Top 5 takeaways from Principals on the PD to inform our Vision of a Responsive Culture of Wellness. - Sept 24 – Principal Meeting (all day), Afternoon Dedicated to: - School Planning Document Training for in-house construction. - Identification of Current Reality-Based Data. Vision Document practice – if students were well it would look like... - Instructional Challenge. - Practice on Vision Observable Criteria (Vision of a Responsive Culture for Wellness). - Sept 25 – Student Services Meeting (all day), same items as Principal group in the afternoon.	- Tools: - Appendices - Vision of a Responsive Culture for Wellness Protocol Practice - Deconstruction Activity
Oct	- October 9 (PM) and October 10 (all day) – Divisional Committee to work with Ingrid Gross on the Vision of a Responsive Culture for Wellness (provides targets for our work). - October 15 – Principal Meeting (all day), Review the Vision of a Responsive Culture for Wellness. How does this impact your Instructional Challenge or your Vision Observable Criteria? How are you co-constructing this work with your staff? - October 16 - Student Services Meeting (all day) - October 20 and 21 - School Plan Support Visits – Rob - Oct 23 - School Plans Due - Oct 24 - MTS PD Day	- Staff Meeting: - Review of the Vision of a Responsive Culture for Wellness - Co-Construction of: - Understanding of what you want to measure and why? (Baseline – Data) - Articulate what our specific descriptive challenge is for our students. - Creation of a Calendar - to plan to address challenge. - School Plan – second draft completed for submission to the Division. - Committee or Team Meeting Focus: - Other: - Tools: - Vision of a Responsive Culture for Wellness Protocol
Nov	- November 26 – Principal Meeting (AM) – focus on building teacher capacity. Our teachers will be doing and demonstrating X high impact instructional strategy. How do we support the development of instructional strategies with our teachers? - November 19 - Student Services Meeting (PM) - November 10 - Summary of School Plans presented to the Board by the Superintendent.	- Staff Meeting: - What new learning are you bringing to address the instructional challenge? - Reflection of the work staff have accomplished to date related to their new instructional strategies. - Valley of Despair? - What do staff need? (modelling, planning time, school leader feedback for growth).

		• Committee or Team Meeting Focus: • Other: ○ Principal meetings with staff (group or individual on their practice). • Tools: ○ Attribute Analysis Tool – At...Need to Go ○ Classroom Observation Tool
Dec	• December 1 to 5 – Patti and Rob school visits to see practices and to hear from the staff. • December 10 – Principal Meeting (AM) – check-in of data or artifacts to show how schools are meeting the goals of our Vision of a Responsive Culture for Wellness (students and staff are doing and demonstrating...) • December 10 - Student Services Meeting (PM)	• Staff Meeting: • Committee or Team Meeting Focus: • Other: • Tools: ○ Teacher anecdotes ○ Pictures ○ Video ○ Student Samples of Work ○ Other?
Jan	• January 21 – Principal Meeting (all day) ○ Review of school plans – strengths, challenges, and next steps. ○ Leadership Framework – Rob Fischer Presentation • January 28 - Student Services Meeting (all day)	• Staff Meeting: • Committee or Team Meeting Focus: • Other: • Tools: ○ Strategy Review ○ Reflecting on Impact ○ https://www.edu.gov.mb.ca/k12/mslf/index.html
Feb	• February 18 – Principal Meeting (all day) ○ Development of the second instructional challenge school plan related to Wellness, Literacy, or Numeracy dependent on the school's context. ○ Introduction of Literacy and Numeracy Choice Boards. ○ Creation of a PD Day Plan – Proactive PD Planner • February 25 - Student Services Meeting (all day) ○ Review of School Plans with Student Services Staff ○ How can they support? • February 23 to 27 School Visits ○ Review of the final copy of the 2nd School Plan after co-construction with staff. ○ What support do schools need in terms of new targeted instructional practices? ○ Small Principal Group Meetings to revise plans and collaborate.	• Staff Meeting: • Committee or Team Meeting Focus: • Other: • Tools: ○ Continuous Improvement Plan Document – Appendix B ○ Preparing for Impact

March	• March 13 – SVRSS PD Day, K to 8 Parent Teacher • March 18 – Principal Meeting (AM) ○ What did the SVRSS March 13 PD look and how did it move the school plan forward? ○ What are the K to 8 Schools planning for their April 17th PD day? • March 18 - Student Services Meeting (PM)	• PD Day – SVRSS March 13 • Staff Meeting: • Committee or Team Meeting Focus: • Other: • Tools: ○ PD Planner
April	• April 17 – K to 8 Schools PD Day, SVRSS Parent Teacher • April 22 – Principal Meeting (AM) ○ How are we supporting the development of high yield instructional practices? ○ What data and artifacts are we collecting? ○ Are we celebrating wins to build teacher efficacy? Stories from the field. • April 22 - Student Services Meeting (PM) • Development of a committee or process for Teachers to unpack the Supporting the Right to Read in Manitoba document.	• PD Day – K to 8 Schools April 17 – teachers and EA's • Staff Meeting: • Committee or Team Meeting Focus: • Other: • Tools:
May	• May 13 – Principal Meeting (all day) ○ What is a presentation of learning? ○ How do I summarize the presentation of learning by staff for the Board presentation? (template use) • May 20 - Student Services Meeting (all day)	• Staff Meeting: ○ Presentation of Learning by Staff • Committee or Team Meeting Focus: • Other: • Tools: ○ Strategy Review PPT/Document
June	• June 8 – SVRSS Board Presentation, 6 PM • June 10 – Principal Meeting (all day) ○ Vision of a Literate Learner – next step? ○ What Instructional Challenges does your evidence suggest you tackle next school year? ○ What are the strengths, challenges, and next steps of our continuous improvement process? (what and how) • June 11 - Student Services Meeting (all day) • June 19 – (Admin Day) Morning – K to 8 Board Presentations ○ 9:00 – Taylor School ○ 9:30 – Heyes School ○ 10:00 – ESRSS ○ 10:30 – Bowsman School ○ 11:00 – Benito School ○ 11:30 – Minitonas School	• Staff Meeting: • Committee or Team Meeting Focus: • Other: • Tools: ○ School Reporting PPT Template ○ Strategic Plan and School Improvement Plan Review

	• June 22 – Indigenous Excellence Presentation to Board by Lorna Munro • June 30 – Admin Day	
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School Level Planning (*The How*)

			We know that the implementation of our plan is successful, if we see the following aspects being demonstrated in our classroom/school.			
School	We built our instructional challenge around these data metrics (3).	As a staff, we find it challenging to...	Our students will be doing and demonstrating...	Our Educators will be doing and demonstrating...	Our tasks and assessments will look like...	These data metrics will demonstrate the instructional strategy has been successful.
Benito School	Hallway traffic after transitions. Students being prepared for class. Post-It note staff activity on red flags.	As a staff, we find it challenging to start lessons on time (students late to class and unprepared after recess transitions).	S1 – prepared with all needed materials at hand S2 – in their desks/learning spots S3 – ready to learn S4 – engaged/involved in full lessons (less waiting)	E1 – starting lessons on time E2 – able to complete planned lessons with time given (less interruptions leading to the start of the lesson) E3 - All staff will be using restitution language of “my job, your job.” E4 - All staff will be adjusting our language to encourage internal motivation. (Remove the “I” part from statements: “Excellent job getting started on that first sentence” rather than “I love how quickly you got started....” E5 - All staff will directly state expectations rather than asking. (Not saying please do this, but rather...this is our job right now).	T1 - We will have staff at recess doors as soon as the bell rings to let students in rather than having students wait for everyone outside. T2 - A staff member from each homeroom will be in the hallway reminding, redirecting and reinforcing the transition process. (Steps of what they need to do and what materials they need for class) A1 - A timer was placed in the K-3 foyer to support a timely transition. T3 - Each teacher will have clear expectations on what supplies/materials are needed for each class and what the consequences are when students leave class because they are unprepared.	Mrs. Beehler will be in the hallway monitoring how quickly students get to their rooms and make it through transitions. Teachers will monitor if students are coming to class prepared. We will revisit progress in each staff meeting. (2 meetings per month) and what is working or what needs tweaking.
Bowsman School	Referrals to the Office/Counselor/Co-Regulation Room Anecdotal Notes (CLEVR) Think Sheets	As a staff, we find it challenging to teach our classes while students are not regulated.	S1 – Students will demonstrate an understanding of “dysregulation” by having classroom discussions, noting ways that they may become dysregulated S2 – Following pre-made plans, students will acknowledge that they need a break by signaling to adults in an appropriate, agreed-upon manner. When I need a break, I: 1.Signal my teacher 2.Go to the designated space 3.Do activity x while there 4.Return to class or activity -Students will go to an agreed-upon “calm space” and take part in mindful activities	E1 – Educators will remind students what dysregulation is and have classroom discussions surrounding the topic -Give examples so that students understand concretely what dysregulation is -Partake in sessions offered by the school counselor, so that terminology is consistent throughout the school. E2 – Pre-teaching to show students how to signal (using visuals on the wall to point to, hand signals) that they need a break and reminding students of what dysregulation is and how to recognize it within ourselves i.e., When (you feel frustrated and need a break), then (hold up 2 fingers that signals to me that you need to go to your calm space)	T1- Classroom visits and presentations from school counselors (all grades) -Sunshine circles (Kindergarten) -Discussions at morning meetings -Anchor charts – what does dysregulation “look like, sound like, feel like” A1- Engagement in counselor sessions and use of terminology at other times throughout the day -Input from students in making anchor charts (are they “getting it”) T2-Visual reminders of signals - (at calm spaces) Mindful breathing activities -Sensory activities (coloring, ripping paper, PlayDoh, rocking chairs, wiggle seats) -Zones of Regulation posters/visuals/manipulatives A2- Frequency data (ex. how many times were students able to follow pre-made plans without help vs with help) -Think Sheet or Reflection Sheet -Teacher reflection: Does this space and these tools actually help this student in the ways that they need? T3- Continuous Conversation -Different tools /observation of correct tool usage (are the kids “playing” with a fidget or are they using it appropriately?)	Safety Plans/Behavior Plans Report Cards Violent Incident Reports Referrals to office for behavior incidents Think Sheets Usage of “Calm Spaces” Self-Regulation Plans

			S3 – Students will give feedback to staff via casual conversations or check-ins about which activities or tasks, and which tools work for them S4 – Students will return to class or the activity when they are regulated and will be able to either: 1.Participate in the activity 2.Be a calm member of the classroom and observe what is going on around them	E3 –Educators will converse with students about their calm-down spaces and whether or not they are working for them. They will also be taking the feedback from students and adjusting as needed (i.e., student says they need a rocking chair instead of a wobble seat) -Create calm-down spaces within the classroom or school that will work for our students. E4 – Educators will welcome students back into their classroom or activity -Educators will use responsive/restitution language with students -Educators will be offering brain breaks and movement breaks throughout the day	-Students may have an opportunity to draw or write lists of items they find most useful -choice: a bucket or “Tools” A3- Self Tracking (would need to be taught, and the student would need to be comfortable with the process) -Check in conversations -Students are becoming more comfortable and open to having conversations with staff T4- Brain Breaks -Responsive Classroom Strategies (morning meetings, break spots, breaks) A4- Students can be in their classroom without disrupting the other students in the room or without disrupting the learning of others or the delivery of the lesson	
Ecole Swan River South School	Attendance Data – PowerSchool & Presence and Engagement worker anecdotal records. Academic: Student Specific Plans Behaviour: Behavior/Safety Plans/Office referrals Healthy snack/breakfast program participation numbers Co-regulation space use Counselling caseload EYE-DA/TA (Early Years Evaluation Tool) Suspension Data Provincial Assessment Communities that Care Survey	As a staff, we find it challenging to meet the overall wellness of our students: Attendance, Basic needs (food, sleep, clothing, hygiene), Academic, Behavioral, and Social-Emotional.	S1 – Students are engaged in their learning S2 –Students are on task and following routines S3 – Students feel like they belong S4 – Students willing to participate S5– Students take responsibility for their learning and actions	E1 – Educators are planned, prepared, proactive and reflective. E2 – Educators will have well established consistent routines and expectations. E3 –Educators will have established boundaries and co-constructed classroom norms. E3-Educators are building and developing relationships with students. E3-Educators are providing opportunities for connection and collaboration. E4 – Educators have created welcoming classrooms where students have consistent opportunities to have a voice, share, and be heard ex. Morning meetings/Sharing circles. E4- Educators will model strategies, mindfulness, calming and reframe challenges. E5 – Educators are using restitution language, growth mindset, and bottom lines. E5- Educators will have clear, established consistent routines and expectations. E5- Educators will effectively communicate to students and families.	T1 - Morning meetings T2 - End of day sharing circles T3 - Brain breaks T4 - Group work (established roles) T5 - Interactive learning strategies T6 - Classroom contracts T7 - Behavior Matrix T8 - Bottom lines T9 - Communication to home T10 - School based activities – student council events, and assemblies. T11 - Healthy snack and breakfast program T12 - Co-regulation space T13 - Counselling T14 - Appropriate programming A1 - Student and teacher reflection on morning meeting participation. A2 - Addition of brain breaks into lesson planning as needed Interactive learning strategies observable in classrooms and incorporated in lesson plans. A3 - Group work – increased participation. A4 - Exit slips A5 - Attendance records A6 - Teacher feedback on student engagement.	Attendance Data – PowerSchool & Presence and Engagement worker qualitative data. Academic: Student Specific Plans Behaviour: Behavior/Safety Plans/Office referrals Healthy snack/breakfast program participation numbers Co-regulation space use Counselling caseload EYE-DA/TA (Early Years Evaluation Tool) Suspension Data Provincial Assessment Communities that Care Survey

Heyes School	Blurts and Interruptions. Weak retention of information. Poor Attention Sessions Length	As a staff, we find it challenging to conduct morning meetings, circle time, large group instruction with proper conduct, minimal interruptions, and high engagement	S1 – Strong attention and engagement S2 – Polite and courteous actions as they move or relocate S3 – No interruptions. Showing patience as they wait for opportunities to speak	E1 – Interactive modelling E2 – Direct teaching, re-directing, and reminding. E3 –Clear procedures that are easily followed by kids. E4 – Co-constructed criteria to describe excellent participation.	T1 - Morning meetings, instruction time. T2 - Elders and guests having attentive audience. A1 – number of blurts/interruptions. A2 - Length of meeting times. A3 - Good understanding of information presented. A4 - Quick and easy transiting.	Observations of items listed under assessment. Tally charts for identified behaviors. Less time spent on transitions and inefficiency.
Minitonas School	UFLI class work, Dibels Assessment, AR reading Goals and Progress Reports	As a staff, we find it challenging to sustain motivation among readers who face challenges with encoding and decoding words, encouraging them to persevere and continue taking on new reading challenges.	S1 – Applying phonics and decoding strategies- Sounding out words that are unfamiliar to them and demonstrate perseverance and willingness to take risks as readers S2 – Read passages with increasing confidence and fluency- During guided reading and independent practice S3 – Set personal reading goals- Self Reflecting on their reading S4 – Show motivation and stamina as a reader- Choose to read during independent reading time	E1 – Plan and implement pull out and one-to-one reading sessions - Teachers and E.A’s will provide targeted support in decoding, fluency, and comprehension E2 – Plan small group reading groups - Use text matched to students instructional reading level, ensuring all students experience success and growth E3 – Organize UFLI lessons and groups - Planning UFLI groups based on ongoing assessment data and individual needs E4 – Model effective reading strategies - During whole class and guided reading sessions work on decoding unfamiliar words E5 – Use the gradual release of responsibility model - Plan activities that include I do, You do, We do to scaffold instruction and gradually build student independence and confidence	T1 - Home reading T2 - AR- Goal Setting T3 - Choice in books from library (at level) A1 - AR Goal Reflection (Each term) A2 - AR Testing (From each book read) A3 - UFLI strategies for reading (During class) A4 - Dibels Assessments (Each term)	Accelerated Reader (AR) Data: Number of books completed per term Average percentage correct on quizzes (showing persistence and understanding) Progress toward individual AR point goals, average book level goal Frequency of reading sessions (at home and school) Student Reflections (AR Goal Reflection (Each term)): Self-reported attitudes toward reading Evidence of goal- setting and self-evaluation Growth in reading confidence and willingness to take on new books Meeting or exceeding personal AR goals Dibels Assessment Results (Each term): Growth in phonemic awareness, oral reading fluency, and accuracy rates Reduction in decoding/ encoding errors across terms Dibels scores showing growth UFLI Strategy Application: Teacher observations noting student use of targeted decoding strategies (e.g., blending, segmenting) Increased frequency of reading strategies during guided reading instruction Improved decoding accuracy and fluency Attendance and Participation in Reading Sessions Consistent engagement in one-on-one intervention or small reading groups Fewer instances of task avoidance or incomplete reading tasks Increased frequency of reading attempts without avoidance
	Math journals Daily Math Books Tests	As a staff, we find it challenging to help students	S1 – Clearly recording their work and steps - Writing out each step of their problem- solving process	E1 – Modelling clear mathematical communication- Explicitly model how to write out steps, label work, and explain	T1 - Math journals T2 - Daily Math Books T3 - Tests/ Assessments T4 - Math Interactive Notebooks	Math Journals: Increased detail in explanation (words, numbers, equations)

	Math Interactive Notebooks	consistently record their mathematical reasoning and the steps they take to reach a solution, in a clear and organized way.	so their reasoning can be followed by someone else. S2 – Presenting their work neatly and logically - Using headings, dates, and question numbers so their work is clearly organized and easy to reference. S3 – Using their math book layout effectively - Setting out work within margins, keeping one question per section, and aligning numbers correctly. S4 – Explaining their thinking using words, numbers, diagrams, and equations- Including steps taken to describe how they got the answer they did.	reasoning during lessons. (Show examples of clear and unclear work). E2 – Setting and reinforcing consistent presentation expectations - Teach and remind students about headings, dates, margins, and numbering each lesson (Anchor charts can be displayed in classroom). E3 – Providing structured opportunities to explain thinking - Use prompts like “Explain how you know”, “What strategy did you use?” E4 – Collaboratively moderate student work - Regularly share and discuss samples of student math books in staff meetings to align expectations and consistency across classrooms.	A1 - Teacher Observation Checklist - Track frequency and quality of students’ written reasoning and organization. A2 - Student Self- Reflection - Use co-created rubrics for students to self-reflect or comment on how well they have shown their work and explained their thinking. A3 - Work Sample Comparison - Collect and compare samples to visually show improvement in how students record and explain math steps.	Increased use of math vocabulary to describe understanding Daily Math Books: Headings, dates, and question numbers consistently included Work set out neatly within margins, on lines Steps to problems are clearly shown and easy to follow Fewer incomplete or skipped steps Tests/ Assessments: Students showing working without prompts Math Interactive Notebooks Clear examples and organized notes Students connect new learning to previous strategies. Growth in how students explain “how” and “why” in their own words.
	Concerned parent emails. Emails sent home by staff. Violent Incident Reports Misbehaviour Reports In Class and Office Restitution Conversations	As a staff, we find it challenging to support students in independent problem solving and managing peer conflicts that arise during recess.	S1 – Use their WITS strategies (Walk away, Ignore, Talk it out, Seek help) to manage conflict and respond appropriately to challenging social situations. S2 – Demonstrate self-regulation skills - Choose safe and respectful ways to respond when they feel frustrated or upset. S3 – Engage in calm, respectful conversations - Talk through conflicts or misunderstandings with peers, showing curiosity and empathy. S4 – Reflect on their actions and choices - After incidents reflect to understand what worked well and what they might do differently next time. S5– Demonstrate positive social interactions - Contribute to a safe, inclusive, and respectful learning environment.	E1 – Facilitate Responsive Classroom Meetings- Discuss recess incidents, celebrate positive problem- solving, and guide students in reflecting on choices and relationships E2 – Use proactive approaches- Explicitly teach and model problem-solving (WITS), emotional regulation, and conflict- resolution strategies before challenges occur E3 – Document and follow up on incidents- Collaborate with outside supervisors and homeroom teachers to maintain consistent expectations and messaging for students across setting. Principal will also follow up on incidents as needed ensuring consistent communication and restorative follow-up E4 – Listen actively to students concerns- Validate students’ feelings, supporting them in finding respectful and safe solutions E5 – Recognize and celebrate positive problem- solving behaviours- Help build a culture of empathy, respect, and accountability	T1 - Morning Meetings T2 - Restitution Conversations T3 - Recess Activities A1 - Office referrals A2 - Keep track of morning meeting discussion topics. A3 - Parent communication	Office Referrals: Reduction in office referrals and violent incident reports related to recess or peer conflict Teacher and Supervisor Observations: Outside supervisors observe students using their WITS strategies Anecdotal evidence of more cooperative play and positive peer interactions Morning Meeting Notes: Morning meeting topics documented Class discussions shift from reactive to proactive problem solving

Swan Valley Regional Secondary School	Qualitative data -staff feedback -student feedback -guardian meetings -Attendance tracking -Credit monitoring and acquisition	As a staff, we find it challenging to ensure all stakeholders feel respected and heard, engaging in strength-based discussions about all stakeholders, develop a higher sense of citizenship and connection to self.	S1 – Ready for learning, showing up consistently and on time and fulfilling academic expectations by Staff. S2 – Strengthened relationships and connections with staff and other students. S3- Well be balanced, regulated and engaged throughout the school day. S4- Feel a sense of pride in themselves, their community, and in their relationships. S5 - Following a vernacular that reflects a growth mindset approach and resilience.	E1 –Ready to teach, showing up consistently and on time, and practice consistent behavior management strategies. E2 – Humanistic training ideals used consistently. E3 – All Staff addressing an issue when students are not adhering to norms. E4 –Planned, organized, and delivering engaging lessons with limited disruptions to lessons or learning time. E5 – Following a mindset to follow the humanistic approach. E6- Focusing curriculum on life worthy learning for students to engage with and how this can change our pedagogy as educators.	T1 - PLC Leader Staff wellness initiative. T2 - Growth mindset within classrooms. T3 - Focus on what citizenship is and how it fosters a sense of community. T4 - Grade 9 Citizenship & Connection to Self- Curriculum. T5 - Land Based Learning at all Grade Levels. T6 - Student Council Activities to promote citizenship and community engagement. T7 - RTI engagement with students and staff. A1 - Increased attendance. A2 - Completion of work assigned. A3 - Student engagement within the school community.	Completion and catch up of assignments will increase credit acquisition. Decrease of Early Intervention and At-risk letters issued, (Oct, Dec, March and May). Feedback from grade 12 Apprenticeship Level One job placement supervisors addressing students’ engagement and employability. Decrease of student suspensions. Better student attendance. Grade 12 Student Survey Feedback
	The use of AI or technology to produce student work and rote learning is being used.	As a staff, we find it challenging to challenge students to think critically about their work and to engage in higher level learning consistently due to student apathy.	S1 – Probing and challenging thoughts and assumptions that are discussed in class. S2 – Making real-world connections to work being produced. S3 – Increasing their communication skills to express individuality. S4 – Connecting material to a local/global context.	E1 – Assessing the process as well as the final product. E2 – Using an approach that emphasizes critical thinking such as questioning, analyzing and evaluating what is being taught. E3 – Using strategies like reading is thinking, close reading, and other reading to understand methodologies. E4 – Embedding literacy-rich tasks across subjects-vocational and academic. E5- Focusing on increasing media literacy and the use of AI in classrooms.	T1 - Using Reading is Thinking Strategies across all subject areas. T2 - Using AI for life-worthy learning. A1 - Growth in provincial literacy assessments and school-based benchmarks. A2 - Increased student confidence and participation in reading and writing tasks. A3 - Evidence of higher-level thinking in student work.	Provincial Assessment Data Enriched Classroom discussions Completion of assignments Increased credit acquisition
	Provincial results in Math specifically for problem solving. Qualitative responses from staff and students.	As a staff, we find it challenging to foster student grit and resilience when faced with problem solving.	S1 – Developing a higher level of resilience and growth mindset in daily tasks. S2 – Engage in daily problem solving within their classes. S3 – Engaged instead of avoidance. S4 – Can explain and justify their thinking through problems.	E1 – Focus on reasoning, flexible thinking and not just procedural fluency. E2 – Use inquiry based and real-world math tasks that encourage perseverance and grit. E3 – Implement number talks and daily mental math routines to build confidence. E4 – Critical thinking and resilience will be embedded in all learning experiences. E5 – Consistent use of growth mindset and humanistic language to foster perseverance.	T1 - Using vertical learning space strategies to engage students in problem solving through a collaborative approach. T2 - Data led interventions. T3 - Building thinking math classrooms. A1 - Increased student willingness to take risks in problem-solving. A2 - Student enrollment across Math classes. A3 - Observed improvement in students’ ability to explain and justify their thinking.	Provincial assessment data Problems are being sought out by staff and students to be solved. Increased credit acquisition

Taylor School	Staff Activity – each teacher brought their top two challenges, and then consensus was built around the top challenges.	As a staff, we find it challenging to engage students as active listeners.	S1 – Making eye contact or body position (sustained vs. alert) S2 – Taking turns S3 – Projecting voice S4 – Active participant S5– Using others names	E1 – Model/Interactive Modelling E2 – Plan for purposeful learning eg. Morning meeting topic with proactive common situations from year to year. E3 – Provide an energizer. E4 – Allow time for a response. (observing can be participating)	T1 - Morning meeting T2 - Name songs T3 - Closing circle T4 - Group work T5 - Centers A1 - Teacher observation A2 - Checklist – once a month A3 - Morning meeting length – shorter (time efficiency) A4 - Group gathering – transfer of skills	Checklist – once a month Morning meeting length – shorter (time efficiency) Teacher observation
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Data

- The Division will provide schools with Provincial baseline data and ongoing training on data analysis to build data literacy, analysis, and interpretation skills.
- The Division will provide schools with training on using granular data such as student work samples, qualitative data, and artifacts of staff trying new instructional strategies.
- Staff will refer to data to show why they chose that particular wellness, literacy, or numeracy deficit that they have decided is a top priority to address. The staff will also use their pre-identified metrics to demonstrate if their new instructional practice had an impact on it via a presentation of learning to peers and presentation to the Board of Trustees and Senior Administration on their yearly targets and progress made to date in addressing the goal.
- **Literacy and Numeracy Grant**
 - The Division allocates approximately 2.5 FTE towards kindergarten to grade 12 literacy interventions, which will serve approximately 60% of kindergarten to grade 4 students and 45% of our grade 5 to 12 students who identify as Indigenous.
 - The early years Teachers are going to explore a phonemic awareness program for kindergarten students and students requiring tier 3 interventions in early years, this grant will support the purchase, training and deployment of this addition to our Early Years Literacy Framework.
- **Indigenous Academic Achievement**
 - Division Elder/Indigenous Excellence Facilitator and two Home School Liaison's salaries are used under this grant.
 - Focuses are on family support, attendance, literacy and numeracy.
 - Indigenous Excellence in literacy and numeracy are facilitated via a different Divisional theme each month. (Grandmother's Walk, Truth and Reconciliation Week, and Every Child Matters/Seven Teachings/Inuit Education/Pipon Mamawitowin(Winter Gathering)/Mino Pimatisiwin(health & wellness)/Metis Education/Elder-Knowledge Keeper/Nikawi Aski (Earth Day)/Moose Hide Campaign/Indigenous Education) These activities are supported by the Indigenous Excellence Facilitator and the Division's Indigenous Excellence Committee, who co-plans events and learning activities that are shared back to each school.
- **English as an Additional Language**
 - The majority of these dollars go towards providing support staff for EAL learners.
 - Software subscriptions (ex. Rosetta Stone), programming from Teachers for mentoring and modelling social, academic and emotional regulation and explicit one on one interventions are funded partially via this grant.
- **Wellness, Literacy & Numeracy Targets**
 - Each school will be naming 1 to 2 goals that they want to address this school year via our process of observable impact. These goals will be posted on the Divisional website adjacent this document. The plans will be updated in June 2026 to show the impact that our strategies had on the identified targets.

Additional Grants and Student Programming

Career Development Initiative

- Swan Valley Regional Secondary School currently has an instructor at the Off-Campus Program at the Elbert Chartrand Friendship Center and a career counselor at the main campus that facilitate High School Apprenticeship Programming, and career education programming strategies with the goal of supporting students.

Technology Education

- Currently the Division offers ten technical vocational programs, plus students can take Early Childhood Education II via the Northern Lights Institute of Trades and Technology and Health Care Aid at UCN in grade 12. The Division has one regional high school that allows for a consolidation of programming and provides an above average variety to students despite being a small division. The funding for these programs is put into staffing, consumables and equipment renewal.
- Ecole Swan River South School provides Industrial Arts to grade 7 to 8 students, with the funding supporting staffing, consumables, and equipment renewal.

Learning to Age 18 Coordinator

- The Division supports all learners who are at risk of leaving school by staffing a 0.5 FTE Presence and Engagement Facilitator and a 1.0 FTE Off Campus Teacher. The Division has a standing partnership with the Elbert Chartrand Friendship Center (ECFC) to operate at their site a four day a week program for at-risk students. The Swan River Adult Education Literacy Center is also operated out of ECFC.

Early Childhood Development Initiative

- The EDI data is supplemented with our EYE-TA and EYE-DA data to identify challenges for our families, pre-school children and early years students.
- The Division provides full time kindergarten, curbside busing, Better Beginnings at each school site with a kindergarten program, developmental education programs for students with profound needs or that are not school ready, and therapeutic classrooms to build emotional regulation skills for students. Due to the needs the Division, we access Jordan's Principle funding to provide Occupational Therapy assessments and programming, psychological educational assessments, and additional speech language pathology assessments and programming for our students.
- Student Specific Plans are created for students requiring programming, including the tier 1 assessment of student and class profiles.
- Each school team, plus the Home School Liaison and Presence and Engagement Facilitator support parents and students by helping them access wrap around services, information and resources.

French Immersion Programming

- Ecole Swan River South School runs the Division's kindergarten to grade 8 program and Swan Valley Regional Secondary School provides the grade 9 to 12 programming. We currently have 3 teachers at ESRSS that teach in multi-age scenarios and 1 teacher at SVRSS that contributes to an online multi division consortium of French Immersion teachers.
- Two current teachers are uncertified, and we have been supporting these teachers to complete their education degree via leaves and other supports.
- In partnership with our French Immersion Parent Council, the Division has been working to try to revitalize the enrollment in this program. We have worked on new promotional items for kindergarten

registration and added a Better Beginnings program at ESRSS that we hope to have a French language theme.

Instructional Leadership

- The school leaders are working on learning and implementing our new framework for continuous improvement this school year. This new learning will be supported via peer collaboration, senior administration guidance, professional learning activities blended into principal meetings and Rob Fischer will be coming out to present the Framework for Leadership in two sessions (current leaders and aspiring leaders).
- The goal of the Division is to transform school leader evaluations to more of a growth-based model versus the traditional deficit-based model. Our evaluation form reflects the different components of the Framework for Leadership, and we want to facilitate our leaders reflecting on areas they want to grow in and then support the development of these new skills.

Stakeholder Development

- Swan Valley School Division, like other Manitoba school divisions, is struggling with Provincial funding that has been stagnant the past decade while costs in wages, utilities, and materials have significantly increased. Last school year we had to lay off a third of our educational assistants and 8.5 FTE of teachers due to the loss of Jordan's Principle funding. The upcoming 2026/2027 school year budget will be another difficult process.
- The Division will be starting a collaborative process to inform staff, families and the ratepayers of the challenges that lie ahead and of some scenarios the Division may pursue to provide appropriate programming but with further staffing and programming reductions. This process will include a staff meeting with Board members at each of the four communities and a public meeting with Board members at each of the four communities. Staff and community members will be given the opportunity to provide their voice via table work at the meetings and a post meeting survey.