# S.V.S.D. Multi-Year Continuous Improvement Planning

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **School or School Division:** | **Swan Valley School Division** | **Principal or Superintendent's Name:** | **Rob Tomlinson** | **Date of Submission:** | **October 23, 2026** | **Length of Planning Cycle:** | **3 to 5 Years** |

**Mission Statement:**

**To create an inspiring, learning community where all belong, contribute and succeed.**

**Vision Statement:**

**Ready to Succeed.**

**Values/ Belief Statement:**

- **Offer programs which provide relevant and meaningful education to all students, emphasizing those communication skills and basic mathematical and scientific concepts necessary to the development of critical thought and awareness of responsible citizens.**
- **Foster excellence in the delivery of our education services through regular review and monitoring of programs, thereby assuring accountability and ongoing improvement.**
- **Promote tolerance, mutual respect and responsible behaviour as the means of preserving and enhancing opportunities for all students in the Division and, more generally, as the key elements in a pluralistic democracy.**
- **Utilize technology in a manner which enhances educational programming by promoting and developing students' access to information and their ability to understand and use it productively.**
- **Focus on lifelong learning in our program planning and delivery, in the allocation of our resources, in our relations with and expectations of staff and our engagement with the community.**
- **Recognize the importance of Mamàhtawisiwin: The Wonder We Are Born With; in providing staff, students, and the community an opportunity to deepen their understanding and progress along the path to Truth and Reconciliation.**

## Geographic Profile

*Brief overview of relevant geographic information for your school or school division.*

The Swan Valley School Division is situated in the southwestern part of Manitoba, Canada. The Division has a student body of 1,467 students enrolled in schools located in the communities of Benito, Bowsman, Minitonas, and Swan River. Wuskwi Sipihk First Nation and Sapotaweyak Cree Nation send their senior years students to Swan Valley Regional Secondary School. Some students ride a bus over two hours a day to attend our regional high school, which pulls students from the Duck Mountain Provincial Park in the south and the Porcupine Provincial Park in the north.

**Strengths, Equity Issues, and/ or Challenges**

*Brief overview of specific strengths, equity issues and/or challenges unique to your local context.*

Swan Valley School Division has been a trailblazer in Manitoba for the past several decades as a technical vocational provider for secondary and post secondary students. This focus has been on identifying needs in the Valley and creating programming to address these labour deficits. This responsiveness has now evolved into post secondary programming via our Northern Lights Institute of Trades and Technology.

The Division has established a Therapeutic Schools Program that strives to build students emotional regulation skills by dedicating space and building staff's strategies to address behavioral challenges in our learners. All kindergarten to grade 8 students are provided bi-monthly lessons teaching them coping tools in a sequential way that match brain developmental stages. As well, each student creates their own mental health toolbox of strategies. This work has been supplemented in the 2025/2026 school year with professional learning and implementation of Responsive Classroom strategies in kindergarten to grade 8, and Dr. Elaine Cook's Humanistic strategies in grades 9 to 12. The Division operates three developmental education spaces. Four lead teachers received TEACCH (Treatment and Education of Autistic and Communication Handicapped Children) training from the University of North Carolina in the summer of 2026 and are working to implement this research based instructional framework into our developmental education programming.

Indigenous Excellence is a journey that is supported by our School Board and staff. We are working to move our work in this domain from presence and practice into pedagogy and permanence. The development of Cultural Arts Center at SVRSS with smudging capabilities and design elements that incorporate Indigenous themes is one example of permanence. This project was done in conjunction with Wuskwi Sipihk First Nation. Our school division has identified pedagogy targets of 10 lessons in early years and 2 lessons in senior years in each course. Staff are motivated to make this work meaningful and moving forward we must ensure that we answer the when…then question, support the development of quality instructional practices, and implement metrics that allow us to reflect and respond to meaningful data.

We are working on implementing programs such as Numeracy Achievement Program (NAP) and the University of Florida Literacy Institute's Science of Reading Framework (UFLI). These frameworks produce meaningful data that leads to our challenge of creating a system that is responsive to the learner 911's. This responsiveness needs to be tied to instructional strategies that are identified, learned, and improved by our teachers. The Division supported a Literacy Committee in the 2025/2026 school year, which produced Instructional Playbooks that focus on technical and adaptive learning for our teachers. In the 2026/2027 school year schools will be focusing on implementing the technical strategies, and will hopefully get to exploring some of the adaptive strategies. The Literacy Committee will meet again this school year to review progress to date, make necessary adjustments to the playbooks and help set the next steps in our journey to address our students' literacy deficits.

## Senior Administration Team

*Description of senior administration team (i.e., list the names of individuals and their position).*

Swan Valley School Division is led by a small team that is responsible for many organizational functions, often beyond the normal scope of their title due to our small size. The team is comprised of Jason Jersak (Maintenance Supervisor), Brad Klekta (Transportation Supervisor), Patti Hack (Student Services Achievement Coordinator), Brent Rausch (Secretary-Treasurer), Meghan Lumax (Assistant Secretary-Treasurer) and Rob Tomlinson (Superintendent).

## Student Demographics and Enrolment Trends

| Disaggregation | Number of Students | | | | | Percentage of Student Population | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
| Total student enrolment | **1441** | **1445** | **1467** | **1473** | | | | | | |
| Students receiving English as an Additional Language (EAL) services | **17** | **34** | **50** | **56** | | **1%** | **2%** | **3%** | **4%** | |
| Self-declared Indigenous students | **636** | **635** | **654** | **681** | | **44%** | **44%** | **45%** | **46%** | |
| Newcomer and/ or refugee students | **7** | **4** | **6** | **16** | | **0%** | **0%** | **0%** | **1%** | |
| Children in care of Child and Family Services (CFS) | **124** | **125** | **112** | **103** | | **9%** | **9%** | **8%** | **7%** | |
| Students receiving Tier 3 supports (EBD3, Therapeutic School Initiative, CMP, IEP, AEP, BIP) | **200** | **570** | **585** | **621** | | **14%** | **39%** | **40%** | **42%** | |

| Program | Number of Students | | | | | Percentage of Student Population | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
| English Program | **1371** | **1372** | **1398** | **1403** | | 95% | 95% | 95% | 95% | |
| French Immersion | **70** | **73** | **69** | **70** | | 5% | 5% | 5% | 5% | |
| Senior Years Technology Education Program (credits) | **1365** | **1371** | **1270** | | | | | | | |

**Staffing Profile**

| Position | Number (FTE) | | | | |
|---|---|---|---|---|---|
| | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |
| Classroom Teacher | 95 | 87.33 | 78 | 86.75 | |
| Counsellors | 5 | 5.5 | 4 | 4.50 | |
| Custodians | | | 17 | 16 | |
| Educational Assistants | 85 | 108.5 | 74 | 97 | |
| Library Technicians | | | 1 | 1 | |
| Maintenance | | | 4 | 3 | |
| Mechanics | | | 4 | 4 | |
| Numeracy Coaches | 0 | 0 | 0 | 0 | |
| Occupational Therapists | 0 | 0 | 0 | 0 | |
| Physiotherapists | 0 | 0 | 0 | 0 | |
| Principals | 7 | 7 | 7 | 7 | |
| Psychologists | 1 | 1 | 0.75 | 1 | |
| Reading Clinicians | 0 | 0 | 0 | 0 | |
| Resource Teachers | 7 | 10.5 | 10.5 | 9.75 | |
| Office Assistants | 0 | 0 | 0 | 0 | |
| Senior Administration | 5 | 5 | 5 | 6 | |
| Social Workers | 0 | 0 | 0 | 0 | |
| Speech Language Pathologists | 1 | 0 | 0.8 | 0.8 | |
| Teachers supporting special needs low enrollment classes | 1 | 2 | 3 | 3 | |
| Vice Principals | 3 | 3 | 3 | 3 | |
| Prescence and Engagement Facilitator | 1 | 2 | 1 | 0.5 | |
| Technology Facilitator | 0.5 | 0.5 | 0 | 0 | |
| Better Beginnings/Sensory Gym Facilitator | 0.5 | 0.5 | 0 | 0 | |
| Other Support Staff – *Secretaries, Kitchen, NITT, Technology, Finance, Admin Assistant* | | | 25 | 25 | |
| **Education for Sustainable Development** | | | | | |
| ** Number of Schools in the Division | 7 | 7 | 7 | 7 | |
| ** Number of schools with an ESD plan | | | | | |

**Student Attendance Planning**

*Describe the processes and strategies in place to support student attendance.*

The Division has a 0.5 FTE Presence & Engagement Facilitator position (1.0 FTE) that has been filled since September 2023. The focus of this position has been on building regular attendance at our schools. The Division has updated Administrative Procedure 120: Student Attendance (https://media.svsd.ca/media/Default/frf/120-student-attendance-october-19-2026.6f56fb10070.pdf) to support this initiative and the following outcomes have been created to guide our Presence and Engagement work:

**Data Dashboard**

**Outcome 1** – Administrative Secretary for Divisional Student Information System to support data collection. P & E Facilitator to create and maintain a data dashboard. Rob to support creation of the report template. Data to include attendance stats, chronic and severe chronic students, documentation of interventions, and trends in causality.

**Outcome 2** – Presence & Engagement Facilitator to produce monthly update for committee, student services and principal meetings.

**Outcome 3** - P & E Facilitator to present 25/26 and future school years' data to Board to identify the trends in attendance data, work done to address issues and the portfolio's next step.

**Outcome 4** - Reports shared at Principal Meetings and Student Service Meetings as standing agenda item.

**Outcome 5** - Presence & Engagement Facilitator to present to the Board every June on the outcomes of this document.

**Measures to Prevent Absenteeism** – Provincial Document and Sprick's work, P & E Facilitator to support school teams in proactive attendance initiatives. To be reported out annually to principal meeting and Board.

**Outcome 6** – Produce a social media, mailouts, and public (ex. Posters and Star & Times Article) presence around Attendance

**Outcome 7** – Establish pro-active in school practices to reinforce attendance that are research based (e.g. Implement tools found at Education Works).

**Outcome 8** – Identify non-attenders (severe chronic level) from the 2025/2026 school year and meet with them to early identify attendance barriers to address them. Produce a list of students, challenges and prescribed interventions. Target specific causalities with interventions.

**Outcome 9** – implement the threshold responses when students are demonstrating absenteeism.

**Outcome 10** – From the day 3 contact forward, all communication/determining factors/interventions will be recorded into CLEVR (MB Attendance Form).

**Outcome 11** – When the sample size of students not attending due to a single causality is significant, the committee will research and implement a targeted intervention to see if it positively impacts the sample group.

**Presence & Engagement Facilitator's Role**

**Outcome 12** - Provide proactive strategies to schools and support implementation with resources and training.

**Outcome 13** - Targeted social media posts, public presence, and mailouts to families.

**Outcome 14** - Provide and document intervention support for chronic and severe chronic absenteeism students.

**Outcome 15** - Collaborate with school teams to create a clearinghouse of effective strategies.

**Outcome 16** – Produce a weekly report for K to 8 students with 8 or more absences and high school students with 10 or more absences.

**School Team's Role**

**Outcome 17** - Support proactive strategy development and implementation.
**Outcome 18** - Be responsive to early targeted interventions when required as per updated AP.
**Outcome 19** - Be supportive of Shannon when you have cases of chronic and severe-chronic absenteeism via in-house documentation of the steps prior to chronic state, support with home visits/school meetings, implementation of research-based interventions, and transparency to the school community regarding its attendance data.
**Outcome 20** – Commit to a monthly meeting with Shannon to review cases, preventive strategies and reactive interventions documented with minutes. (ex. Wednesday afternoons, doesn't have to be in-person)
**Outcome 21** – Designate a case manager for students with severe chronic attendance.
**Divisional Role**
**Outcome 22** – Provide opportunities for training related to Presence and Engagement such as PowerSchool data, CLVR documentation, Excel Data Dashboards, and Interventions.
**Outcome 23** – Ensure the Administration Procedure 120: Student Attendance clearly defines the work needed to support attendance.
**Outcome 24** – Work to promote the funding of staffing to support presence and engagement roles.
**Outcome 25** – Commit to supportive structures and provisions for attendance such as curb side busing, busing students in living less than 1.6 km from their school, elders in the schools, providing school supplies, nutrition program, and winter clothing.
**Outcome 26** – Supply monitoring systems such as CLEVR to track interventions and to provide data (PowerSchool).
**Outcome 27** – Three meetings with P & E Facilitator (November, March, & June) with Student Services Achievement Coordinator and Superintendent.

**Planning Process and Stakeholder Involvement**

In the 2025/2026 school year the Division's Senior Administrators and Board of Trustees conducted consultation meetings with the staff from every school and with the public/parents in every community with a school. These consultations communicated the Division's current realities and sought feedback from stakeholders to identify areas that the Division should continue to focus on in terms of its continuous improvement plan.
The school leaders also worked through the Division's new Observable Impact school planning cycle for the first time. School teams identified their instructional challenges, verified those challenges with data, created the vision of what students would be doing if the challenge was addressed, co-constructed with staff what staff would be doing if the challenge was addressed, worked on professional development to implement new instructional practices targeting the instructional challenge and celebrated their progress at the end of the year with a school impact presentation to the Board of Trustees.

**Strategic Plan Details**

**Priority Area:**

■ Literacy ☐ Numeracy ☐ Well-Being ☐ Other (please specify)

**Pillar(s) for Student Success:**
*Identify the Pillar(s) for Student Success that most closely aligns with the priority/ focus area.*

- Implementation of the Literacy Playbook – Technical.
- Implementation of the Literacy Playbook – Adaptive.
- Implementation of Direct Instructional practices.

**Baseline Data:**
*Provide a triangulation and analysis of current baseline data as a starting point to inform planning direction.*

**Grade 3 Entry - Reading in English - English Program**
**Percentage of students meeting expectations in all three sub-**
**SWAN VALLEY SCHOOL DIVISION**

| Year | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 | Fall 2024 | Fall 2025 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Provincial** | **46.4%** | **47.3%** | **47.2%** | **47.4%** | **49.3%** | **-** | **44.9%** | **45.7%** | **44.6%** | **44.9%** | **45.3%** |
| **Divisional** | **35.6%** | **41.8%** | **46.3%** | **46.7%** | **40.8%** | **-** | **31.2%** | **28.6%** | **34.9%** | **47.7%** | **37.4%** |
| Males | 31.5% | 43.8% | 40.0% | 52.1% | 35.4% | - | 26.9% | 23.5% | 30.4% | 37.0% | 36.6% |
| Females | 40.4% | 37.8% | 52.0% | 40.5% | 46.0% | - | 36.6% | 35.0% | 40.0% | 61.5% | 38.0% |
| Indigenous | 21.7% | 23.1% | 29.3% | 38.5% | 25.0% | - | 17.4% | 18.4% | 15.8% | 30.3% | 35.6% |
| Non-Indigenous | 47.3% | 52.1% | 59.3% | 52.9% | 51.7% | - | 44.7% | 35.8% | 50.0% | 58.5% | 39.1% |
| Non-EAL | 35.6% | 41.8% | 46.8% | 46.1% | 40.8% | - | 31.2% | 28.6% | 34.5% | 45.8% | 36.4% |
| Pupils receiving EAL services | n/a | n/a | * | * | n/a | - | n/a | n/a | * | * | * |
| Non-CFS | 36.1% | 42.6% | 47.2% | 47.2% | 43.5% | - | 33.3% | 28.9% | 37.0% | 48.2% | 39.8% |
| Pupils under the care of CFS | * | * | * | * | * | - | * | * | * | * | * |

## Grade 3 Entry - Reading in English - French Immersion Program
## Percentage of students meeting expectations in all three sub-
## SWAN VALLEY SCHOOL DIVISION

| Year | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 | Fall 2024 | Fall 2025 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Provincial** | **64.8%** | **67.7%** | **63.8%** | **67.6%** | **66.8%** | **-** | **59.8%** | **60.0%** | **62.7%** | **61.0%** | **57.0%** |
| **Divisional** | **45.5%** | **42.9%** | **27.3%** | ***** | ***** | **-** | ***** | ***** | ***** | ***** | **45.5%** |
| Males | * | * | * | * | * | - | * | * | * | * | * |
| Females | * | * | * | * | * | - | * | * | * | * | * |
| Indigenous | * | * | * | * | n/a | - | * | * | * | * | n/a |
| Non-Indigenous | * | * | * | * | * | - | * | * | * | * | 45.5% |
| Non-EAL | 45.5% | 42.9% | 27.3% | * | * | - | * | * | * | * | 40.0% |
| Pupils receiving EAL services | n/a | n/a | n/a | n/a | n/a | - | n/a | n/a | n/a | n/a | * |
| Non-CFS | 45.5% | 42.9% | 27.3% | * | * | - | * | * | * | * | 45.5% |
| Pupils under the care of CFS | n/a | n/a | n/a | n/a | n/a | - | n/a | n/a | n/a | n/a | n/a |

**DIVISIONAL AND SCHOOL-BY-SCHOOL PROFILE—AVERAGE PERCENTAGE SCORES**

GRADE 12 ENGLISH LANGUAGE ARTS STANDARDS TEST (JANUARY 2025)

ENGLISH PROGRAM

SCHOOL DIVISION: SWAN VALLEY SCHOOL DIVISION

NUMBER OF SCHOOLS WRITING: 1

| *School Code* | *Number of Students Writing* | *Number of Students Included in Reporting*[1] | *Number of Students for Whom at Least One Adaptation Was Granted* | **MEAN SCORE BY GENERAL OUTCOME (%)** | | | | | **MEAN SCORE BY TEST COMPONENT (%)** | | **TOTAL SCORE (%)** | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | *1.0* | *2.0* | *3.0* | *4.0* | *5.0* | *Responding to Text* | *Process Booklet Tasks* | *Pass Rate*[2] | *Mean* |
| *Province*[3] | 8125 | 7947 | 1166 | 64.9 | 63.3 | 62.5 | 72.3 | 66.2 | 64.3 | 70.3 | 85.6 | 68.4 |
| *Division* | 68 | 68 | 9 | 45.3 | 51.4 | 53.8 | 66.3 | 44.1 | 48.1 | 63.8 | 67.6 | 58.2 |
| 1576 | 68 | 68 | 9 | 45.3 | 51.4 | 53.8 | 66.3 | 44.1 | 48.1 | 63.8 | 67.6 | 58.2 |

**LEGEND:** **GENERAL OUTCOME**

1.0 Explore thoughts, ideas, feelings, and experiences
2.0 Comprehend and respond personally and critically to oral, literary, and media texts
3.0 Manage ideas and information
4.0 Enhance the clarity and artistry of communication
5.0 Celebrate and build community

**DIVISIONAL AND SCHOOL-BY-SCHOOL PROFILE—AVERAGE PERCENTAGE SCORES**

GRADE 12 ENGLISH LANGUAGE ARTS STANDARDS TEST (MAY 2025)

ALL PROGRAMS

SCHOOL DIVISION: SWAN VALLEY SCHOOL DIVISION
NUMBER OF SCHOOLS WRITING: 1

| *School Code* | *Number of Students Writing* | *Number of Students Included in Reporting*[1] | *Number of Students for Whom at Least One Adaptation Was Granted* | **MEAN SCORE BY GENERAL OUTCOME (%)** | | | | | **MEAN SCORE BY TEST COMPONENT (%)** | | **TOTAL SCORE (%)** | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | *1.0* | *2.0* | *3.0* | *4.0* | *5.0* | *Responding to Text* | *Process Booklet Tasks* | *Pass Rate*[2] | *Mean* |
| *Province*[3] | 6551 | 6250 | 1158 | 63.7 | 61.0 | 62.2 | 71.7 | 56.1 | 61.1 | 69.8 | 83.2 | 66.8 |
| *Division* | 16 | 16 | 3 | 44.4 | 45.8 | 46.3 | 67.8 | 46.3 | 45.4 | 63.5 | 81.3 | 57.4 |
| 1576 | 16 | 16 | 3 | 44.4 | 45.8 | 46.3 | 67.8 | 46.3 | 45.4 | 63.5 | 81.3 | 57.4 |

**LEGEND:** **GENERAL OUTCOME**

1.0 Explore thoughts, ideas, feelings, and experiences
2.0 Comprehend and respond personally and critically to oral, literary, and media texts
3.0 Manage ideas and information
4.0 Enhance the clarity and artistry of communication
5.0 Celebrate and build community

**DIVISIONAL AND SCHOOL-BY-SCHOOL PROFILE—AVERAGE PERCENTAGE SCORES**

GRADE 12 ENGLISH LANGUAGE ARTS STANDARDS TEST (MAY 2025)

ENGLISH PROGRAM

SCHOOL DIVISION: SWAN VALLEY SCHOOL DIVISION

NUMBER OF SCHOOLS WRITING: 1

| School Code | Number of Students Writing | Number of Students Included in Reporting[1] | Number of Students for Whom at Least One Adaptation Was Granted | MEAN SCORE BY GENERAL OUTCOME (%) | | | | | MEAN SCORE BY TEST COMPONENT (%) | | TOTAL SCORE (%) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 | Responding to Text | Process Booklet Tasks | Pass Rate[2] | Mean |
| Province[3] | 6551 | 6250 | 1158 | 63.7 | 61.0 | 62.2 | 71.7 | 56.1 | 61.1 | 69.8 | 83.2 | 66.8 |
| Division | 15 | 15 | 3 | 44.7 | 45.8 | 46.7 | 67.7 | 48.0 | 45.8 | 63.5 | 80.0 | 57.5 |
| 1576 | 15 | 15 | 3 | 44.7 | 45.8 | 46.7 | 67.7 | 48.0 | 45.8 | 63.5 | 80.0 | 57.5 |

**LEGEND: GENERAL OUTCOME**

1.0 Explore thoughts, ideas, feelings, and experiences
2.0 Comprehend and respond personally and critically to oral, literary, and media texts
3.0 Manage ideas and information
4.0 Enhance the clarity and artistry of communication
5.0 Celebrate and build community

This Divisional data will be supplemented by each school as they determine the literacy instructional challenges they feel need to be addressed. Each school's continuous improvement plan will include:

- Data sources
- Data collected
- Qualitative and quantitative data options
- Ensure triangulation of data – include multiple points of data
- **QUANTITATIVE**
    - information that can be quantified, meaning it can be counted, measured, and expressed numerically
    - **Quantitative Examples**
        - Report card data
        - Provincial assessments
        - Classroom-Based assessments
- **QUALITATIVE**
    - descriptive information that focuses on qualities, characteristics, and concepts rather than numbers or statistics
    - **Qualitative examples**
        - Observations-video, photos
        - Conversations

<table>
<tr><td></td><td colspan="5">▪ Interviews<br>▪ Teacher feedback</td></tr>
<tr><td>Focus Area:<br>Identify a specific focus area to work on, based on data analysis.</td><td colspan="5">Each school and department within that school, if applicable, will determine what their instructional challenge is in relation to literacy. Schools will use specific and descriptive language to co-construct their instructional challenge that is verified via triangulation of data.</td></tr>
<tr><td>Multi-Year Strategic Goal/Aim:<br>Identify a multi-year strategic goal/aim that:<br>• makes clear what the plan hopes to accomplish in the end;<br>• engages with the baseline data; and<br>• connects to the current level of performance and student needs.<br>Consideration must be given to all students in all languages of instruction, Indigenous students, and English as an Additional Language (EAL) students.</td><td colspan="5">The goal in SVSD is to have school co-construct their continuous improvement plan that fits within the Division's parameters of support in terms of the current document Vision of a Responsive Culture of Wellness and the future documents of Vision of a Literate Learner and Vision of a Numerate Learner.<br><br>Each School Plan will include:<br>1. Data – our current reality.<br>2. Instructional Challenge - Our staff finds it challenging to meeting the needs of our student in _____. This literacy focus should be specific and descriptive, developed collaboratively with staff and be supported by triangulation of data.<br>3. Vision with Observable Criteria - What will we see students doing and demonstrating? What will we see educators doing and demonstrating? What tasks and activities will we see in the classrooms? What assessment criteria and tools will be used to measure growth? This section IS CO – CONSTRUCTED with staff THOUGHOUT THE YEAR . It makes the "success criteria clear" (i.e. when our challenge is resolved, this is what we will see). Observable statements are specific and descriptive. Vision paints the picture of what we would see in the classroom as a result of the Collaborative Teacher Team and PD Day work.<br>4. Professional Development Plan – a month-to-month plan of how the school will change and build new instructional practices into their professional repertoires to address the instructional challenges.<br>5. Presentation of Impact – at the end of the year schools will present an overview of their instructional challenge, their new learning to address that challenge, and the impact they had on the challenge.</td></tr>
<tr><td>Annual SMART Goals:<br>Record an annual SMART goal for every year of your plan, that:<br>• is based on engagement with the baseline data; and<br>• aligns with your larger multi-year strategic goal and what you hope to accomplish.</td><td>2024-25</td><td>2025-26</td><td>2026-27</td><td>2027-28</td><td>2028-29</td></tr>
<tr><td></td><td>• Create a staffing plan that creates dedicated instructional coaches and P.L.C. time for our K to 8 staff for the 2024/2025 school year.<br>• Implement Jim Knight's Impact Cycle work into our teacher evaluation system to improve literacy instruction by training one third of our school leaders by June 2025.<br>• By December 20, 2024 the Board will have participated in a workshop to narrow the focus of the S.V.S.D. Strategic</td><td>• Due to a large deficit budget, the Division did not:<br>○ Deploy a staffing plan that creates dedicated instructional coaches and P.L.C. time for our 9 to 12 staff for the</td><td>• All schools will follow the Observable Impact Cycle this school year and focus on literacy instructional challenges that are addressed by implementing new research based instructional strategies.</td><td></td><td></td></tr>
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| | | | | | |
|---|---|---|---|---|---|
| | Plan (CIP) from a multitude of product-based items to a process-based plan that focuses on 3 to 4 areas where we are not meeting our students' learning needs.<br>• By December 20, 2024 the school leader group will work to validate and identify areas of needed growth for teachers to meet outcomes where are students are not being successful based on the narrowed focus of the S.V.S.D. renewed Strategic Plan.<br>• By January 31, 2025 all teachers in the Division will have an opportunity to learn about the possible move towards P.L.C. work in the Division and how that will support their growth in meeting our students' learning needs.<br>• By June 27, 2025 S.V.S.D. will have hired an instructional coach, built in a process where all K-8 homeroom teachers have dedicated P.L.C. time and created a shared consensus of mission in how we will leverage this work to meet the needs of our students by building our teachers' instructional strategies to target specific outcomes within our teaching frameworks. | 2025/2026 school year.<br>○ Execute P.L.C. work for all K to 8 homeroom staff starting in October 2025.<br>• Implement Jim Knight's Impact Cycle work into our teacher evaluation system to improve literacy instruction by training one third of our school leaders by September 2025. *Some school principals experimented with this work, but it was not adopted system wide.<br>• All schools piloted the Division's Continuous Improvement Plan that uses the Observable Impact Cycle. (see Attached) | • All schools will implement all components of the Literacy Technical Instructional Playbook.<br>• All schools will become familiar with the Literacy Adaptive Instructional Playbook and possibly try some new instructional practices from it. | | |
| **Success Criteria:**<br>*Describe the specific success criteria for your annual SMART goals.* | **2023-24** | **2024-25** | **2025-26** | **2026-27** | **2027-28** |
| | • Narrowed focus of our Strategic Plan.<br>• A process driven P.L.C. for K to 8 homeroom teachers created and ready to launch in September 2025.<br>• School Leaders applying the Impact Cycle to their staff evaluations to create a process where we do evaluations with staff versus to staff, thus creating sustained improvement in teacher practice.<br>• School leaders and teachers will have built consensus and understanding around how we will leverage P.L.C. work to improve student outcomes. | • All K to 8 homeroom teachers will be completing two to three sprints per school year that focus on specific observable student outcomes and teacher practices.<br>• Two thirds of our school leaders will be implementing the Impact Cycle to our teacher evaluation process, thus increasing the impact of that work on improving teaching practices. | • All K to 12 teachers and school leaders will have completed an Observable Impact Cycle to build a clear understanding of the co-construction philosophy and to tie that instructional challenges are best addressed via changing the professionals' practices to target student deficits. | • Strengthen to connection between instructional challenges and data.<br>• Target our professional development time to target building the why within our instructional challenges, build professional capacity by adding instructional practices to teacher's daily repertoires, and | • Division to have the Literacy Committee, which has representatives from all schools, create a Vision of a Literate Learner. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | • Build school leader capacity in leading continuous improvement plans, using data to help staff identify instructional challenges, leading professional learning to address deficits related to students and teaching practices, and to summarize this work in a school presentation of impact. | measure whether the new strategies addressed the instructional challenge. | |
| **School Year:** **2024/2025** | **Action Steps:** *Include a list of planned action steps (strategies) to achieve your annual SMART goals.* | **Resources:** *Include a list of resources necessary for the implementation of the action steps.*<br>• Reallocation of staff resources to create an instructional coach position for K to 8 schools in the 2025/2026 staff plan.<br>• Training for school leaders and instructional coach in P.L.C. process.<br>• Time and training to support the school leaders through their evaluation process to implement the Impact Cycle into their leadership work in evaluating staff. | **Person(s) Responsible for Implementation of the Action Steps:** *Identify the person(s) responsible for implementation of the action steps for your annual SMART goals*<br>• Board<br>• School Leaders<br>• Senior Leaders | **Timeline:** *Include estimated beginning and end dates.*<br>• All school year. | **Data Sets and Artifacts:** *Include a list of data sets and artifacts that will be used to measures progress for your annual SMART goals.*<br>• Revised Strategic Plan.<br>• Planning document for the implementation of S.V.S.D. P.L.C. work.<br>• Staff evaluations that focus on growth versus just feedback.<br>• Staff meeting and school leader meeting minutes that demonstrate consensus has been built around the strategic goals and the processes to achieve those goals. | **Person(s) Responsible for Monitoring the Plan:** *Identify the person(s) responsible for identifying benchmarks, monitoring progress, determining corrective course of actions as necessary, and refining the plan overtime.*<br>• Superintendent and Student Service Coordinator<br>• School Leaders<br>• Board |
| **2025-2026** | | • Training for school leaders at principal meetings on the Observable Impact Cycle.<br>• Development of the tools school leaders can use to facilitate the Division's Continuous Improvement Plan. | • Board<br>• School Leaders<br>• Senior Leaders | • All school year. | • Principal Meeting Minutes.<br>• School Leader TEAM's channel dedicated as a clearinghouse of | • Superintendent and Student Service Coordinator<br>• School Leaders |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | Observable Impact resources to facilitate the CIP at the school level.<br>• School Plans created in the Fall that met the criteria of Observable Impact.<br>• Principals and school teams presented to the Board of Trustees their School Impact Presentations. | |
| **2026-2027** | | • Ingrid Gross hired as a consultant to support the growth of school leaders in facilitating the Observable Impact Cycle.<br>• Division has created a Division Leadership Team (DLT) to identify areas the school leaders need support in and to work with Ingrid Gross and senior administration in addresses those areas of need thought professional development. | • Teachers<br>• Principals<br>• Senior Administration | • All school year. | • Improved school plans.<br>• Documented co-construction of the plan with teachers.<br>• Multiple data points to demonstrate that the instructional challenge is valid and that the impact of the instructional practices are valid and reliable.<br>• Improved School Presentations of Impact that show that the improvement or addition of instructional practices addressed the instructional challenge. | • Principals<br>• Senior Administration. |

**Priority Area:**

☐ Literacy ■ Numeracy ☐ Well-Being ☐ Other (please specify)

**Pillar(s) for Student Success:**
*Identify the Pillar(s) for Student Success that most closely aligns with the priority/ focus area.*

- Implementation of Direct Instructional practices.
- Fidelity of practice in relation to the Manitoba Rural Learning Consortium's Numeracy Achievement Project in Grades 1 to 9.

**Baseline Data:**
*Provide a triangulation and analysis of current baseline data as a starting point to inform planning direction.*

**Numeracy - Grade 3 Entry - English Program**
**Percentage of students meeting expectations in all four sub-**
**SWAN VALLEY SCHOOL DIVISION**

| Year | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 | Fall 2024 | Fall 2025 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Provincial** | **34.2%** | **34.6%** | **35.2%** | **35.9%** | **35.6%** | - | **32.6%** | **34.5%** | **35.6%** | **34.7%** | **36.0%** |
| **Divisional** | **17.8%** | **41.8%** | **38.9%** | **25.6%** | **31.6%** | - | **36.6%** | **14.3%** | **26.7%** | **24.4%** | **24.2%** |
| Males | 22.2% | 43.8% | 44.4% | 33.3% | 35.4% | - | 44.2% | 21.6% | 26.1% | 28.3% | 36.6% |
| Females | 12.8% | 37.8% | 34.0% | 16.7% | 28.0% | - | 26.8% | 5.0% | 27.5% | 20.5% | 14.0% |
| Indigenous | 15.2% | 25.6% | 26.8% | 15.4% | 25.0% | - | 23.9% | 7.9% | 15.8% | 15.2% | 22.2% |
| Non-Indigenous | 20.0% | 50.7% | 48.1% | 33.3% | 36.2% | - | 48.9% | 18.9% | 35.4% | 30.2% | 26.1% |
| Non-EAL | 17.8% | 41.8% | 39.4% | 25.8% | 31.6% | - | 36.6% | 14.3% | 26.2% | 21.7% | 22.7% |
| Pupils receiving EAL services | n/a | n/a | * | * | n/a | - | n/a | n/a | * | * | * |
| Non-CFS | 18.6% | 42.6% | 40.4% | 25.8% | 33.7% | - | 39.3% | 14.4% | 27.2% | 24.1% | 25.3% |
| Pupils under the care of CFS | * | * | * | * | * | - | * | * | * | * | * |

**Numeracy - Grade 3 Entry - French Immersion Program**
**Percentage of students meeting expectations in all four sub-**
**SWAN VALLEY SCHOOL DIVISION**

| Year | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 | Fall 2024 | Fall 2025 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Provincial** | **46.7%** | **44.9%** | **46.1%** | **44.4%** | **43.8%** | - | **41.8%** | **40.4%** | **43.0%** | **44.0%** | **43.5%** |
| **Divisional** | **90.9%** | **78.6%** | **63.6%** | * | * | - | * | * | * | * | **54.5%** |
| Males | * | * | * | * | * | - | * | * | * | * | * |
| Females | * | * | * | * | * | - | * | * | * | * | * |
| Indigenous | * | * | * | * | n/a | - | * | * | * | * | n/a |
| Non-Indigenous | * | * | * | * | * | - | * | * | * | * | 54.5% |
| Non-EAL | 90.9% | 78.6% | 63.6% | * | * | - | * | * | * | * | 50.0% |
| Pupils receiving EAL services | n/a | n/a | n/a | n/a | n/a | - | n/a | n/a | n/a | n/a | * |
| Non-CFS | 90.9% | 78.6% | 63.6% | * | * | - | * | * | * | * | 54.5% |
| Pupils under the care of CFS | n/a | n/a | n/a | n/a | n/a | - | n/a | n/a | n/a | n/a | n/a |

Use of the Numeracy Achievement Project Data to identify instructional challenges in data from multiple years. Example:

| | | | | |
|---|---|---|---|---|
| #25 | 33% | 8SS4 | Develop and apply formulas for determining the volume of right prisms and right cylinders. |
| #19 | 33% | 6PR4 | Demonstrate and explain the meaning of preservation of equality, concretely, pictorially, and symbolically. |
| #14 | 33% | 7PR6 | Model and solve problems that can be represented by one-step linear equations of the form x + a = b, concretely, pictorially, and symbolically, where a and b are integers. |
| #30 | 32% | 5SS6 | Identify and sort quadrilaterals, including rectangles, squares, trapezoids, parallelograms, and rhombuses according to their attributes. |
| #28 | 32% | 8SP1 | Critique ways in which data are presented. |
| #43 | 32% | 7SP6 | Conduct a probability experiment to compare the theoretical probability (determined using a tree diagram, table, or another graphic organizer) and experimental probability of two independent events. |
| #27 | 30% | 9SS2 | Determine the surface area of composite 3-D objects to solve problems. |
| #14 | 29% | 5N7 | Demonstrate an understanding of fractions by using concrete and pictorial representations to Q create sets of equivalent fractions Q compare fractions with like and unlike denominators |
| #19 | 29% | 5N10 | Compare and order decimals (tenths, hundredths, thousandths) by using benchmarks, place value, and equivalent decimals. |
| #29 | 29% | 5SS5 | Describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes, that are parallel, intersecting, perpendicular, vertical, and horizontal. |
| #20 | 28% | 8PR2 | Model and solve problems using linear equations of the form: ax = b; x/a = b, a ? 0; ax + b = c; x/a + b = c, a ? 0; a(x + b) = c, concretely, pictorially, and symbolically, where a, b, and c are integers. |
| #21 | 27% | 5N11 | Demonstrate an understanding of addition and subtraction of decimals (to thousandths), concretely, pictorially, and symbolically, by using personal strategies, using the standard algorithms, using estimation, and solving problems. |
| #27 | 25% | 7N5 | Demonstrate an understanding of adding and subtracting positive fractions and mixed numbers, with like and unlike denominators, concretely, pictorially, and symbolically (limited to positive sums and differences). |
| #32 | 21% | 7SS2 | Develop and apply a formula for determining the area of triangles, parallelograms, and circles. |
| #10 | 17% | 8N6 | Demonstrate an understanding of multiplying and dividing positive fractions and mixed numbers, concretely, pictorially, and symbolically. |
| #24 | 17% | 8SS3 | Determine the surface area of right rectangular prisms, right triangular prisms, and right cylinders to solve problems. |
| #15 | 13% | 8N8 | Solve problems involving positive rational numbers. |
| #38 | 6% | 6SS6 | Perform a combination of transformations (translations, rotations, or reflections) on a single 2-D shape, and draw and describe the image. |
| #16 | 4% | 8N8 | Solve problems involving positive rational numbers. |
| #36 | 3% | 7SP2 | Determine the effect on the mean, median, and mode when an outlier is included in a data set. |

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| **Focus Area:**<br>*Identify a specific focus area to work on, based on data analysis.* | Each school and department within that school, if applicable, will determine what their instructional challenge is in relation to numeracy. Schools will use specific and descriptive language to co-construct their instructional challenge that is verified via triangulation of data. |
| **Multi-Year Strategic Goal/Aim:**<br>*Identify a multi-year strategic goal/aim that:*<br>• *makes clear what the plan hopes to accomplish in the end;*<br>• *engages with the baseline data; and*<br>• *connects to the current level of performance and student needs.*<br>*Consideration must be given to all students in all languages of instruction, Indigenous students, and* | The goal in SVSD is to have school co-construct their continuous improvement plan that fits within the Division's parameters of support in terms of the current document Vision of a Responsive Culture of Wellness and the future documents of Vision of a Literate Learner and Vision of a Numerate Learner.<br><br>Each School Plan will include:<br>1. Data – our current reality.<br>2. Instructional Challenge - Our staff finds it challenging to meeting the needs of our student in _____. This literacy focus should be specific and descriptive, developed collaboratively with staff and be supported by triangulation of data.<br>3. Vision with Observable Criteria - What will we see students doing and demonstrating? What will we see educators doing and demonstrating? What tasks and activities will we see in the classrooms? What assessment criteria and tools will be used to measure growth? This section IS CO – CONSTRUCTED with staff THOUGHOUT THE YEAR . It makes the "success |

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| *English as an Additional Language (EAL) students.* | criteria clear" (i.e. when our challenge is resolved, this is what we will see). Observable statements are specific and descriptive. Vision paints the picture of what we would see in the classroom as a result of the Collaborative Teacher Team and PD Day work.<br>4. Professional Development Plan – a month-to-month plan of how the school will change and build new instructional practices into their professional repertoires to address the instructional challenges.<br>5. Presentation of Impact – at the end of the year schools will present an overview of their instructional challenge, their new learning to address that challenge, and the impact they had on the challenge. |

| **Annual SMART Goals:**<br>*Record an annual SMART goal for every year of your plan, that:*<br>• *is based on engagement with the baseline data; and*<br>• *aligns with your larger multi-year strategic goal and what you hope to accomplish.* | **2024-25** | **2025-26** | **2026-27** | **2027-28** | **2028-29** |
|---|---|---|---|---|---|
| | • Create a staffing plan that creates dedicated instructional coaches and P.L.C. time for our K to 8 staff for the 2024/2025 school year by June 2025.<br>• Implement Jim Knight's Impact Cycle work into our teacher evaluation system to improve literacy instruction for one third of our school leaders by June 2025.<br>• By December 20, 2024 the Board will have participated in a workshop to narrow the focus of the S.V.S.D. Strategic Plan (CIP) from a multitude of product-based items to a process-based plan that focuses on 3 to 4 areas where we are not meeting our students' learning needs.<br>• By December 20, 2024 the school leader group will work to validate and identify areas of needed growth for teachers to meet outcomes where are students are not being successful based on the narrowed focus of the S.V.S.D. renewed Strategic Plan.<br>• By January 31, 2025 all teachers in the Division will participate in a consensus making activity to learn about the move towards P.L.C. work in the Division and how that will support their growth in meeting our students' learning needs.<br>• By June 27, 2025 S.V.S.D. will have hired an instructional coach, built in a process where all K-8 homeroom | • Due to a large deficit budget, the Division did not:<br>○ Deploy a staffing plan that creates dedicated instructional coaches and P.L.C. time for our 9 to 12 staff for the 2025/2026 school year.<br>○ Execute P.L.C. work for all K to 8 homeroom staff starting in October 2025.<br>• Implement Jim Knight's Impact Cycle work into our teacher evaluation system to improve literacy instruction by training one third of our school leaders by September 2025. *Some school principals experimented with this work, but it was not adopted system wide.<br>• All schools piloted the Division's Continuous Improvement Plan that uses the Observable | • All schools will follow the Observable Impact Cycle this school year and focus on literacy instructional challenges that are addressed by implementing new research based instructional strategies. | • Schools to weave the Numeracy Achievement Project's Instructional Playbook into their instructional challenge to address deficits the data is demonstrating. | • Division to create a Numeracy Committee and create a Vision of a Numerate Learner. |

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|---|---|---|---|---|---|
| | teachers have dedicated P.L.C. time and created a shared consensus of mission in how we will leverage this work to meet the needs of our students by building our teachers' instructional strategies to target specific outcomes within our teaching frameworks. | Impact Cycle. (see Attached) | | | |

| **Success Criteria:** *Describe the specific success criteria for your annual SMART goals.* | **2024-25** | **2025-26** | **2026-27** | **2027-28** | **2028-29** |
|---|---|---|---|---|---|
| | • Narrowed focus of our Strategic Plan.<br>• P.L.C.'s for K to 8 teachers created and ready to launch in September 2025.<br>• School Leaders applying the Impact Cycle to their staff evaluations to create a process where we do evaluations with staff versus to staff, thus creating sustained improvement in teacher practice.<br>• School leaders and teachers will have built consensus and understanding around how we will leverage P.L.C. work to improve student outcomes. | • All K to 12 teachers and school leaders will have completed an Observable Impact Cycle to build a clear understanding of the co-construction philosophy and to tie that instructional challenges are best addressed via changing the professionals' practices to target student deficits.<br>• Build school leader capacity in leading continuous improvement plans, using data to help staff identify instructional challenges, leading professional learning to address deficits related to students and teaching practices, and to summarize this work in a school presentation of impact. | • Strengthen to connection between instructional challenges and data.<br>• Target our professional development time to target building the why within our instructional challenges, build professional capacity by adding instructional practices to teacher's daily repertoires, and measure whether the new strategies addressed the instructional challenge. | | |

| **School Year:** **24-25** | **Action Steps:** *Include a list of planned action steps* | **Resources:** *Include a list of resources necessary for the implementation of the action steps.* | **Person(s) Responsible for Implementation of the Action Steps:** *Identify the person(s) responsible for implementation of the action steps for your annual SMART goals* | **Timeline:** *Include estimated beginning and end dates.* | **Data Sets and Artifacts:** *Include a list of data sets and artifacts that will be used to measures progress for your annual SMART goals.* | **Person(s) Responsible for Monitoring the Plan:** *Identify the person(s) responsible for identifying benchmarks, monitoring progress, determining corrective course of actions as necessary, and refining the plan overtime.* |
|---|---|---|---|---|---|---|
| | | • Reallocation of staff resources to create an instructional coach position | | • All school year. | | |

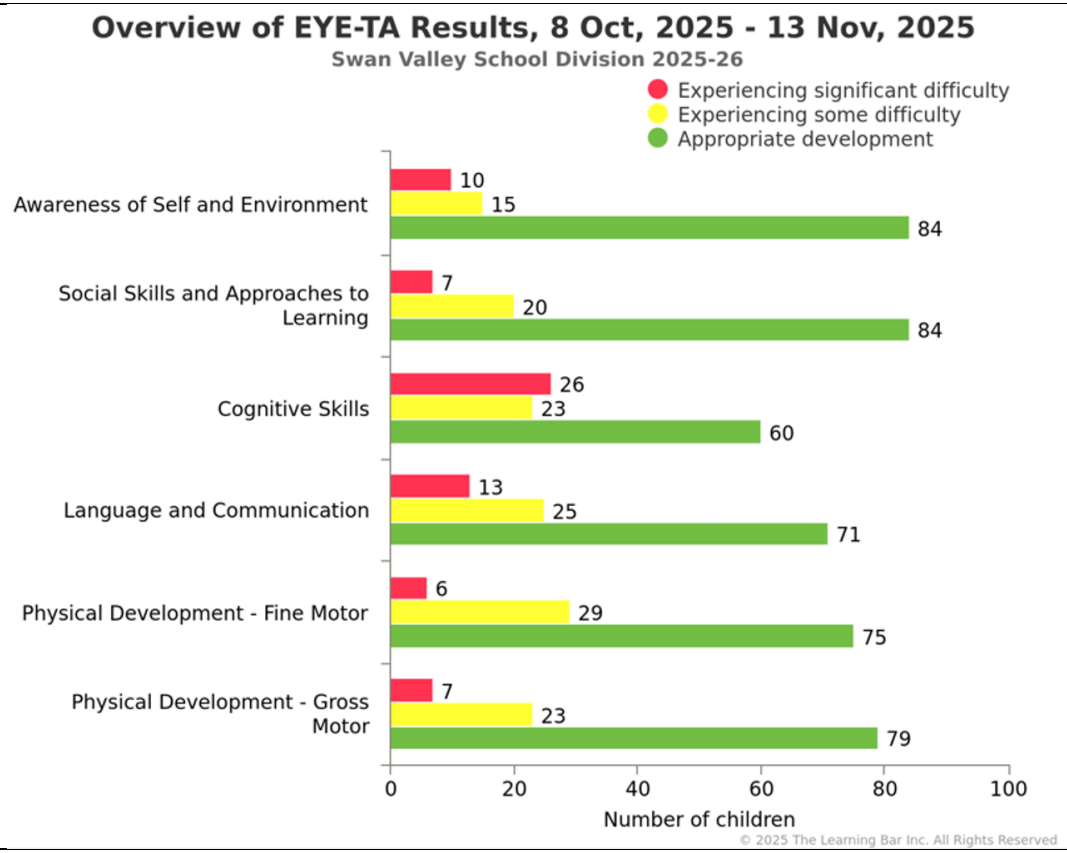
| | | | | | | |
|---|---|---|---|---|---|---|
| | *(strategies) to achieve your annual SMART goals.* | for K to 8 schools in the 2025/2026 staff plan.<br>• Training for school leaders and instructional coach in P.L.C. process.<br>• Time and training to support the school leaders through their evaluation process to implement the Impact Cycle into their leadership work in evaluating staff. | • Board<br>• School Leaders<br>• Senior Leaders | | • Revised Strategic Plan.<br>• Planning document for the implementation of S.V.S.D. P.L.C. work.<br>• Staff evaluations that focus on growth versus just feedback.<br>• Staff meeting and school leader meeting minutes that demonstrate consensus has been built around the strategic goals and the processes to achieve those goals. | • Superintendent and Student Service Coordinator<br>• School Leaders<br>• Board |
| **2025-2026** | | • Training for school leaders at principal meetings on the Observable Impact Cycle.<br>• Development of the tools school leaders can use to facilitate the Division's Continuous Improvement Plan. | • Board<br>• School Leaders<br>• Senior Leaders | • All school year. | • Principal Meeting Minutes.<br>• School Leader TEAM's channel dedicated as a clearinghouse of Observable Impact resources to facilitate the CIP at the school level.<br>• School Plans created in the Fall that met the criteria of Observable Impact. | • Superintendent and Student Service Coordinator<br>• School Leaders<br>• |

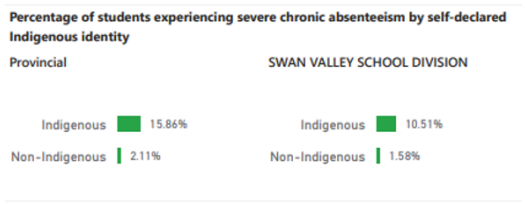
| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | • Principals and school teams presented to the Board of Trustees their School Impact Presentations. | |
| **2026-2027** | | • Ingrid Gross hired as a consultant to support the growth of school leaders in facilitating the Observable Impact Cycle.<br>• Division has created a Division Leadership Team (DLT) to identify areas the school leaders need support in and to work with Ingrid Gross and senior administration in addresses those areas of need thought professional development. | • Teachers<br>• Principals<br>• Senior Administration | • All school year. | • Improved school plans.<br>• Documented co-construction of the plan with teachers.<br>• Multiple data points to demonstrate that the instructional challenge is valid and that the impact of the instructional practices are valid and reliable.<br>• Improved School Presentations of Impact that show that the improvement or addition of instructional practices addressed the instructional challenge. | • Principals<br>• Senior Administration. |

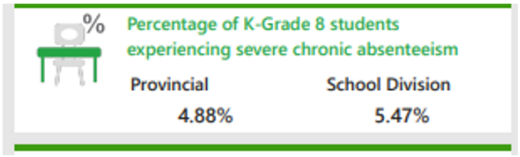
| **Priority Area:** | ☐ Literacy ☐ Numeracy ■ Well-Being ☐ Other (please specify) |
|---|---|
| **Pillar(s) for Student Success:** *Identify the Pillar(s) for Student Success that most closely aligns with the priority/ focus area.* | • Strong Foundational Frameworks – all K to 8 staff will all work within the Responsive Classroom Framework and the SVRSS staff will work to implement the Humanistic Framework that provides instructional strategies that are researched based on how to teach behavior, deal effectively with conflict, build positive relationships, and instill productive learning routines.<br>• Inclusive Practices – we will strive to provide classroom management activities that allow all students to see themselves reflected in their school communities.<br>• The TEACCH program will change the practices and programming in our Developmental Education programs to meet academic, social, emotional and physical needs of our students. |

**Baseline Data:**

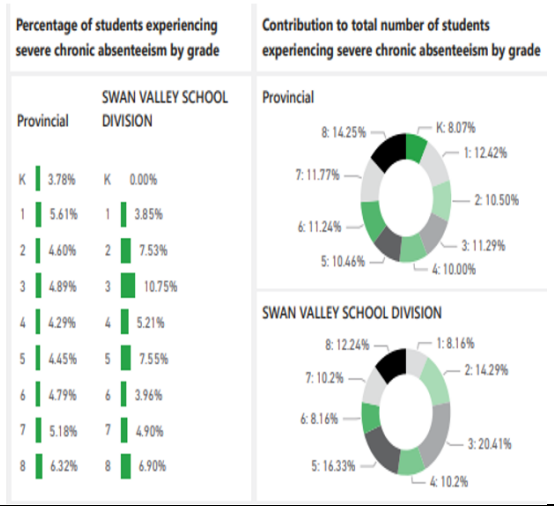
*Provide a triangulation and analysis of current baseline data as a starting point to inform planning direction.*





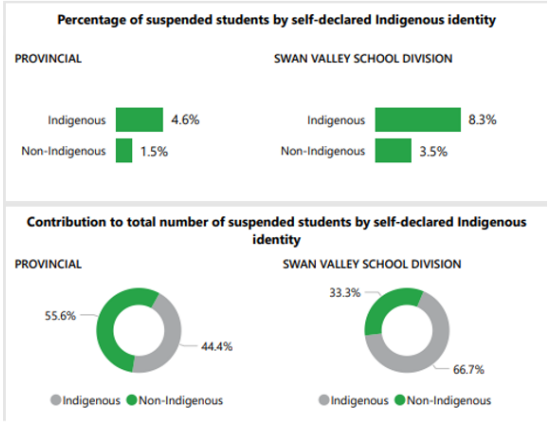

## Kindergarten to Grade 8 Attendance

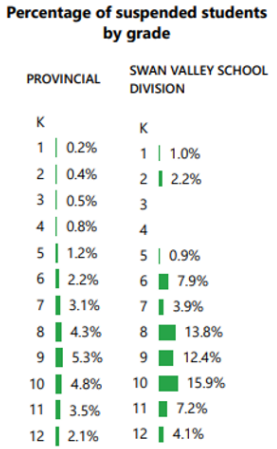


## 2023/2024 SUSPENSION AND EXPULSION DATA — SWAN VALLEY SCHOOL DIVISION

| | Provincial | School Division |
|---|---|---|
| Total number of enrolled students | 194,972 | 1,472 |
| Total number of suspensions | 6,299 | 111 |
| Total number of suspended students | 4,261 | 84 |
| Percentage of suspended students | 2.2% | 5.7% |
| Total number of expulsions | 4 | 0 |

161




### 2024/2025 Swan Valley Suspension Data

| School | Suspensions Total | Number of Students Suspended | Students with Multiple Suspensions | Total Days for Students with Multiple Suspensions | Total Days |
|---|---|---|---|---|---|
| **Benito** | 18 | 6 | 5 | 18 | 19 |
| **Bowsman** | 5 | 5 | 0 | 0 | 5 |
| **ESRSS** | 6 | 4 | 2 | 9 | 12 |
| **Heyes** | 0 | 0 | 0 | 0 | 0 |
| **Minitonas** | 0 | 0 | 0 | 0 | 0 |
| **SVRSS** | 59 | 38 | 12 | 68.5 | 114.25 |
| **Taylor** | 5 | 3 | 2 | 9.5 | 12.5 |
| **TOTALS** | 93 | 56 | 21 | 103 | 161.75 |

**63% of the suspensions were from students being suspended for multiple incidents.**

1% - Attendance
5% - Break and Enter
1% - Cellphone
2% - Compromising Safety of Building
1% - Discrimination
31% - Drugs and Alcohol
5% - Inappropriate Behavior/Language
8% - Insubordination
38% - Physical
2% - Social Media
6% - Theft

| | Benito | Bowsman | ESRSS | Heyes | Minitonas | SVRSS | Taylor | | total |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
| IEPs | 1 | 2 | 0 | 11 | 6 | 8 | 5 | | 33 |
| CMPs | 0 | 1 | 23 | 15 | 4 | 56 | 3 | | 102 |
| AEPs | 19 | 22 | 76 | 50 | 27 | 193 | 6 | | 393 |
| BIPs | 2 | 2 | 4 | 8 | 6 | 7 | 3 | | 32 |
| Safety Plan | 0 | 3 | 2 | 15 | 5 | 2 | 10 | | 37 |
| Self-Reg Plan | 0 | 1 | 1 | 16 | 0 | 0 | 6 | | 24 |
| | | | | | | | | | 621 |

**Focus Area:**
*Identify a specific focus area to work on, based on data analysis.*

Each school and department within that school, if applicable, will determine what their instructional challenge is in relation to numeracy. Schools will use specific and descriptive language to co-construct their instructional challenge that is verified via triangulation of data. The Vision of a Responsive Culture of Wellness document was created a Divisional Committee with representation from all schools to support the focus of this work.

**Multi-Year Strategic Goal/Aim:**
*Identify a multi-year strategic goal/aim that:*
- *makes clear what the plan hopes to accomplish in the end;*
- *engages with the baseline data; and*
- *connects to the current level of performance and student needs.*

*Consideration must be given to all students in all languages of instruction, Indigenous students, and English as an Additional Language (EAL) students.*

The goal in SVSD is to have school co-construct their continuous improvement plan that fits within the Division's parameters of support in terms of the current document Vision of a Responsive Culture of Wellness and the future documents of Vision of a Literate Learner and Vision of a Numerate Learner.

Each School Plan will include:

1. Data – our current reality.
2. Instructional Challenge - Our staff finds it challenging to meeting the needs of our student in _____. This literacy focus should be specific and descriptive, developed collaboratively with staff and be supported by triangulation of data.
3. Vision with Observable Criteria - What will we see students doing and demonstrating? What will we see educators doing and demonstrating? What tasks and activities will we see in the classrooms? What assessment criteria and tools will be used to measure growth? This section IS CO – CONSTRUCTED with staff THOUGHOUT THE YEAR . It makes the "success criteria clear" (i.e. when our challenge is resolved, this is what we will see). Observable statements are specific and descriptive. Vision paints the picture of what we would see in the classroom as a result of the Collaborative Teacher Team and PD Day work.
4. Professional Development Plan – a month-to-month plan of how the school will change and build new instructional practices into their professional repertoires to address the instructional challenges.
5. Presentation of Impact – at the end of the year schools will present an overview of their instructional challenge, their new learning to address that challenge, and the impact they had on the challenge.

| 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
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| **Annual SMART Goals:**<br>*Record an annual SMART goal for every year of your plan, that:*<br>• *is based on engagement with the baseline data; and*<br>• *aligns with your larger multi-year strategic goal and what you hope to accomplish.* | • By February 2025 S.V.S.D. will have booked a three-day training session for all K to 8 teachers for the start of the 25-26 school year. | • All school leaders and K to 8 teachers will participate in Responsive Classroom training by September 10, 2026 for three days.<br>• All educational assistants K to 12 will participate in a one-day training session the first week of school in September 2025 that focuses on teaching behavior, co-regulation, and establishing positive routines for students.<br>• All school leaders and high school staff will participate in a two-day training by Dr. Elaine Cook in her Humanistic Framework. | • All schools will follow the Observable Impact Cycle this school year and focus on literacy instructional challenges that are addressed by implementing new research based instructional strategies. | | |
| **Success Criteria:**<br>*Describe the specific success criteria for your annual SMART goals.* | **2024-25** | **2025-26** | **2026-27** | **2027-28** | **2028-29** |
| | • Training booked and school calendar created to ensure that training initiatives on this domain occur the first week of school. | • All K to 12 teachers and school leaders will have completed an Observable Impact Cycle to build a clear understanding of the co-construction philosophy and to tie that instructional challenges are best addressed via changing the professionals' practices to target student deficits.<br>• Build school leader capacity in leading continuous improvement plans, using data to help staff identify instructional challenges, leading professional learning to address deficits related to students and teaching practices, and to summarize this work in a school presentation of impact. | • Strengthen to connection between instructional challenges and data.<br>• Target our professional development time to target building the why within our instructional challenges, build professional capacity by adding instructional practices to teacher's daily repertoires, and measure whether the new strategies addressed the instructional challenge. | | |

| **School Year:** 24-25 | **Action Steps:** *Include a list of planned action steps (strategies) to achieve your annual SMART goals.* | **Resources:** *Include a list of resources necessary for the implementation of the action steps.* | **Person(s) Responsible for Implementation of the Action Steps:** *Identify the person(s) responsible for implementation of the action steps for your annual SMART goals* | **Timeline:** *Include estimated beginning and end dates.* | **Data Sets and Artifacts:** *Include a list of data sets and artifacts that will be used to measures progress for your annual SMART goals.* | **Person(s) Responsible for Monitoring the Plan:** *Identify the person(s) responsible for identifying benchmarks, monitoring progress, determining corrective course of actions as necessary, and refining the plan overtime.* |
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| | | • Secure three days of training for 2 cohorts of K to 8 teachers for the implementation of Responsive Classroom framework.<br>• Consultant hired to train all educational assistants for one day on relevant components of the Responsive Classroom strategies. | • Board<br>• School Leaders<br>• Senior Leaders | • All school year. | • Student suspensions.<br>• Student absenteeism.<br>• Staff retention.<br>• Office referrals.<br>• Student academic achievement. | • Superintendent and Student Service Coordinator<br>• School Leaders<br>• Board |
| 2025-2026 | | • Training for school leaders at principal meetings on the Observable Impact Cycle.<br>• Development of the tools school leaders can use to facilitate the Division's Continuous Improvement Plan. | • Board<br>• School Leaders<br>• Senior Leaders | • All school year. | • Principal Meeting Minutes.<br>• School Leader TEAM's channel dedicated as a clearinghouse of Observable Impact resources to facilitate the CIP at the school level.<br>• School Plans created in the Fall that met the criteria of Observable Impact.<br>• Principals and school teams presented to the Board of Trustees their School Impact Presentations. | • Superintendent and Student Service Coordinator<br>• School Leaders<br>• |
| 2026-2027 | | • Ingrid Gross hired as a consultant to support the growth of school leaders in facilitating the Observable Impact Cycle.<br>• Division has created a Division Leadership Team (DLT) to identify areas the school leaders need support in and to work with Ingrid Gross and senior administration in addresses those areas of need thought | • Teachers<br>• Principals<br>• Senior Administration | • All school year. | • Improved school plans.<br>• Documented co-construction of the plan with teachers.<br>• Multiple data points to demonstrate that the instructional challenge is valid and that the impact of the instructional practices are valid and reliable.<br>• Improved School Presentations of Impact that show that the | • Principals<br>• Senior Administration. |

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| | | professional development. | | | improvement or addition of instructional practices addressed the instructional challenge. | |

| **Priority Area:** ☐ Literacy ☐ Numeracy ☐ Well-Being ■ Other (please specify) | |
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| **Pillar(s) for Student Success:** *Identify the Pillar(s) for Student Success that most closely aligns with the priority/ focus area.* | School Leaders would be:<br>• Developing and leading a School Plan that uses evidence to identify the most urgent instructional challenge, establishes a clear Vision for improvement, and identifies how progress and impact will be monitored over time.<br>• Establishing protected time for regular classroom visits and using co-constructed engagement criteria and/or criteria from the School Plan Vision to collect data on what EACH STUDENT is doing and demonstrating, identify patterns over time, and examine evidence of impact.<br>• Bringing specific classroom observations, student evidence, and work samples into conversations and facilitating opportunities for educators to share what they are trying, examine evidence of impact, and learn from practices showing positive results across classrooms.<br>• Connecting staff learning, Observable Impact conversations, classroom observations, and collaborative time to the instructional challenge so that improvement efforts remain coherent and focused.<br>• Protecting scheduled Observable Impact collaborative time, facilitating Observable Impact sessions, and asking questions that keep the team's conversation focused on student evidence, educator practice, and next steps.<br>• Building Instructional Knowledge with staff and seeing it implemented to fidelity.<br>• Navigating barriers to school improvement and productively having difficult conversations. |
| **Baseline Data:** *Provide a triangulation and analysis of current baseline data as a starting point to inform planning direction.* | • The Divisional Data for literacy, numeracy, and wellness show the need for the development of instructional leadership skills in our schools and division office. Note that this capacity building also includes our teachers.<br>• The school plans and presentations of impact were piloted last year and understandably there was variance in meeting the criteria outlined by the division. |

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| **Focus Area:**<br>*Identify a specific focus area to work on, based on data analysis.* | The Divisional Leadership Team is surveying school leaders to identify which pillars for student success they feel would best meet their professional learning needs this school year. | | | | |
| **Multi-Year Strategic Goal/Aim:**<br>*Identify a multi-year strategic goal/aim that:*<br>• *makes clear what the plan hopes to accomplish in the end;*<br>• *engages with the baseline data; and*<br>• *connects to the current level of performance and student needs.*<br>*Consideration must be given to all students in all languages of instruction, Indigenous students, and English as an Additional Language (EAL) students.* | The Division believes that investing in our school leaders is the foundation to creating and facilitating a continuous improvement plan that addresses student instructional challenges through the addition of new instructional practices. The last two years have been used to get school leaders familiar with the continuous improvement plan framework and the Observable Impact Cycle, which meant it was facilitated by senior administration. Staff ownership is key to any improvement plan, so in the 2026/2027 school year we created the Divisional Leadership Team (DLT), which will co-construct their learning journey related to the Observable Impact Cycle based on their instructional leadership needs. | | | | |
| **Annual SMART Goals:**<br>*Record an annual SMART goal for every year of your plan, that:*<br>• *is based on engagement with the baseline data; and*<br>• *aligns with your larger multi-year strategic goal and what you hope to accomplish.* | **2024-25**<br>• By February 2025 S.V.S.D. will have booked a three-day training session for all K to 8 teachers for the start of the 25-26 school year. | **2025-26**<br>• All school leaders and K to 8 teachers will participate in Responsive Classroom training by September 10, 2026 for three days.<br>• All school leaders and high school staff will participate in a two-day training by Dr. Elaine Cook in her Humanistic Framework.<br>• All school leaders created a school plan and school impact presentation that demonstrated their completion of the Observable Impact Cycle. | **2026-27**<br>• All schools will follow the Observable Impact Cycle this school year and focus on literacy instructional challenges that are addressed by implementing new research based instructional strategies. | **2027-28** | **2028-29** |
| **Success Criteria:**<br>*Describe the specific success criteria for your annual SMART goals.* | **2024-25**<br>• Training booked and school calendar created to ensure that training initiatives on this domain | **2025-26**<br>• All K to 12 teachers and school leaders will have completed an Observable Impact Cycle to build a clear understanding of the co- | **2026-27**<br>• Strengthen to connection between instructional challenges and data.<br>• Target our professional development time to | **2027-28** | **2028-29** |

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| | | occur the first week of school. | construction philosophy and to tie that instructional challenges are best addressed via changing the professionals' practices to target student deficits.<br>• Build school leader capacity in leading continuous improvement plans, using data to help staff identify instructional challenges, leading professional learning to address deficits related to students and teaching practices, and to summarize this work in a school presentation of impact. | target building the why within our instructional challenges, build professional capacity by adding instructional practices to teacher's daily repertoires, and measure whether the new strategies addressed the instructional challenge. | | |
| **School Year:** **24-25** | **Action Steps:** *Include a list of planned action steps (strategies) to achieve your annual SMART goals.* | **Resources:** *Include a list of resources necessary for the implementation of the action steps.*<br>• Secure three days of training for 2 cohorts of K to 8 teachers for the implementation of Responsive Classroom framework.<br>• Consultant hired to train all educational assistants for one day on relevant components of the Responsive Classroom strategies. | **Person(s) Responsible for Implementation of the Action Steps:** *Identify the person(s) responsible for implementation of the action steps for your annual SMART goals*<br>• Board<br>• School Leaders<br>• Senior Leaders | **Timeline:** *Include estimated beginning and end dates.*<br>• All school year. | **Data Sets and Artifacts:** *Include a list of data sets and artifacts that will be used to measures progress for your annual SMART goals.*<br>• Student suspensions.<br>• Student absenteeism.<br>• Staff retention.<br>• Office referrals.<br>• Student academic achievement. | **Person(s) Responsible for Monitoring the Plan:** *Identify the person(s) responsible for identifying benchmarks, monitoring progress, determining corrective course of actions as necessary, and refining the plan overtime.*<br>• Superintendent and Student Service Coordinator<br>• School Leaders<br>• Board |
| 2025-2026 | | • Training for school leaders at principal meetings on the Observable Impact Cycle.<br>• Development of the tools school leaders can use to facilitate the Division's Continuous Improvement Plan. | • Board<br>• School Leaders<br>• Senior Leaders | • All school year. | • Principal Meeting Minutes.<br>• School Leader TEAM's channel dedicated as a clearinghouse of Observable Impact resources to facilitate the CIP at the school level.<br>• School Plans created in the Fall that met the criteria of Observable Impact.<br>• Principals and school teams presented to the Board of Trustees their | • Superintendent and Student Service Coordinator<br>• School Leaders<br>• |

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| | | | | | School Impact Presentations. | |
| 2026-2027 | | • Ingrid Gross hired as a consultant to support the growth of school leaders in facilitating the Observable Impact Cycle.<br>• Division has created a Division Leadership Team (DLT) to identify areas the school leaders need support in and to work with Ingrid Gross and senior administration in addresses those areas of need thought professional development. | • Teachers<br>• Principals<br>• Senior Administration | • All school year. | • Improved school plans.<br>• Documented co-construction of the plan with teachers.<br>• Multiple data points to demonstrate that the instructional challenge is valid and that the impact of the instructional practices are valid and reliable.<br>• Improved School Presentations of Impact that show that the improvement or addition of instructional practices addressed the instructional challenge. | • Principals<br>• Senior Administration. |

**Indigenous Academic Achievement**

S.V.S.D. has an Indigenous Excellence Professional Learning Community that has teacher representation from all schools and the division office. This P.L.C. has worked to plan many events to recognized and celebrate our Indigenous students and culture within the valley.

Our Indigenous Academic Achievement teacher has built an active list of Knowledge Keepers and Elders that can support the integration and supplementation of Indigenous perspectives on learning outcomes.

The Division has added educational assistant time to schools to support our Literacy Continuous Improvement work. These positions have been trained in facilitating teacher led science of reading work for tier 1, 2, and 3 learning needs.

Two home school liaisons are employed to support student wellness primarily via our presence and engagement work, but they also support students in many of the wellness domains that impact many of our struggling families.

**Literacy and Numeracy**

The Division uses this grant for staffing and professional development related to student achievement in literacy and numeracy.

**English as an Additional Language**

The Division uses this grant for staffing related to supporting our EAL students.