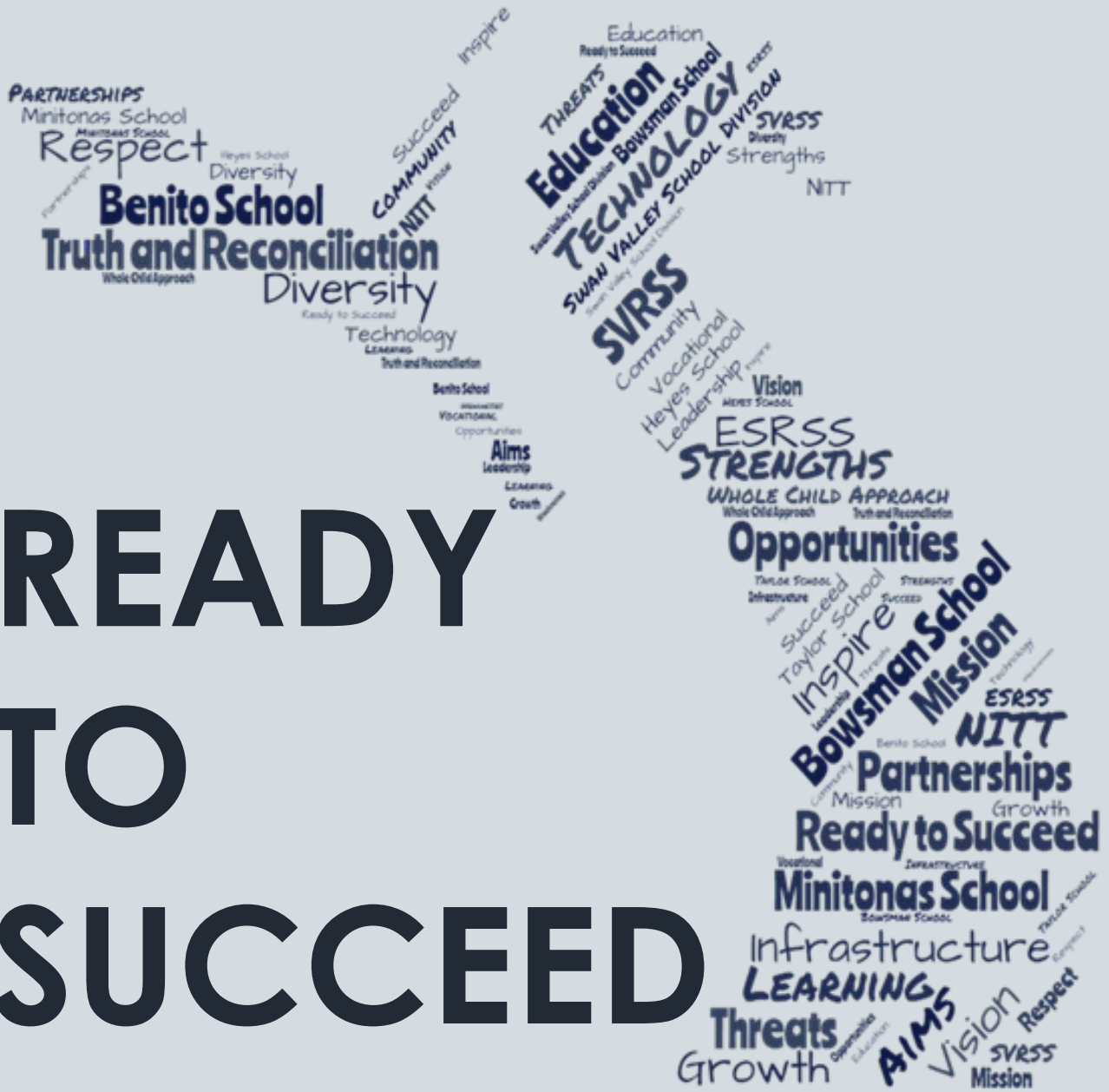


# READY TO SUCCEED



## 2024-2026 STRATEGIC PLAN





## VISION

### READY TO SUCCEED



## MISSION

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



## AIMS

- 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 disposal 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.



### **SENIOR ADMINISTRATION**

Cameron Mateika, Superintendent/CEO

Brent Rausch, Secretary-Treasurer

Patti Hack, Student Services Achievement Coordinator

Brad Klekta, Transportation Supervisor

Jason Jersak, Maintenance Supervisor

### **BOARD OF TRUSTEES**

Kathy Highmoor, Board Chair

Gary Wowchuk, Vice Board Chair

Tim Mendel, Trustee

Andrew Fuchs, Trustee

Donna Burghart, Trustee

Vivian Rooks, Trustee

Vanessa Zastre, Trustee

### SVSD BASIC FACTS

Budget	25 Million
Enrollment	1468
Pupil/Teacher Ratio	12.0
Teachers (FTE)	118.05
Educational/Library Assistants (FTE)	121.33
Bus/Sec/Main/Sun/DO/Cus (FTE)	72.32
Bus Routes	26

### SVSD SCHOOLS 2023/24 ENROLLMENT

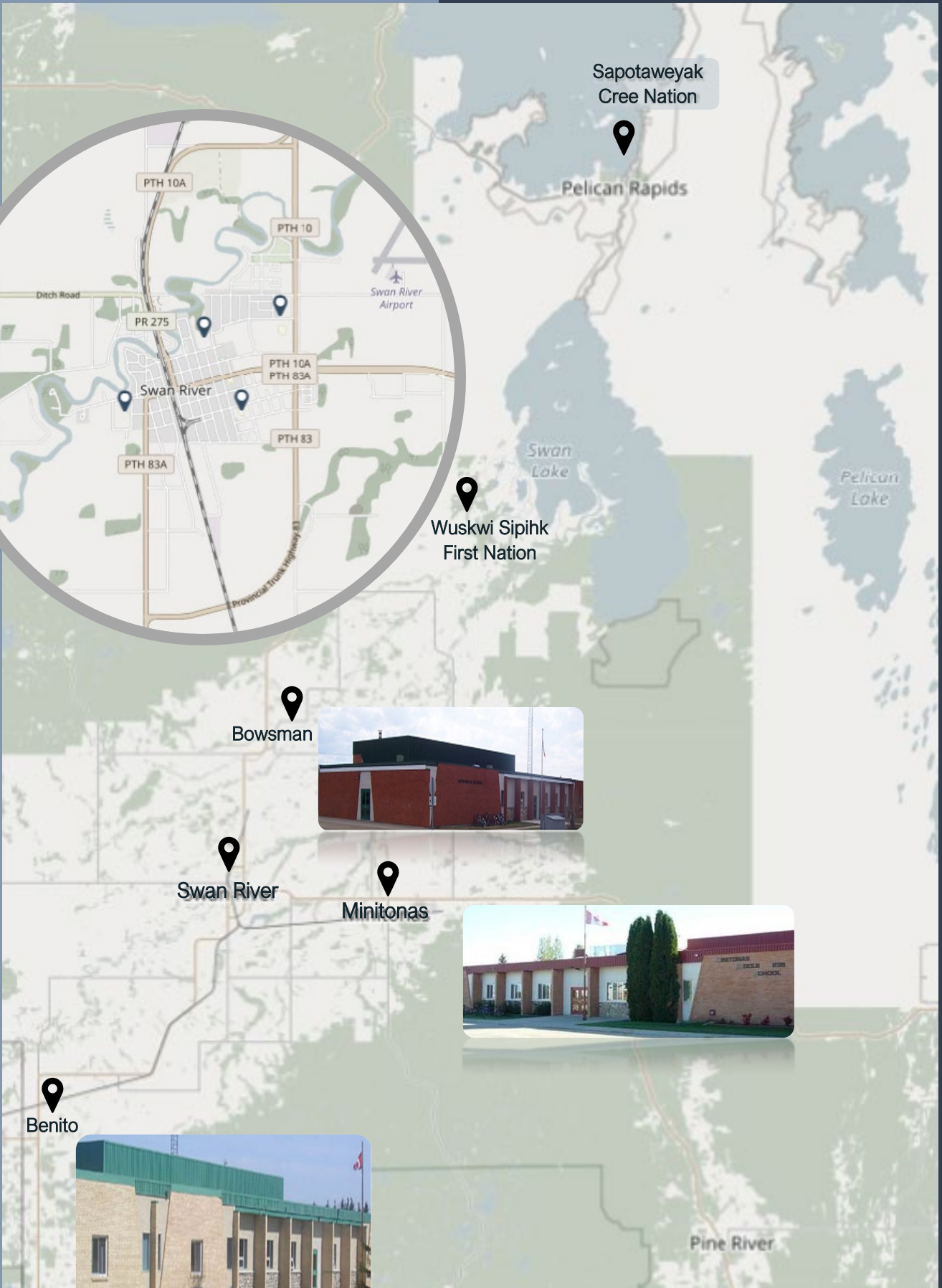
Heyes Elementary School	K - 5	152
Taylor Elementary School	K - 5	236
Benito School	K - 8	70
Bowsman School	K - 8	86
Ecole Swan River South School (Dual Track)	K - 8	248
Minitonas School	K - 8	104
Swan Valley Regional Secondary School	9 - 12	540
NITT	Adult	25
Louis Riel College ECE*	Adult	12

### SVSD ENROLLMENT BY GRADE

K	1	2	3	4	5	6	7	8	9	10	11	12	NITT
114	105	93	93	96	106	101	101	87	126	147	125	142	25

### DEMOGRAPHIC DATA FOR STUDENTS DESIGNATED AS ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) AND SELF-DECLARED INDIGENOUS STUDENTS

	Number of Students	% of Student Population
English as an Additional Language	7	0.0047%
Self-Declared Indigenous	637	43%



Sapotaweyak  
Cree Nation

Pelican Rapids

Swan Lake

Pelican Lake

Wuskwi Sipihk  
First Nation

Bowsman



Swan River

Minitonas



Benito

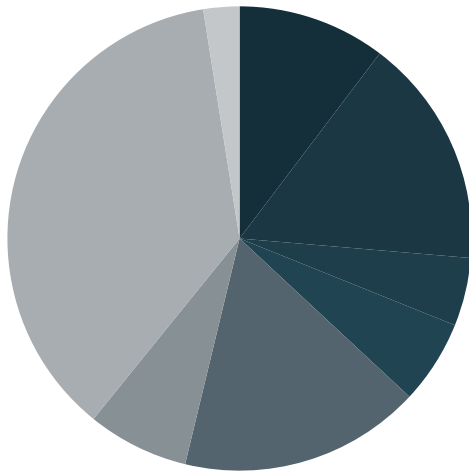


Pine River



# INTRODUCTION

The Swan Valley School Division is situated in the southwestern part of Manitoba, Canada. The Division has a student body of approximately 1,461 students enrolled in schools located in the communities of Benito, Bowsman, Minitonas, and Swan River. Our educational programs span from Kindergarten (full-time) to Grade 12. The Northern Institute of Trades and Technology (NITT), an entity of the Division, provides vocational training and job-ready skills to students and adults within and outside the community.



- Heyes Elementary School
- Taylor Elementary School
- Benito School
- Bowsman School
- Ecole Swan River South School (Dual Track)
- Minitonas School
- Swan Valley Regional Secondary School
- NITT



# STRATEGIC GOALS FOR 2024-2026

## EARLY LEARNING PROGRAMS

The Swan Valley School Division is committed to providing resources to our Early Years Learners. We offer full-time Kindergarten in all Early Years' schools, while the province only supports Kindergarten at half-time. Additionally, the Division collaborates with local organizations and Parent Child Coalitions to support age 0-5 programming throughout the Valley. We also provide a Better Beginnings program that interested parents and their preschool children can participate in.

Strategies	Responsible Parties	Required Resources	Indicators of Success
<ul style="list-style-type: none"> <li>- Therapeutic Schools Project                             <ul style="list-style-type: none"> <li>• Co-regulation rooms in all K-8 Schools</li> <li>• Targeted classroom and staff lessons on mindfulness and regulation strategies</li> </ul> </li> <li>- Sources of Strength</li> <li>- Play-Based Learning</li> <li>- Sensory Gym</li> <li>- Experimental Learning</li> <li>- Animated Literacy</li> </ul>	<ul style="list-style-type: none"> <li>- School Counsellors</li> <li>- Student Services Team</li> <li>- Classroom Teachers</li> <li>- Better Beginnings Coordinator</li> <li>- Presence and Engagement Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>- SVSD</li> <li>- Teachers Idea Fund</li> <li>- Grants</li> </ul>	<ul style="list-style-type: none"> <li>- Student Attendance</li> <li>- Student Engagement</li> <li>- Student Well-being</li> <li>- Grade1 Readiness</li> </ul>

## EARLY YEAR EVALUATION (EYE)

Swan Valley School Division regularly assesses the learning of all students. We believe that assessment and reporting is integral to all our school programs: English and French Immersion. At the Kindergarten level SVSD utilizes the Early Year's Evaluation (EYE) Tool. The EYE identifies a child's strengths and areas in which they could benefit from further instruction.

**Goals and Objectives:** To access each student to create programming for their success.

- Awareness of Self and Environment
- Social Skills and Approaches to Learning
- Cognitive Skills
- Language and Communication
- Physical Development

Strategies	Responsible Parties	Required Resources	Indicators of Success
<ul style="list-style-type: none"> <li>- Create a profile of each student identifying their strengths and areas which could benefit from further experiences</li> <li>- Provide ongoing responsiveness to all needs of the learners</li> <li>- Provide quality instruction</li> <li>- Provide targeted small-group instruction</li> <li>- Provide additional support to target areas of difficulty</li> </ul>	<ul style="list-style-type: none"> <li>- Classroom Teachers</li> <li>- Resource Teachers</li> <li>- Student Services Team</li> <li>- Presence and Engagement Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>- SVSD</li> </ul>	<ul style="list-style-type: none"> <li>- Student Attendance</li> <li>- Student Engagement</li> <li>- Student Well-being</li> <li>- Grade1 Readiness</li> <li>- # of behavior incidents and/or office referrals</li> </ul>

# STRATEGIC GOALS FOR 2024-2026

## VOCATIONAL PROGRAMS

The School Division's Regional Secondary School offers a wide variety of Vocational Programs. Some of these programs are matriculated with the University College of the North, which operates a Satellite Campus next to the school. Students can receive Level 1 credit from Apprenticeship and the College for a number of vocational programs. The Regional School also has developed partnerships with the College, local businesses and our First Nation communities.

- Applied Commerce
- Automotive Technology (Level 1)
- Carpentry (Level 1 & Level 2)
- Culinary Arts (Level 1)
- Electrical Technology (Level 1)
- Graphic Design
- Hairstyling (Level 1)
- Heavy Duty Mechanic (Level 1)
- Human Ecology
- Resources and Environmental Management
- Welding Technology (Level 1)
- Sound Engineering



Strategies	Responsible Parties	Required Resources	Indicators of Success
<ul style="list-style-type: none"> <li>- Continue development of the Industrial Arts program for Grades 7-8 Students at ESRSS.</li> <li>- Continue development of the following programming at SVRSS:                             <ul style="list-style-type: none"> <li>• Carpentry Level 1</li> <li>• Electrical</li> <li>• Welding</li> <li>• Power Mechanics</li> <li>• Heavy Duty</li> <li>• Culinary Arts</li> <li>• Hairstyling</li> <li>• Visual Communications</li> <li>• Sound Engineering</li> <li>• Marketing</li> <li>• Family Studies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- SVRSS Admin</li> <li>- Superintendent/CEO</li> <li>- NITT Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>- Teer Funding</li> <li>- SEEEE Funding</li> <li>- SVSD Funding</li> <li>- Grants</li> </ul>	<ul style="list-style-type: none"> <li>- Areas continue in Level 1</li> </ul>
<ul style="list-style-type: none"> <li>- Continue development of the Level 2 Carpentry</li> </ul>	<ul style="list-style-type: none"> <li>- SVRSS Admin</li> <li>- EMA</li> </ul>	<ul style="list-style-type: none"> <li>- Grants</li> </ul>	<ul style="list-style-type: none"> <li>- Continue in Level 2 delivery</li> </ul>
<ul style="list-style-type: none"> <li>- Continue development of the Growcer Units</li> <li>- To partner with local Indigenous communities to support and train people for Growcer operation.</li> </ul>	<ul style="list-style-type: none"> <li>- SVRSS Admin</li> <li>- Superintendent/CEO</li> <li>- NITT Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>- Partnerships</li> <li>- Funding</li> </ul>	<ul style="list-style-type: none"> <li>- Food Products feed students in all our schools</li> <li>- Train local partners in food products</li> </ul>



# STRATEGIC GOALS FOR 2024-2026

## INDIGENOUS EDUCATION

The Division is within Treaty 4, the traditional land of the Cree, Oji-Cree, Anishinaabe, and Assiniboine people and the homeland of the Red River Metis.

First Nation Communities which are located close to Swan River are the Sopotaweyak Cree Nations and the Wuskwi Sipiik First Nation. We have many High School students from these communities that attend Swan Valley Regional Secondary School. They are able to take Academic and Technical Vocational Courses.

The division has an Indigenous Curriculum Facilitator. The role of the facilitator is to help staff integrate the Indigenous perspective into all curriculums. The facilitator also acts as a resource to the division when interacting with First Nation Communities. A continued focus for the Division will be to implement the recommendations of the Truth and Reconciliation Commission and to have a path for success for all students. The division also has a Home School Liaison Staff member at the SVRSS who works closely with our First Nation Education coordinators. The division will be piloting a Land-Based Learning program.



### Priority Area and Description: Tea & Bannock

Monthly conversation and story time with Kokum's and Mushom's. We will try not to theme the evenings, but allow for open-ended conversations and community-building time.

Planned Costs	Output Measure	Expected Outcome	Data
<ul style="list-style-type: none"> <li>- Coffee/Tea</li> <li>- Bannock and Fixing</li> <li>- If in school, no venue costs</li> </ul>	<ul style="list-style-type: none"> <li>- Once a month</li> <li>- Each school, but may need to start a community place like the Elbert Chartrand Friendship Centre.</li> <li>- Open to students, parents, and community members (general public).</li> </ul>	<ul style="list-style-type: none"> <li>- Foster and build a community of support</li> <li>- Build a sense of community</li> <li>- Social network/support system</li> </ul>	<ul style="list-style-type: none"> <li>- # of monthly session?</li> <li>- # of sessions at each school?</li> <li>- # of attendees</li> <li>*student feedback</li> </ul>

### Priority Area and Description: Hand Drum and Round Dance

Learning songs, drumming and round dance.

Planned Costs	Output Measure	Expected Outcome	Data
<ul style="list-style-type: none"> <li>- Coffee/Tea/Snacks</li> <li>- Tobacco</li> <li>- Honorariums</li> <li>- Mileage</li> </ul>	<ul style="list-style-type: none"> <li>- Once every two months</li> <li>- At one Swan River site</li> <li>- Evening event</li> <li>- Open to SVSD community</li> </ul>	<ul style="list-style-type: none"> <li>- Foster and build a community of support</li> <li>- Build a sense of community</li> <li>- Social network/support system</li> </ul>	<ul style="list-style-type: none"> <li>- # of attendees</li> <li>- # of sessions</li> </ul>

### Priority Area and Description: Ininimowin, Traditional Language Classes

Offer beginner language classes for Indigenous and non-Indigenous students, parents, and community members.

Planned Costs	Output Measure	Expected Outcome	Data
	<ul style="list-style-type: none"> <li>- Every second week</li> <li>- 30 minutes at SVRSS</li> </ul>	<ul style="list-style-type: none"> <li>- Reinforce a sense of belonging to family, culture and community</li> <li>- Important for personal well-being</li> <li>- Protective factor against suicide</li> </ul>	<ul style="list-style-type: none"> <li>- # of attendees</li> <li>- # of sessions</li> </ul>

# STRATEGIC GOALS FOR 2024-2026

## INDIGENOUS EDUCATION

### Priority Area and Description: Ribbon Skirts and Ribbon Shirts

Learn how to sew skirts & and shirts and the teachings that go with it.

Planned Costs	Output Measure	Expected Outcome	Data
<ul style="list-style-type: none"> <li>- Coffee/Tea/Snacks</li> <li>- Sewing incidentals provided by SVSD and sewing machines (participants will be asked to bring their own fabric and ribbons).</li> <li>- If the registration number is large, a helper may be needed and honorarium fees may be required.</li> </ul>	<ul style="list-style-type: none"> <li>- Session will be based out of SVRSS and will initially target Indigenous families.</li> <li>- Evening event</li> </ul>	<ul style="list-style-type: none"> <li>- Students learn about women's role and men's role in a relationship</li> <li>- Learn the life skills of sewing</li> <li>- Foster and build a community of support</li> <li>- Build a sense of community</li> <li>- Social network/support system</li> </ul>	<ul style="list-style-type: none"> <li>- # of sessions</li> <li>- # of participants</li> </ul>

### Priority Area and Description: Elders & Knowledge Keepers in Schools

Learn about Tipi Teachings and Seven Teachings, traditional oral storytelling, and the roles and responsibilities within a family unit.

Planned Costs	Output Measure	Expected Outcome	Data
<ul style="list-style-type: none"> <li>- Tobacco</li> <li>- Honorariums</li> <li>- Mileage</li> </ul>	<ul style="list-style-type: none"> <li>- Twice a month in each school</li> <li>- During the school day</li> </ul>	<ul style="list-style-type: none"> <li>- Foster and build a community of support</li> <li>- Build a sense of community</li> <li>- Social Network/Support System</li> <li>- Wholistic learning- child always at the center, community wraps around to support the child</li> </ul>	<ul style="list-style-type: none"> <li>- Student feedback</li> </ul>

### Priority Area and Description: National Indigenous Peoples Day

Showcase traditional song and dance (square and traditional) for First Nation and Metis culture and way of knowing (square dancing, fiddling, singing, dancing, Bannock baking, traditional teachings (women and men), how to set up and take down a tipi, furs, flint napping, art display, etc.)

Planned Costs	Output Measure	Expected Outcome	Data
<ul style="list-style-type: none"> <li>- Coffee/Tea/Snacks</li> <li>- Tobacco</li> <li>- Honorariums</li> <li>- Presenter Fees</li> <li>- Venue Rentals</li> <li>- Bussing of Students to Event</li> <li>- Sound System/Speaker Rental</li> <li>- Bannock making supplies</li> </ul>	<ul style="list-style-type: none"> <li>- June 21 Full-day Event</li> <li>- Advertised to the community</li> <li>- Open to all schools</li> <li>- At the Swan River Legion Park (Weather permitting)</li> </ul>	<ul style="list-style-type: none"> <li>- Foster and build a community of support</li> <li>- Build a sense of community</li> <li>- Social network/support system</li> <li>- Wholistic learning- child always at the center, community wraps around to support the child</li> </ul>	<ul style="list-style-type: none"> <li>- # of attendees</li> <li>- # of sessions</li> </ul>

### Priority Area and Description: BSSIP Worker

Supports students in the K to 8 Schools scheduled across the six K to 8 schools.

Planned Costs	Output Measure	Expected Outcome
<ul style="list-style-type: none"> <li>- 6 hours per day</li> <li>- BSSIP Grant</li> </ul>	<ul style="list-style-type: none"> <li>- Bridge the gap between school and families/homes</li> <li>- Build connections and provide support</li> <li>- Mental health and wellness support to students</li> </ul>	<ul style="list-style-type: none"> <li>- #of students on caseload</li> <li>- Improved student attendance</li> <li>- Minimized behaviour incidents</li> </ul>

### Priority Area and Description: SVRSS Home School Liaison Worker

Supports students from Wuskwi Sipiik First Nation and Sapotaweyak Cree Nation, as well as other students from other communities attending SVRSS (Gr. 9-12).

Planned Costs	Output Measure	Expected Outcome
<ul style="list-style-type: none"> <li>- 8 hours per day</li> </ul>	<ul style="list-style-type: none"> <li>- Bridge the gap between school and families/homes</li> <li>- Build connections and provide support</li> <li>- Mental health and wellness support to students</li> </ul>	<ul style="list-style-type: none"> <li>- Successful course completion</li> <li>- #of students on caseload</li> <li>- Improved student attendance</li> <li>- Minimized behaviour incidents</li> </ul>

# STRATEGIC GOALS FOR 2024-2026

## INDIGENOUS EDUCATION

### Priority Area and Description: Indigenous Education PLC

A representative from each school sits on the PLC to lead and report on initiatives, while building staff capacity to lead school teams.

Planned Costs	Output Measure	Expected Outcome
<ul style="list-style-type: none"> <li>- Substitute coverage for quarterly PLC meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Blanket Exercise for all Grades 5 and Grade 11 Students</li> <li>- 10 lessons per student (NOT per subject)</li> <li>- Continue to use Turtle Island Voices and Under One Sun (K-8) to support Indigenous Education in the classroom</li> <li>- One lesson per course for Grades 9 to Grade 12</li> <li>- Grandmother's Walk on September 21</li> <li>- Every Child Matter on September 29</li> <li>- National Day of Truth and Reconciliation on September 30 (NO SCHOOL)</li> <li>- Remembrance Day on November 11 Lessons should include what role Indigenous Veterans played in our history; the Remembrance Day ceremony should start with Treaty 4 Acknowledgement and should include an honour song</li> <li>- Pison Mamawitowin on December 8 (Winter Celebration/Gathering)</li> <li>- Moose Hide Campaign</li> <li>- Metis Week in February</li> <li>- Missing and Murdered Indigenous Women and Girls (MMIWG) – May</li> <li>- The Goal is to add Ribbon Skirt/Shirt Day</li> </ul>	<ul style="list-style-type: none"> <li>- Foster and build a community of support</li> <li>- Build a sense of community</li> <li>- Social network/support system</li> <li>- Wholistic learning- child always at the center, community wraps around to support the child</li> </ul>

### Priority Area and Description: Indigenous Land-Based Education

Opportunities for a positive environment that promotes land-based experience and Indigenous-focused teaching/learning. A place where the 7 Sacred teachings are taught and followed and where Indigenous culture can be celebrated and shared in an honest way with all those who wish to learn and/or teach. A place where romantic ideas and images regarding Indigenous peoples are challenged; a place where skills and practice are equally blended so that participants leave with the knowledge needed to survive in the 21st century.

Planned Costs	Output Measure	Expected Outcome
<ul style="list-style-type: none"> <li>- Red Road Compass</li> <li>- Cost affiliated to events at site</li> <li>- Cost of bussing students to land-based sites</li> </ul>	<ul style="list-style-type: none"> <li>- Class trips to Red Road Compass</li> <li>- We hope to plan some trips to Neil Dennis Kematch School and Chief Charles Audy School to take part in their cultural celebrations</li> <li style="padding-left: 20px;">i.e. WSN and SCN to join their events</li> <li style="padding-left: 20px;">i.e. Maple Sugar making, fishing, fish filleting, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- # of students who participate</li> <li>- # of classes who attend Land Based Educational Days</li> <li>- # of schools who partake</li> <li>- Student Feedback</li> </ul>

### Priority Area and Description: SVSD Indigenous Academic Achievement Coordinator

The main objective is to become the primary point of contact for Indigenous individuals, including students, parents and community members, whenever they require assistance. Whether it involves providing academic guidance to a college-bound student or aiding a struggling child, equal care and attention will be provided. The IAAC will maintain regular communication with parents and families, not just when issues arise.

Planned Costs	Output Measure	Expected Outcome
<ul style="list-style-type: none"> <li>- 1.0 FTE</li> </ul>	<ul style="list-style-type: none"> <li>- Bridge the gap between school and families/homes</li> <li>- Build connections and provide support</li> <li>- Mental health and wellness support to students</li> </ul>	

### Priority Area and Description: SVSD Staff Professional Development

Share/inform staff of IE Professional Development Opportunities

# STRATEGIC GOALS FOR 2024-2026

## LAND-BASED LEARNING

An educational methodology that takes place in natural outdoor environments, particularly on the land. This approach to education emphasizes experiential and place-based learning, rooted in a deep connection to the land and its ecological, cultural, and historical significance. The 4 Pillars of SVSD Land-based Learning:

			
<p><b>CONNECT TO THE LAND</b></p> <p>draw on knowledge and practices that have been passed down through generations. Learn to appreciate the land as a source of knowledge, sustenance, and cultural significance. Understand the importance of the land as a teacher and use it as a primary classroom.</p>	<p><b>CULTURAL AND HISTORICAL CONTEXT</b></p> <p>closely collaboration with local Indigenous communities and draw from Indigenous knowledge systems to incorporate the history of Indigenous peoples, the significance of local ecosystems, and the traditional practices related to Swan River Valley.</p>	<p><b>ENVIRONMENTAL STEWARDSHIP</b></p> <p>foster a sense of ecological and sustainable responsibility. Learn the importance of conserving natural resources and caring for the environment.</p>	<p><b>COMMUNITY &amp; COLLABORATION</b></p> <p>work together, share experiences, and learn from one another. Collaboration, storytelling and traditional ceremonies, will build a sense of belonging and interconnectedness.</p>

Land-based learning plays a crucial role in reconnecting individuals and communities with the natural world, offering a holistic and immersive educational experience that fosters a deep connection to the land, cultural awareness, environmental stewardship, and personal growth.

Strategies	Responsible Parties	Required Resources	Indicators of Success
<ul style="list-style-type: none"> <li>- To provide K- 8 students with experience in the outdoors.</li> <li>- To commit to the land with cultural and historical context.</li> </ul>	<ul style="list-style-type: none"> <li>- Superintendent/CEO</li> <li>- Teacher</li> </ul>	<ul style="list-style-type: none"> <li>- SVSD Budget</li> <li>- Transportation</li> <li>- Facilitator</li> </ul>	<ul style="list-style-type: none"> <li>- Program aims to produce informed compassionate and effective leaders who are dedicated to a sustainable co-existence with the environment and upholding Indigenous values</li> </ul>

# STRATEGIC GOALS FOR 2024-2026

## NORTHERN LIGHTS INSTITUTE OF TRADES AND TECHNOLOGY

**Northern Lights Institute of Trades and Technology's (NITT)** design is to leverage the huge cost of infrastructure provided by the Manitoba Government to provide essential training to learners in the Swan River Valley and extended region. Creating partnerships with Indigenous communities, local industry and existing post-secondary institutes using this infrastructure is the model we have developed to broker training for the job readiness skills needed in our community.

A prime example partnership is our Building Trades program. Swan Valley Coop a local lumber yard has committed to provide material for five family sized homes over a five year period. We are presently building house number four. The students experience a build from floor-joist to installing final cabinets. They also get to meet the family that is going to live in the house. This partnership involves an additional class of adult learners working alongside our high school students. A win-win partnership for all involved.

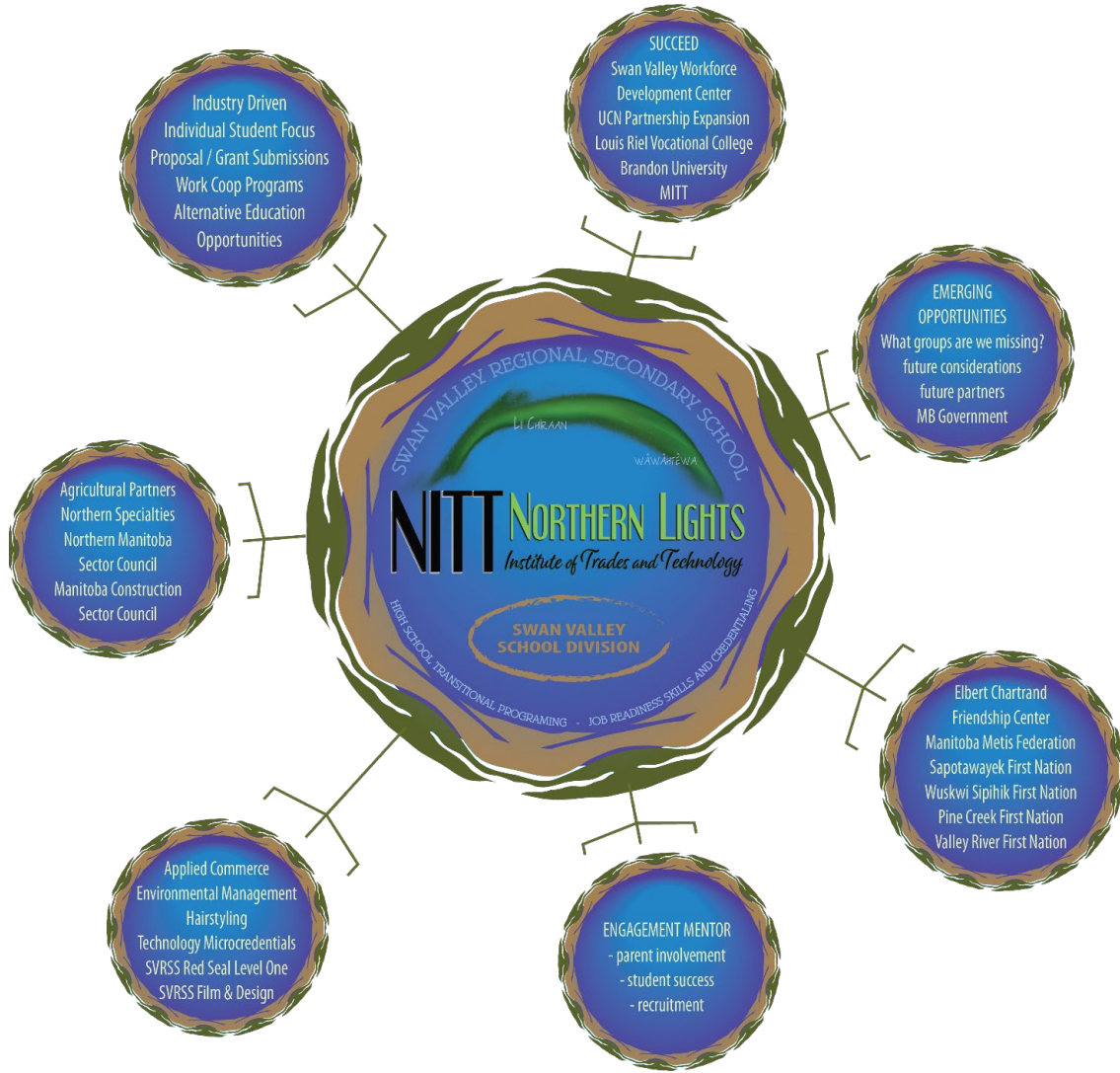
The role of the mentor position is to help transition students from high school to completing these training opportunities and being prepared for the workplace. This is where we want to engage the parents, influencing 1<sup>st</sup> generation post-secondary learners, changing their life and their children's future. These first successes, are the change!

The enrollment of NITT has been growing since it was established 2 years ago. The SVSD hopes to continue to offer opportunities to our graduating high school students as well as our adult learners throughout the region.

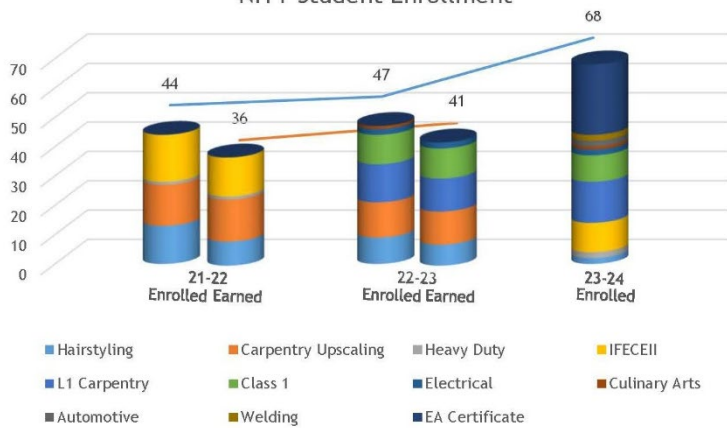
Strategies	Responsible Parties	Required Resources	Indicators of Success
<ul style="list-style-type: none"> <li>- Develop programming for adults</li> <li>- Continue to offer ECE 2 program</li> <li>- Provide Level 1 MELT Driving Program</li> <li>- Provide Class 5 Driver Training in partnering with ACC</li> <li>- Partner with Colleges to bring programming to SVSD adults</li> <li>- Provide training opportunity for EA Certificate for our Educational Assistants</li> </ul>	<ul style="list-style-type: none"> <li>- NITT Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>- Grants</li> </ul>	<ul style="list-style-type: none"> <li>- Students obtain their Level 1 and/or Level 2 accreditation in a trade</li> </ul>

# STRATEGIC GOALS FOR 2024-2026

## NORTHERN LIGHTS INSTITUTE OF TRADES AND TECHNOLOGY



NITT Student Enrollment



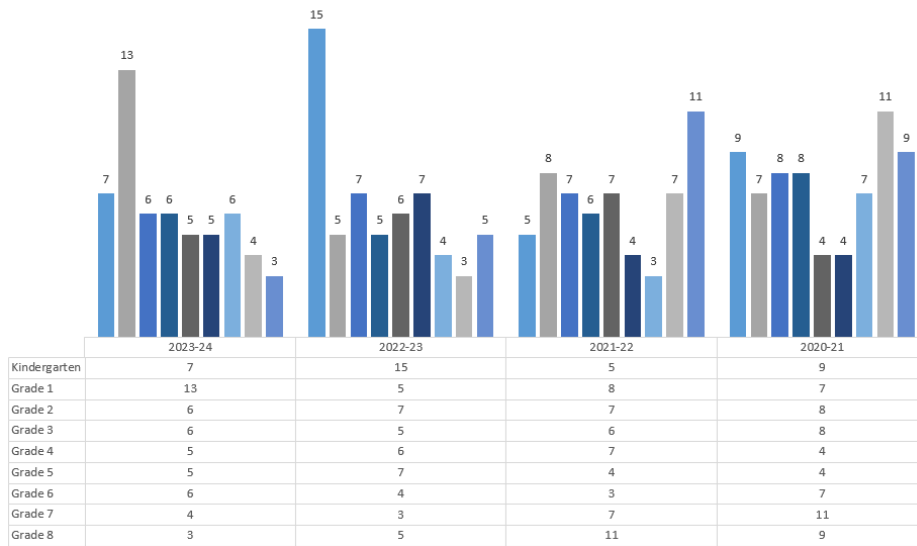
# STRATEGIC GOALS FOR 2024-2026

## FRENCH IMMERSION

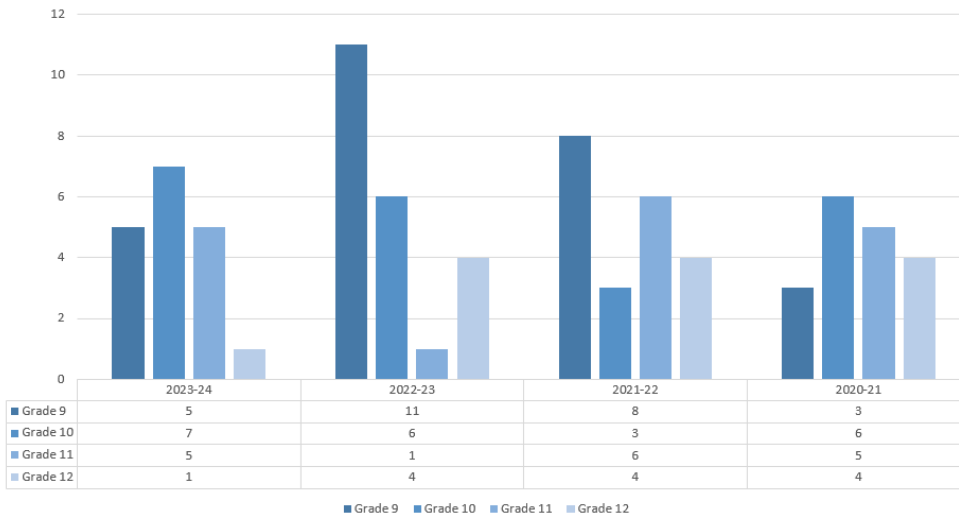
The division offers a K-12 French Immersion Program. The K-8 portion of the program is located at Ecole Swan River South School and the 9-12 program is located at Swan Valley Regional Secondary School. The division is part of the Northern French Immersion Consortium. The consortium works together to offer a variety of French Immersion High School Courses. Some of these courses are offered by the local school within the division and some are accessible via ITV from partner high schools so that students can complete their French Immersion Diploma. The Immersion Program has existed for more than 20 years.

Strategies	Responsible Parties	Required Resources	Indicators of Success
<ul style="list-style-type: none"> <li>- To continue with K-8 French Immersion programming</li> <li>- To continue with Grade 9 – 12 French Immersion programming</li> </ul>	<ul style="list-style-type: none"> <li>- School Admin</li> <li>- Superintendent/CEO</li> </ul>	<ul style="list-style-type: none"> <li>- SVSD</li> <li>- Provincial Funding</li> <li>- Grants</li> </ul>	<ul style="list-style-type: none"> <li>- Students graduating with French Immersion Certificate</li> </ul>

ESRSS Kindergarten - Grade 8



SVRSS Grade 9 - 12



## STRATEGIC GOALS FOR 2024-2026

### BAND/MUSIC PROGRAM

The Swan Valley School Division has a wide array of Music programs within our schools. Schools in the division offer Middle Years Band and Choral. The High school offers a Music, Performing Arts, Jazz and Concert Band program. These groups perform at local functions as well as provincial competitions. We are constructing a new Performing Arts and Cultural Center at the SVRSS that will be a venue for performances by schools and community. The SVRSS offers students and community an opportunity to be part of a larger musical production. Our K-8 schools all have vibrant music programs that allow students to learn and perform music.

**Goals and Objectives:** To deliver band and music programming to K-8 students.

Strategies	Responsible Parties	Required Resources	Indicators of Success
<ul style="list-style-type: none"> <li>- Band Instruction</li> <li>- Drumming Instruction</li> <li>- Choral Instruction</li> <li>- Jazz Band</li> </ul>	<ul style="list-style-type: none"> <li>- Band Instructor</li> <li>- Admin</li> <li>- Superintendent/CEO</li> </ul>	<ul style="list-style-type: none"> <li>- SVSD Budget</li> <li>- Fundraising</li> <li>- Parent Group</li> </ul>	<ul style="list-style-type: none"> <li>- Concerts</li> <li>- Student Participation</li> </ul>

**Goals and Objectives:** To deliver band and music programming for Grades 9-12 students.

Strategies	Responsible Parties	Required Resources	Indicators of Success
<ul style="list-style-type: none"> <li>- Grade 9 &amp; Senior Band</li> <li>- Jazz Band</li> <li>- Performing Arts</li> <li>- Choral Instruction</li> <li>- Fiddling Instruction</li> <li>- Drumming Instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Band Instructor</li> <li>- Admin</li> <li>- Superintendent/CEO</li> </ul>	<ul style="list-style-type: none"> <li>- SVSD Budget</li> <li>- Fundraising</li> <li>- Parent Group</li> </ul>	<ul style="list-style-type: none"> <li>- Concerts</li> <li>- Student Participation</li> </ul>

### SPORTS PROGRAMS

The Swan Valley School Division has a very strong history of providing strong sports programming in all of its schools. At the Middle School level students compete in a variety of inter-school sporting events such as volleyball, soccer, badminton, track and field, basketball etc. The high school has teams that compete in a large number of sports such as soccer, basketball, football, baseball, volleyball, track and field, golf, cross country, hockey, rugby, etc. Community members as well as parents and teachers are providing the school programs with coaches.

**Goals and Objectives:** To run sports programs for Grades 6-12 students.

Strategies	Responsible Parties	Required Resources	Indicators of Success
<ul style="list-style-type: none"> <li>- To run sports programs for Grades 6 – 12 students:                             <ul style="list-style-type: none"> <li>• Basketball</li> <li>• Volleyball</li> <li>• Track and Field</li> <li>• Badminton</li> <li>• Hockey</li> <li>• Curling</li> <li>• Golf</li> <li>• Baseball</li> <li>• Soccer</li> <li>• Football</li> <li>• Rugby</li> <li>• Cross Country</li> </ul> </li> <li>- To run intermural programs for K-12</li> </ul>	<ul style="list-style-type: none"> <li>- Superintendent/CEO</li> <li>- Admin</li> <li>- Parents</li> </ul>	<ul style="list-style-type: none"> <li>- SVSD Budget</li> <li>- Fundraising</li> <li>- Parent Group</li> </ul>	<ul style="list-style-type: none"> <li>- Student Participation</li> </ul>



# STRATEGIC GOALS FOR 2024-2026

## PROFESSIONAL DEVELOPMENT

The Division supports educators by providing ongoing professional development. The Division's PD Committee is largely comprised of teachers. The PD Committee has significant input into the Divisional PD initiatives during the year. In addition, teachers can select personal PD opportunities both within the Division and outside of the Division. Teachers are encouraged and supported to grow as a group of lifelong learners.

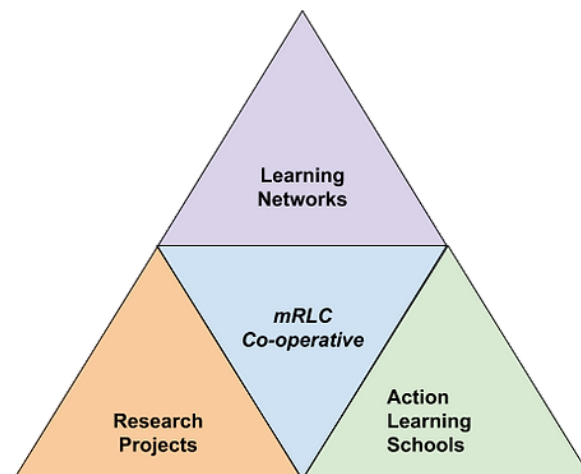


Strategies	Responsible Parties	Required Resources	Indicators of Success
<ul style="list-style-type: none"> <li>- To continue with the PD Committee to prioritize training for Teachers and Educational Assistants</li> </ul>	<ul style="list-style-type: none"> <li>- PD Committee</li> <li>- Superintendent/CEO</li> <li>- Student Services Achievement Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>- PD Funding</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers and Educational Assistants have training opportunities</li> </ul>

## MANITOBA RURAL LEARNING CONSORTIUM

The Manitoba Rural Learning Consortium (mRLC) was established in 2011 to support rural school divisions in addressing the unique challenges facing rural education. mRLC works across and within school divisions with a focus on consultation, coaching and collaboration. School divisions commit to the network by purchasing a membership and engaging in network activities.

<p><b>CO-OPERATIVE</b> The mRLC is a CO-OPERATIVE owned and managed by its members to meet their mutual needs. Costs are shared between Manitoba school divisions and educational partners.</p>	<p><b>LEARNING NETWORKS</b> The mRLC operates LEARNING NETWORKS, to bring together rural educators to connect with others regarding relevant topics, to develop their practical skills and access resources for improving student achievement.</p>	<p><b>RESEARCH PROJECTS</b> The mRLC conducts RESEARCH PROJECTS, to explore the impact of dynamic educational practices on student learning in our rural settings. We connect people, ideas, and sound action research principles.</p>	<p><b>ACTION LEARNING SCHOOLS</b> The mRLC empowers ACTION LEARNING SCHOOLS to be responsive to their student achievement data, creating the conditions conducive to providing intentional and timely responses that produce results.</p>
Strategies	Responsible Parties	Required Resources	Indicators of Success
<ul style="list-style-type: none"> <li>- To continue to support MRLC</li> </ul>	<ul style="list-style-type: none"> <li>- Admin</li> <li>- SVSD Board</li> </ul>	<ul style="list-style-type: none"> <li>- SVSD Budget</li> </ul>	<ul style="list-style-type: none"> <li>- Trained Teachers</li> </ul>



## STRATEGIC GOALS FOR 2024-2026

### NUMERACY ACHIEVEMENT PROGRAM (NAP)

The Numeracy Achievement Program is about using very specific student data to inform participating teachers about how to differentiate their teaching and personalize their own learning. Over the two years of research and development in Stage 1, they learned how to apply a variety of hands-on tools to the Manitoba context. As the program moved into Stage 2 and now stage 3, all participants continue to work within the parameters of the program to develop teachers' collective understanding of what works best in the classroom for their students.

The SVSD has all grade 5 – 9 classes participating in the NAP program. The division will continue to support PD in this area for seasoned teachers as well as new teachers coming on board.

Strategies	Responsible Parties	Required Resources	Indicators of Success
<ul style="list-style-type: none"> <li>- To continue to use NAP in all grades 5 – 9 classes</li> </ul>	<ul style="list-style-type: none"> <li>- Superintendent/CEO</li> <li>- Admin</li> <li>- Teachers</li> <li>- SVSD Board</li> </ul>	<ul style="list-style-type: none"> <li>- SVSD Budget</li> <li>- Sub Time</li> <li>- Materials</li> </ul>	<ul style="list-style-type: none"> <li>- Student Math skills continue to rise</li> </ul>

### LITERACY

Swan Valley School Division believes that literacy empowers people and that all of our students have a right to read. It is through the regular assessment of students that teachers can determine the strategies and cueing systems students are using when they read as well as those with which they need some support. SVSD teachers implement instructional programs and strategies based on research that offer our students a variety of activities and experiences to support literacy growth and achievement.

Strategies	Responsible Parties	Required Resources	Indicators of Success
<ul style="list-style-type: none"> <li>- Create student profiles identifying strengths and weaknesses to develop a plan</li> </ul>	<ul style="list-style-type: none"> <li>- Superintendent/CEO</li> <li>- Student Services Team</li> <li>- Admin</li> <li>- Teachers</li> </ul>	<ul style="list-style-type: none"> <li>- PD Funds</li> <li>- Sub Time</li> <li>- SVSD Budget</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to increase literacy</li> </ul>

# STRATEGIC GOALS FOR 2024-2026

## WELLBEING

### Goals and Objectives: Build and Foster Relationships with Students and Families

Strategies	Responsible Parties	Required Resources	Indicators of Success
<ul style="list-style-type: none"> <li>- Virtual tours/celebrations</li> <li>- Approved classroom videos and parent presentations on items such as technology</li> <li>- Division Activities invited to virtually until we can do live</li> <li>- Newsletter's (more interactive ask for feedback from parents)</li> <li>- Continual communication with parents (direct)</li> <li>- Passion Projects- students do a project important to them to show other students and staff</li> <li>- Closing gap with students by seeing where they are in September and diverting resources as needed to those who need it</li> <li>- Connected resources through IAA, BSSIP, and Home School Liaison for our Indigenous students support</li> </ul>	<ul style="list-style-type: none"> <li>- Schools</li> <li>- Senior Admin</li> <li>- Student Services Team</li> <li>- IAA</li> <li>- BSSIP</li> </ul>	<ul style="list-style-type: none"> <li>- Technology Requirements</li> <li>- Social Media Presence</li> <li>- Surveys</li> <li>- Assessments</li> <li>- F and P</li> <li>- Time to Meet</li> </ul>	<ul style="list-style-type: none"> <li>- Parent and student engagement improves (end-of-year survey)</li> <li>- Student sense of belonging (engagement survey)</li> <li>- Assessments start and end of year (F and P), IEP plans</li> <li>- Keeping track of connections with our Indigenous community and changes</li> </ul>

### Goals and Objectives: Mental Health for all Stakeholders

Strategies	Responsible Parties	Required Resources	Indicators of Success
<ul style="list-style-type: none"> <li>- Continue to share mental health resources among families, students and staff including counselling options</li> <li>- Teen clinic and community resources</li> <li>- Quiet spaces/calming rooms in every school</li> <li>- Work towards RTI time in each school</li> <li>- Tokens of appreciation for staff</li> <li>- Provide opportunities to meet for staff in specialty areas</li> <li>- Drive-thru Barbecues</li> </ul>	<ul style="list-style-type: none"> <li>- Schools</li> <li>- Division Office</li> <li>- Student Services Team</li> </ul>	<ul style="list-style-type: none"> <li>- Links and access to resources from clinicians</li> <li>- Time and Funding</li> <li>- Food Grants</li> </ul>	<ul style="list-style-type: none"> <li>- Engagement (Survey next spring)</li> <li>- Tracking behaviour issues and violent incidents</li> <li>- Consistent programming in Specialty areas</li> </ul>

# STRATEGIC GOALS FOR 2024-2026

## HUMAN RESOURCES

### Goals and Objectives: Training and Mentoring of Staff

Strategies	Responsible Parties	Required Resources	Indicators of Success
<ul style="list-style-type: none"> <li>- Training specific to staff areas of need and recovery</li> <li>- Training of new staff in September including mentors/First-year teacher mentoring 4 sessions/year (tracking it)</li> <li>- Increased counselling resources and find ways such as Jordan's Principles to help.</li> </ul>	<ul style="list-style-type: none"> <li>- Schools</li> <li>- Division Office</li> <li>- Superintendent/CEO</li> <li>- Admin</li> <li>- Department/Board Senior</li> <li>- Student Services</li> </ul>	<ul style="list-style-type: none"> <li>- Access to training needed</li> <li>- Orientation day info and first-day processes</li> <li>- Financial access to qualified staff</li> </ul>	<ul style="list-style-type: none"> <li>- Fewer referrals of violence for SS</li> <li>- Staff comfort in the fall with processes.</li> <li>- Feedback from staff and mentors</li> <li>- Improved student attendance, more parents involved, stronger academic scores in assessments</li> </ul>

### Goals and Objectives: Retention and Recruitment

Strategies	Responsible Parties	Required Resources	Indicators of Success
<ul style="list-style-type: none"> <li>- Continue partnerships with Universities and Colleges for student teachers and when able support student teachers coming to the Valley. (including increased focus on diversity)</li> <li>- Continue to promote Swan Valley as a good place to be and work through online presence, and media that focuses on the programming such as technology, vocational, and classroom work. New updated booklet on SVSD. This includes focusing on substitutes and training at all levels</li> </ul>	<ul style="list-style-type: none"> <li>- Division Office</li> <li>- Superintendent/CEO</li> <li>- SVSD Board</li> <li>- IT</li> <li>- Vocational Department</li> </ul>	<ul style="list-style-type: none"> <li>- Financial and access to University Faculty</li> <li>- Access to media resources (Graphic Design)</li> </ul>	<ul style="list-style-type: none"> <li>- More student teachers come to Swan Valley which helps with recruitment long term and student learning</li> <li>- Increased activity on website, social media, training and recruitment of staff</li> </ul>

**SWAN VALLEY SCHOOL DIVISION  
2024-2026 STRATEGIC PLAN**

