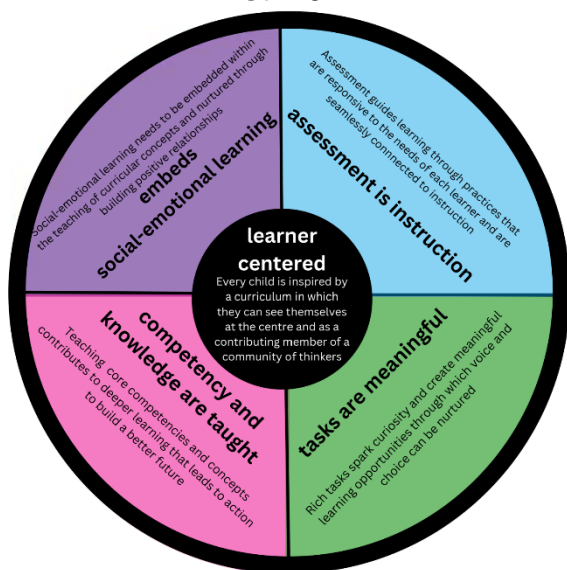


**5 Guiding Principles of PLPSD  
Est. 2022**



**Portage la Prairie School Division**  
*“dedicated to the pursuit of excellence”*  
**October Report for the 2022-23 School Year & 2023-24 Divisional Plan**



<https://www.plpsd.mb.ca/>

**Superintendent: Todd Cuddington**  
**Assistant Superintendent: Pamela Garnham**  
**Director of Student Services: Rochelle Rands**

**Land Acknowledgment**

*The Portage la Prairie School Division acknowledges that the schools in our division are located on Treat One land, as well as, the Traditional Territory of the Ojibway, Dakota, Cree and Anishinaabe peoples and the homeland of the Metis nation. We respect the spirit and intent of Treaties and Treaty Making and remain committed to working in partnership with First Nations, Inuit, and Metis people in the spirit of truth, reconciliation, and collaboration.*

**Division Staffing Profile (Sept. 2022)**

|   |     |  |     |
|---|-----|--|-----|
| Principals  | 9   | Educational Assistants                                   | 161 |
| Vice-Principals (Including 1 Hutterian School Supervisor)                     | 9   | Operations Department                                    | 71  |
| Clinicians  | 13  | Trustees   | 9   |
| Consultants   | 15  | Guidance Counsellors                                     | 15  |
| Resource Teachers   | 16  | Computer Technicians (Including 1 network administrator) | 6   |
| Teachers (including RT, Administration, Counsellors, Consultants, Clinicians) | 295 |  |     |
| School Admin/Clerical   | 16  | Division Admin Assistants                                | 7   |

[Portage la Prairie School Division](#) is composed of seventeen schools, seven located within the city of Portage la Prairie, one in the town of Oakville and nine Hutterite Colony Schools in the surrounding areas and offers both English and French Immersion Programming K-12. Division enrollment (Sept. 2022) was 3483. The Student Services Department is composed of a team of Resource Teachers, Guidance Counsellors, Coaches, Consultants, Strategic Initiatives Learning Coordinator, Clinical staff including Psychologists, Speech and Language Pathologists, Occupational Therapists an EMHA (Enhanced Mental Health and Addictions Team including, WRAP Facilitator, Mental Health and Addictions Nurse, Youth Substance Use Counsellor), Outreach Facilitators, Behaviour Coaches, and a Mental Health Facilitator.

Together we celebrate...

- Increasing enrolment and consistent graduation rates.
- Culturally diverse and opportunities for both French Immersion K-12.
- A commitment to Truth and Reconciliation with opportunities for Indigenous ways of knowing and doing.
- Curriculum that is responsive to student academic and life goals.

And strive to overcome...

- Ensuring and creating equitable opportunities for all students.
- Increasing student enrolment and limited learning spaces and a need to redistribute catchment areas.
- Distance between schools and the cost and feasibility of transporting students in and around Portage la Prairie.
- Many families struggle to manage societal pressures including high costs of living, limited childcare and access to mental health supports.

## Opportunities

### COMPREHENSIVE ACADEMIC PROGRAMS

Variety of courses in Sciences and Humanities  
 French Immersion Program Grades K-12  
 French Culture and Communication Grades 4-12  
 Music Programs: Band, Music, Guitar, Choral Grades K-12  
 Advanced Placement Courses offered in our High School, Computer Technology

### INNOVATIVE PROGRAMS

High School Sports Academies: Basketball,  
 Mature Student Program Physical Education & Sports Programs  
 Walking School Bus, Roots of Empathy  
 Archiving Program, SmArts, Digital Media, Career Education Programs including:  
 High School Apprenticeship Program, Credits for Employment

### VOCATIONAL TRAINING

Comprehensive Career Development Program, Applied Commerce, Industrial Arts,  
 Human Ecology, Power Mechanics, Building Construction Trades, Photography,  
 Hairstyling, Health Care Aide, Childcare Aide

### FACILITIES

Portable computer Labs with Leading Edge programming, Mobile Device Carts  
 High Speed Internet Access with Wi-Fi  
 Science Labs, Automated Libraries, Modern Gymnasiums

### STAFF

Highly Qualified, Dedicated, Innovative

### Who are we?

PLPSD is composed of a team of Sr. Leaders and Divisional Support consultants, coaches and Student Services staff responsive to provincial, divisional, and school mandates, policy and initiatives. At each school a responsive approach to student needs and instruction practice is paramount to success for all students. This is fostered by regular team meetings that assess and monitor the school's operation and staff and students' needs. In the classroom, teachers are equipped with access to a variety of instructional supports and opportunities for professional collaboration and development.

**“DEDICATED TO THE PURSUIT OF EXCELLENCE”**

### Alignment with Provincial Vision and Framework for All Learners in Manitoba

It is through the lenses of the **Global Competencies: Creativity, Citizenship, Connection to Self, Critical Thinking, Collaboration and Communication** and the **Guiding Principles of the Provincial Framework: Equity, Access, Cohesion, Flexibility and Agility**, that Portage la Prairie School Division, strives to meet the unique needs of all learners. Planning and ongoing reflection provide a cohesive and responsive model to support the whole child as they acquire the skills to flourish and live **The Good Life** (Manitoba Education and Early Childhood Learning, 2022).

### Our journey...

Over the past years, our practice has been guided by the works of [Simon Breakspear](#) (Teaching Sprints), [Cale Birk](#) (PLC 2.0), and [Garfield Gini-Newman](#) (Creating Thinking Classrooms). We strive to achieve provincially implemented mandates while being responsive to our unique and diverse community needs in each of our schools. Divisional, school-based and provincial data continues to inform our direction and allocation for support. It is through the lens of provincial framework and a local plan for continuous improvement that we regularly monitor our impact and next steps.

We are thankful for the significant community contributions made to our division that help us meet our students' non-academic needs.

### Factors that influence Division priorities:

- Strategic Planning session was held in October 2022. Reviewed annually.
- Provincial Framework for Learning
- Divisional, school base and provincial data
- Division demographics and local community needs
- Parent Advisory Councils at each school
- Student voice and surveys
- Planning and monitoring of the Division's Strategic Plan by the Strategic Planning Continuance Committee (Trustees)
- Student Services Department Review and annual Continuous Improvement

### Planning Process:

**May/June**-Planning meetings scheduled with teams responsible for implementing and monitoring divisional grant projects including Numeracy, Literacy, English as an Additional Language, French Language, Indigenous Academic Achievement, Career Development, Learning to Age 18, Technology Education and Early Childhood Initiative Grants. Outcomes, success criteria, sequence and timelines, roles and responsibilities and monitoring systems are established for the upcoming school year.

**Fall and Spring**-Review meetings are scheduled to monitor progress and evidence of impact based on success criteria established for the year.

**Monthly meetings**-Led by school administration at each school to review and reflect on school planning.

**Monthly/Bi-monthly Coach and Consultant meetings**- To review areas of focus in response to annual targets.

| English as an Additional Language (EAL) and Self-declared Indigenous students (2022-23 School Year) |  |                                  |  | Education for Sustainable Development (ESD) |   |           |           |           |
|---|--|----------------------------------|--|---|---|-----------|-----------|-----------|
|   | Number of Students   | Percentage of Student Population | Regular Diplomas   | 190   | Number of schools in the division   | 17        |           |           |
|   |  |                                  | Mature Student Diplomas                                    | 27  | Number of schools with an ESD plan  | 17        |           |           |
| English as an Additional Language Students (including the Hutterite Colony population)              | 491  | 14%                              | Self-declared Indigenous Diplomas/Metis Certificates       | 19/19                                       | Education for sustainable development and social justice goals and initiatives are embedded into planning at the classroom level. This year's funding from the ESD grant was applied to purchase Tower Gardens. |           |           |           |
|   |  |                                  | English as an Additional Language Graduates (past funding) | 24  |   |           |           |           |
| EAL Funded Students   | 131  | 4%                               | French In the English Program Certificates                 | 7   |   |           |           |           |
| Self-declared Indigenous Students   | 1356   | 39%                              | French Immersion   | 19  |   |           |           |           |
| ENGLISH AND FRENCH IMMERSION PROGRAM ENROLMENT  | 2020-2021 Grade 9 ELA & Math credit attainment<br>As presented by MEECL, fall 2022 |                                  |  |   | French Immersion Numbers and Transition Observations (in and out of program):   |           |           |           |
|   | Math Credit (1 <sup>st</sup> time) Attainment (%)                                  |                                  | ELA Credit (1 <sup>st</sup> time) Attainment               |   | Kindergarten total enrolment (English program)  | 272       |           |           |
|   |  |                                  |  |   | Kindergarten total enrolment (French Immersion)   | 67        |           |           |
|   |  |                                  |  |   | English as an Additional Language Student enrolment   | 223       |           |           |
|   | Division total   | 238 possible/79%                 | Division total   | 238 possible/83.2%                          | PLPSD Total enrolment K-12  | 3483      |           |           |
|   | Indigenous students  | 112 possible/69.6%               | Indigenous students  | 112 possible/70.5%                          | Indigenous Students   | 1356      |           |           |
|   | Non-Indigenous students  | 126 possible/87.3%               | Non-Indigenous students                                    | 126 possible/94.4%                          | Non-Indigenous Students   | 2127      |           |           |
| <b>Maternelle total enrolment (French Immersion program) and 5-year Trend:</b>                      |  |                                  |  |   |   |           |           |           |
|   |  |                                  |  | Sept.2018                                   | Sept.2019   | Sept.2020 | Sept.2021 | Sept.2022 |
|   |  |                                  |  | 64  | 55  | 61        | 37        | 67        |

**Portage la Prairie School Division Reflection Report and Planning for 2023-24**  
**Framework for Continuous Improvement aligned with Manitoba's K-12 Education [Framework for Learning](#)**

[Division PD and SS Plan 2023-24.pptx](#)

**HIGH QUALITY LEARNING** Overarching goal is to improve learning and outcomes for all students through responsive and relevant curriculum and learning experiences in safe and inclusive learning environments.

| PLPSD Responsive Targets  | Expected Outcomes (specific, observable, and measurable)  | Strategies (actions, roles, and responsibilities)  | Indicators (monitoring progress and timelines)   | Data collection (evidence of progress)   |
|---|---|--|--|--|
| <p><i>Inquiry stance to guide rich learning experiences and promote "Thinking Classrooms".</i></p>  | <ul style="list-style-type: none"> <li>French Immersion program will create language rich learning environments where oral language is a priority for learning experiences.</li> <li>Teachers plan for rich and inclusive learning opportunities for all students.</li> <li>Divisional coaches assume an inquiry stance when supporting teacher practice.</li> <li>Planning opportunities that embed the 6 Competency areas (MEECL,2023).</li> <li>Alignment with 5 PLPSD Principles.</li> <li>Opportunities for learning will continue to be created to support teachers with building capacity.</li> <li>PD planning, collaboration time for teachers that leads to thinking classrooms and best assessment</li> <li>YQS, FLR and NMS will receive "in house" professional learning to support instructional practice that builds critical thinking and curiosity for learning.</li> <li>Teachers to be able to access instructional support to sustain practice beyond the residency project.</li> </ul> | <ul style="list-style-type: none"> <li>Garfield Gini-Newman to facilitate instructional planning possibilities at YQS, FLR and NMS (residency project) coordinated by school team.</li> <li>Divisional Coaches to support the implementation of the 6 Competency areas identified in the Framework (MEECL, 2023), the PLPSD 5 Guiding principles and best practices within coaching time with teachers.</li> <li>SILC to coordinate special projects that promote an inquiry stance for planning for learning.</li> <li>Provide responsive PD upon request with Garfield Gini-Newman supported</li> <li>Encourage divisional access to TC2 Website resources.</li> <li>School team to apply for and coordinate residency project.</li> <li>Coaches to support teachers with sustaining practice as requested.</li> </ul> | <ul style="list-style-type: none"> <li>YQS, FLR and NMS School Teams monitor progress with residency projects and report to PTA progress.</li> <li>Allocate within the timetable collaboration time for teachers.</li> <li>Coaches collect anecdotal evidence of learning with/alongside teachers.</li> <li>Observation of Cascade planning (GGN, 2022) or the use of other innovative curriculum design that fosters thinking classrooms and an inquiry stance.</li> <li>Continuous Improvement meeting with Literacy and Numeracy Leaders (Oct. 3) and later in May to communicate observations, impact and next steps.</li> </ul> | <ul style="list-style-type: none"> <li>Feedback and conversations among staff.</li> <li>Evidence of "thinking classrooms" observed in classroom visits (Administration).</li> <li>Teachers are able to communicate alignment with 5 PLPSD Principles within practice.</li> <li>Coaches maintain logbook/journal of activity for reference and planning.</li> <li>Continuous Improvement report collected by SILC.</li> </ul> |
| <p><i>Developing Literate and Numerate learners</i></p> <p><a href="#">Literacy Plan &amp; Reflection May,2023.docx</a></p> <p><a href="#">Numeracy CI Reflection May 2023.docx</a></p> | <ul style="list-style-type: none"> <li>Teachers maximize opportunities for literacy and numeracy instruction across curriculum areas where possible.</li> <li>Teachers use assessment data to inform instruction and guide learning.</li> <li>Teaching Sprints to engage new learning and best instructional practices.</li> </ul>  | <ul style="list-style-type: none"> <li>Collaboration within divisional teams (literacy/numeracy) to establish priorities in response to collected data and trends.</li> <li>Develop coaching capacity in response to identified areas.</li> <li>Literacy Team to communicate the success criteria for a "Literate Learner" in the English Program.</li> </ul>  | <ul style="list-style-type: none"> <li>School teams monitor student progress as observed by teachers.</li> <li>Student success indicators inform intervention timing and plan.</li> </ul>  | <ul style="list-style-type: none"> <li>Divisional assessment data reports</li> <li>School and classroom profiles</li> </ul>  |

|  |   |  |   |   |
|--|---|--|---|---|
|  | <ul style="list-style-type: none"> <li>• Divisional consistency with Literacy and Numeracy routines at the Early and Middle Years levels.</li> <li>• Responsive Literacy and Numeracy Coaching teams to facilitate curriculum understanding, enhance collective understanding of concepts, skills and communicating student learning.</li> </ul>  |  |   |   |
| Continued implementation of Strong Beginnings K-9                        | <ul style="list-style-type: none"> <li>• Teachers collect assessment baseline data from all students K-9 to inform instruction.</li> <li>• French Immersion to pilot the draft version of the Strong Beginnings assessment. <a href="#">FI Strong Beginnings Assessment Plan</a></li> <li>• <a href="#">English Program Strong Beginnings Assessment</a></li> </ul>   | <ul style="list-style-type: none"> <li>• Screening is done by the classroom teacher 3 times during the year (mid-September, end of January and end of May).</li> <li>•</li> </ul>  | <ul style="list-style-type: none"> <li>• Data entered by teachers.</li> <li>• Teachers' instruction responsive to students.</li> <li>• Support/intervention plans created where necessary.</li> </ul> | <ul style="list-style-type: none"> <li>• Data collected divisionally</li> </ul>                       |
| Enhanced understanding and actions that align with inclusive classrooms. | <ul style="list-style-type: none"> <li>• Teachers to plan for all students</li> <li>• Access to learning planned with Universal Design, Differentiated Instruction to enhance the Tier 1 Level for most students.</li> <li>• Workshop and learning to strengthen understanding of SSPs and planning for unique student programming needs (Modified or Individualized programming).</li> <li>• School based Student Support teams (counsellor, resource).</li> </ul> | <ul style="list-style-type: none"> <li>• In school teams meet regularly to review class and individual student needs. Support is allocated according to needs.</li> <li>• Coaches to support strategies for student success.</li> <li>• SILC and Director of Student Services to provide workshops, learning opportunity to divisional Student Services Team.</li> </ul> | <ul style="list-style-type: none"> <li>• Caseload summaries</li> </ul>  | <ul style="list-style-type: none"> <li>• Participation in workshops/PD offered.</li> <li>•</li> </ul> |

**STUDENT ENGAGEMENT AND WELL BEING Overarching goal is to respond to diverse life experiences, engage students, promote well-being, support successful transitions, and leverage inter-sectoral partnerships.**

| PLPSD Responsive Targets  | Expected Outcomes (specific, observable, and measurable)  | Strategies (actions, roles, and responsibilities)   | Indicators (monitoring progress and timelines)  | Data collection (evidence of progress)   |
|---|---|---|---|--|
| Extending school events and celebrations with families and in the community | <ul style="list-style-type: none"> <li>• Communication between home and school will continue to be a priority.</li> <li>• Special events and activities will be shared via social media and school newsletters using the PowerSchool extension.</li> </ul>  | <ul style="list-style-type: none"> <li>• Divisional and school based social media platforms will be used.</li> <li>• School leaders will celebrate special achievements within each school.</li> </ul>  | <ul style="list-style-type: none"> <li>• Regular social media posts from the division and all schools (except Hutterian schools)</li> </ul>   | <ul style="list-style-type: none"> <li>• Number of posted events and special reports made to the Board of Trustees</li> </ul>  |
| Responsive in-school and divisional student support.                        | <ul style="list-style-type: none"> <li>• Divisional Student Services Team including Clinicians, EMHA Team (Enhanced Mental Health and Addictions Team), Outreach Facilitators.</li> <li>• Mental Health Facilitator (Gr. 9)</li> <li>• Schools to create and sustain operational in-school support teams to monitor academic and behavior progress</li> </ul> | <ul style="list-style-type: none"> <li>• School support team to meet regularly to respond to review data and respond to needs.</li> <li>• To access responsive support and/or programs as needed and available divisionally.</li> <li>• Divisional support personnel are accessed in response to identified needs at the school and classroom level.</li> </ul> | <ul style="list-style-type: none"> <li>• Bi-weekly meetings and regular documentation by teachers and administration used to inform decision making and needs for support.</li> </ul> | <ul style="list-style-type: none"> <li>• Data reports used for comparison pre and post interventions/supports where applicable.</li> <li>• Total number of students requiring/accessing additional support.</li> </ul> |

|  |   |  |  |   |
|--|---|--|--|---|
|  |   | <ul style="list-style-type: none"> <li>• A divisional referral process is used to access clinical support beyond the school team.</li> <li>• Direct services provided.</li> </ul>  |  |   |
| Proactive training to support and respond to student behaviour.                        | <ul style="list-style-type: none"> <li>• PBIS</li> <li>• NVCI All staff will receive at minimum Level 1 (2-day) Non-Violent Crisis Intervention training</li> </ul>   | <ul style="list-style-type: none"> <li>• PBIS Implementation cycle</li> <li>• Staff will be expected to attend the minimum Level 1 Training.</li> <li>• School leaders will determine staff who require Level 2, 3 additional training.</li> <li>• The Divisional Psychologist team will conduct training.</li> </ul>  | <ul style="list-style-type: none"> <li>• Training options will be prioritized throughout the year.</li> </ul>  | <ul style="list-style-type: none"> <li>• Divisional database will be used for monitoring.</li> </ul>  |
| Maintain, sustain and develop French Immersion programming to support the whole child. | <ul style="list-style-type: none"> <li>• PLPSD accessing support from BEF (FSLRP, Consultants).</li> <li>• Active membership with the local Canadian Parents for French committee.</li> <li>• Collaboration and learning with ACPI (via memberships and coordination of learning opportunities).</li> <li>• K-8 Ecole Milieu that welcomes and provides instruction for all students.</li> <li>• Culturally and linguistically rich learning environments.</li> </ul> | <ul style="list-style-type: none"> <li>• PLPSD to support balance cost of having 1.0 FTE French Coach role.</li> <li>• Coordinated learning plan to respond to school and identified student needs.</li> <li>• School Representative to attend local CPF meetings.</li> <li>• SILC and French Coach to collaborate regularly to plan for learning.</li> <li>• PLPSD to support balance of cost for creating the new Ecole Milieu beginning fall 2023/</li> <li>• Teachers and French Coach to seek opportunities (SmARTS Grant, EFM grants, etc. to embed culture in to learning.</li> </ul> | <ul style="list-style-type: none"> <li>• French Coach will attend the French Immersion staff meetings monthly.</li> <li>• French Coach will meet with the PCI (9-12 teachers).</li> <li>• Continuous Improvement conversations will inform activity and next steps.</li> </ul> | <ul style="list-style-type: none"> <li>• Continuous Improvement conversations and reporting periods (fall and spring) will guide the next steps and observe progress today.</li> <li>• French Coach will maintain a journal of activity.</li> </ul> |

**EXCELLENCE IN TEACHING AND LEADERSHIP** Overarching goal is to ensure teachers, school staff and leaders have the knowledge, skills and tools to support student achievement and well-being.

| PLPSD Responsive Targets   | Expected Outcomes (specific, observable, and measurable)   | Strategies (actions, roles, and responsibilities)  | Indicators (monitoring progress and timelines)   | Data collection (evidence of progress)  |
|--|--|--|--|---|
| Divisional coaches   | <ul style="list-style-type: none"> <li>• Target and respond to divisional classroom need to support teachers with inclusive instruction and interventions where needed.</li> <li>• Create opportunities for learning in response to teacher need.</li> <li>• Maintain alignment with divisional directives and beliefs.</li> </ul> | <ul style="list-style-type: none"> <li>• Divisional assessment in fall and spring (Literacy, Numeracy, NAP) will inform areas of need divisionally.</li> <li>• Coaches will collaborate with in-school support teams for clarity with intervention and an efficient response to need identified.</li> <li>• Coaches will coordinate, recommend, or request PD in response to need (self or others).</li> <li>• 5 Principles for PLPSD will guide decision making conversations about practices with teachers.</li> </ul> | <ul style="list-style-type: none"> <li>• Coaches will be responsible for maintaining a log of activity in response to intervention/need.</li> <li>• Leader Coaches (Patti/Sandi) will provide a summary report to the Assistant Superintendent as requested.</li> <li>• Coaches will provide a summary of notes to school administrator following direct intervention/supports given.</li> </ul> | <ul style="list-style-type: none"> <li>• Divisional data collection and summary reflections</li> <li>• Log/journal of activity/intervention</li> <li>• Summary report as requested</li> </ul>                                 |
| Divisional alignment with the PLPSD 5 Principles for Transformative Learning that is responsive to our students and community. Practices and divisional alignment. | <ul style="list-style-type: none"> <li>• Staff will develop an understanding of PLPSD 5 core beliefs and the 4 pillars of alignment (GGN,2023).</li> <li>• 5 PLPSD Principles will guide decision making with planning for all students.</li> </ul>  | <ul style="list-style-type: none"> <li>• 4 pillars of alignment will be used to monitor school and divisional continuous improvement and maintain divisional alignment.</li> <li>• Garfield Gini-Newman to facilitate learning with Principals, Coaches and teachers.</li> </ul>   | <ul style="list-style-type: none"> <li>• Garfield to work with Administrators during monthly meetings to continue conversations.</li> <li>• Principals maintain evidence of progress for their school as a</li> </ul>  | <ul style="list-style-type: none"> <li>• School planning for continuous Improvement and the Principal's own collection of evidence of progress.</li> <li>• Creation of a FI version of the PLPSD 5 Principles doc.</li> </ul> |

|   |   |   |  |   |
|---|---|---|--|---|
|   | <ul style="list-style-type: none"> <li>Divisional alignment and collective understanding of core beliefs.</li> <li>School principals will reflect on 5 Practices at each staff meeting.</li> <li>In school PD will include an opportunity for reflection (personal and whole school)</li> <li>Alignment with the French Immersion document "La vision renouvelee" with the 5 PLPSD Principles to ensure it responsiveness to the French Immersion program.</li> </ul>   | <ul style="list-style-type: none"> <li>Monthly staff meetings will provide opportunities for teachers to engage in reflection and collaborative planning that connects the PLPSD Principles to the School Plan.</li> <li>Principals and Coaches (French Immersion) will coordinate opportunities for conversation among staff. A document specific to FI will be created that is grounded in both FI vision and the 5 PLPSD Principles.<br/><a href="https://www.edu.gov.mb.ca/m12/frpub/pol/pol-curr/index.html">https://www.edu.gov.mb.ca/m12/frpub/pol/pol-curr/index.html</a></li> </ul>  | <p>foundation for annual school reporting and to inform next step planning.</p> <ul style="list-style-type: none"> <li>Evidence of language from the 5 Principles document (FI and ENG) in conversation and reports between teachers, Coaches and Administration.</li> </ul> |   |
| Connecting to Mamàhtawisiwin's Guiding Principles to school and divisional actions.             | <ul style="list-style-type: none"> <li>Staff will connect the guiding principles and the PLPSD 5 Practices as one direction that is responsive to our students and community.</li> <li>Decisions made by leaders will reflect and align with the Guiding Principles of the <a href="#">Mamàhtawisiwin</a> document (p.9, MEECL,2022)</li> <li>Staff will connect All staff will attend the first day of Treaty Education (MEECL) while the second day will be mandatory for classroom teachers only.</li> </ul> | <ul style="list-style-type: none"> <li>Mamàhtawisiwin reflection tool (guiding principles) will be intentionally connected to conversations around the PLPSD 5 Practices.</li> <li>used to identify current reality and next steps for planning and learning.</li> <li>Indigenous Achievement Coach will coordinate both days as per directive from Assist. Superintendent.</li> <li>IAA coach will maintain divisional shared drive with resources to support classroom instruction.</li> <li>IAA coach be responsive to teacher requests for instructional support by creating opportunities for learning or direct in-house coaching.</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Mamàhtawisiwin Tools for Reflection</a></li> <li>Sept. 5 (Day 1) and January 19 (Day 2)</li> </ul>  | <ul style="list-style-type: none"> <li>Language of Mamàhtawisiwin will enter in collaboration and planning conversations.</li> <li>School principals will monitor the attendance of staff.</li> </ul> |
| Personalization of professional learning plans  | <ul style="list-style-type: none"> <li>Create a draft Professional Thoughtbook and a summary of learning to be submitted in place of the Growth Track for teachers not on the Accountability Track only.</li> </ul>   | <ul style="list-style-type: none"> <li>SILC and Assist. Sup. Coordinating ongoing learning to support development.</li> <li>Principal/Administrator group to continue work with Garfield Gini-Newman.</li> </ul>  | <ul style="list-style-type: none"> <li>Fall pilot for Professional Thoughtbooks. Option in place of the Professional Growth Track.</li> <li>Ongoing reflection on observations during Admin PD time with Garfield.</li> </ul>  | <ul style="list-style-type: none"> <li>Final draft of the Professional Thoughtbook</li> </ul>   |
| Retain and maintain staff (instructional and non-instructional) in the French Immersion program | <ul style="list-style-type: none"> <li>FI teachers access PD to support building language and instructional capacity.</li> <li>Opportunity to attend annual ACPI conference (team rotation).</li> <li>Early recruitment and hiring</li> <li>PLPSD Sr. Administration to actively seek incentives and grant opportunities to engage local French teachers.</li> <li>Support language development for non-teaching staff.</li> </ul>  | <ul style="list-style-type: none"> <li>The need of professional learning will be discussed at monthly staff meetings.</li> <li>Continuous improvement conversations will inform current needs and plan for support.</li> <li>ACPI Memberships will be purchased for all FI staff.</li> <li>Recruitment fairs and early job postings.</li> <li>Conversations around attracting new teachers to PLPSD.</li> <li>French Coach and Administration team to support non-instructional staff with key phrases, vocabulary, visual support, etc to enhance the school wide- language experience for students.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Sustaining staff to support the instructional and operational needs of the Ecole milieu.</li> <li>Support available for language acquisition for all non-instructional staff in the French Immersion school.</li> </ul>               | <ul style="list-style-type: none"> <li>Number of new teachers hired sufficient to support program.</li> <li>All support staff in the Ecole Milieu with some French language ability.</li> </ul>       |

**RESPONSIVE SYSTEMS** Overarching goal is to ensure an equitable, aligned, and effective public education system with a focus on engagement, inclusion, and planning for provincial and local needs.

| PLPSD Responsive Targets   | Expected Outcomes (specific, observable, and measurable)   | Strategies (actions, roles and responsibilities)   | Indicators (monitoring progress and timelines)   | Data collection (evidence of progress)  |
|--|--|--|--|---|
| <p><i>Implementation of Early Years Evaluation (EYE) at the kindergarten level annually and Early Developmental Inventory every 2 Years.</i></p> | <ul style="list-style-type: none"> <li>• EYE data collected to inform responsive action for allocate support (instructional, school based, divisional)</li> <li>• To observe available EDI data for the purpose of strengthening needs for support allocation and planning for student success beyond kindergarten.</li> </ul>   | <ul style="list-style-type: none"> <li>• EYE Coordinator will facilitate the process with kindergarten teachers.</li> <li>• Reports to parents/guardians will be distributed at the first and final reporting period.</li> <li>• Report period 2 will be focused on student-led portfolio conversations.</li> <li>• Divisional Coaches will support teachers in the early years as they gain capacity and tools to respond to identified student needs.</li> </ul>   | <ul style="list-style-type: none"> <li>• Summary data provided by Learning Bar will be used in addition to teacher observations between reporting periods.</li> <li>• EDI summaries</li> </ul>   | <ul style="list-style-type: none"> <li>• EYE data summaries</li> <li>• EDI data summaries (when available)</li> </ul>   |
| <p><i>Early Years Language programming and intervention support</i></p>  | <ul style="list-style-type: none"> <li>• Pre-school parties to be coordinated by SLP Team in collaboration with the school Resource Teacher at least 4 times per year.</li> <li>• Pre-school programming at Community school sites (NMS, LVS) and FLR (BSSIP-Building Student Success Through Indigenous Parents).</li> <li>• Speech and Language direct services provided to Portage Aboriginal Head Start program once per week for one day.</li> <li>• Speech and Language screening to inform responsive planning and individual student need for programming.</li> <li>• Students identified with specific need to receive individualized intervention</li> <li>• Language and Literacy Enhancement-Book Buddies for infants and preschoolers.</li> </ul> | <ul style="list-style-type: none"> <li>• Speech and Language Pathologists to coordinate and oversee implementation by school staff. Phonological Awareness Screening will inform the need and structures for support.</li> <li>• SLP to provide screening to 3- and 4-year-old children. (Early intervention). Referrals to community support will be made when applicable (SLP, OT, PT). Information sessions with families and staff will be coordinated by the SLP Team.</li> <li>• Direct interventions support to be offered by a trained Educational Assistant under the supervision of the SLP Team.</li> <li>• Individual intervention to be conducted by school EAs trained and supervised by the SLP Team.</li> <li>• SLP Team to continue partnership with Family Resource Center to offer programming for families.</li> </ul> | <ul style="list-style-type: none"> <li>• Phonological Awareness screening.</li> <li>• SLP reports to parent/guardian will inform programming need and/or intervention.</li> <li>• Community School programming will be offered three half days per week.</li> <li>• Screening is conducted initially in the fall and is ongoing as pre-school children are identified in the community.</li> <li>• SLP supports the facilitation process as children transition into kindergarten annually.</li> <li>• Head Start program frequency of services is 4 days per week (with the support of the trained and supervised EA).</li> <li>• Book Buddies is scheduled by the SLP Team at a minimum of once per month during the school year.</li> </ul> | <ul style="list-style-type: none"> <li>• Language Screening/PhonoAwareness</li> <li>• Screening tool-standardized results</li> <li>• Number of children and families accessing/attending programming.</li> <li>• Number of referrals</li> </ul> |
| <p><i>School and Divisional plan for Continuous Improvement</i></p>  | <ul style="list-style-type: none"> <li>• All schools to use a common planning framework to guide next steps for school improvement.</li> <li>• By the end of October annually a report will be posted on the PLPSD website, informed by divisional reflection meeting and data collected by Lead Coaches</li> <li>• To maintain alignment with divisional initiatives</li> </ul>   | <ul style="list-style-type: none"> <li>• SILC, Assist. Sup. And Garfield Gini-Newman will support and facilitate the ongoing use of the divisional and school based Continuous Improvement framework document designed for PLPSD.</li> <li>• SILC to collect data necessary for reporting according to standards from MEECL and plan and conduct bi-annual Continuous Improvement reflection meetings to inform the report and plan for next steps.</li> <li>• Ensure a collective understanding of initiatives and their intention/purpose by</li> </ul>  | <ul style="list-style-type: none"> <li>• School reports / CI conversations and plans for the upcoming year are due annually at the end of October.</li> <li>• School Plans to be reflected upon at monthly staff meetings and evidence of progress noted.</li> <li>• Report deadline –end of October</li> <li>• Continuous Improvement reflection meetings in November and May annually</li> <li>•</li> </ul>  | <ul style="list-style-type: none"> <li>• Continuous Improvement Plan that aligned with divisional priorities at the division level and each school.</li> <li>• Divisional report and plan</li> </ul>  |



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|  |  | leaders, coaches, or other staff responsible for work that is done to support categorical grants. |  |  |
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| <u>Career Development Planning</u> | <u>Learning to 18 Planning</u> | <u>English as an Additional Language Planning</u> | <u>Early Childhood Development Planning</u> | <u>Indigenous Academic Achievement Planning</u> | <u>Technology Education Planning</u> | <u>French Second Language Revitalization Program Planning</u> |
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