

Pine Creek School Division – Educational Strategic Plan Action Plan

Priorities Areas for Pine Creek School Division

Literacy and English

The development of literacy skills plays an important role in all learning.

Students develop and extend their literacy skills when they have opportunities across all curriculum areas to:

- communicate, collaborate and build relationships
- reflect on and explain their literacy and thinking skills, using feedback to improve
- engage with and create a variety of texts in different media, including opportunities offered by ICT
- develop understanding of what is special, vibrant and valuable about their own and other cultures
- explore the richness and diversity of their own and other languages and the wide range of ways in which they and others can be creative
- extend and enrich vocabulary through listening, speaking, reading, writing, viewing and representing
- engage with a wide range of texts and develop an appreciation of the richness and breadth of Canada’s literary and linguistic heritage
- explore and discuss word patterns and text structures.

Numeracy and Mathematics

The development of numeracy skills is important in our everyday life, allowing us to make sense of the world around us and to manage our lives.

Students use numeracy skills and mathematics to:

- model real-life situations and make connections and informed predictions
- interpret and analyze information
- simplify and solve problems
- assess risk and make informed decisions.

Mathematics plays an important role in areas such as science or technologies, and is vital to research and development in fields such as engineering, agriculture, computing science, medicine and finance. Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue further studies and interests.

To face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and the world needs both specialist mathematicians and a highly numerate population.

Health and Well-being

Learning in health and well-being ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical well-being now and in the future.

Learning through health and well-being enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical well-being
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and well-being which will be sustained into adult life, and which will help to promote the health and well-being of the next generation.

Pathways and Belief Statements

Develop 21st Century Learners

Students must be able to think critically, problem-solve, collaborate, and act creatively to meet the academic and social demands of society. We believe:

- Learners need to become transliterate whereby they develop the ability to understand, communicate and apply knowledge across all domains.
- Learners require essential literacy and numeracy skills as the building blocks to becoming transliterate learners.
- The foundation of 21st century learning is the development of self-directed learners in an ever-evolving society.

Transliterate: the ability to learn, think critically and share across traditional and emerging media platforms.

Plan and Assess with Purpose

The ultimate goal of assessment is to help develop independent, life-long learners who regularly monitor and assess their own progress (Manitoba Education).

We believe:

- Purposeful planning and assessment must be diverse to meet all learning needs.
- Purposeful assessments should provide learners with meaningful feedback encompassing the knowledge, skills and beliefs that the 21st century learner brings to the task.
- Purposeful assessment should be used throughout learning to guide instruction, foster growth and assist successful transitions in school and in life.

Strengthen Relationships to Support Learning

Students benefit academically and socially from relationships that encompass belonging, independence and generosity. We believe:

- Relationships provide a safe and meaningful environment that facilitates critical dialogue and develops the values of active citizenship.
- Relationships foster the growth of resiliency in response to constant change.
- Relationships develop responsible global citizens through respectful and cooperative partnerships between school and community.
- Relationships between school and home ensure that the needs of all learners will be recognized and met.

Promote Authentic Engagement

Students will be emotionally, physically, academically and intellectually engaged both inside and outside the classroom to promote the well-being of the whole child.

We believe:

- Engaged learners are presented with challenging yet achievable goals.
- Engaged learners need environments that promote and sustain positive mental and physical lifestyles.
- Engaged learners are provided exemplary and innovative instruction using best practice models.
- Engaged learners are aware of and responsive to personal, local community and global issues.

Action Plan — Highlighting: Strategies/Actions and Indicators Related to the: Indigenous Perspectives - Enhancing Instructional Leadership

Outcomes	Strategies/Actions	Indicators	Data Collection and Evidence
<p>1. Students will benefit from teachers and support staff routinely incorporating best practices in literacy instruction across all subject areas and all grade levels in Pine Creek School Division classrooms.</p>	<ul style="list-style-type: none"> ➤ Divisional Literacy Committee will continue to provide leadership in promoting collaboration and developing effective common assessments for literacy development. ➤ PD opportunities in research-supported literacy programs and structures will be identified, organized and made available to PCSD staff. ➤ PD opportunities will be focused on improving outcomes for Indigenous learners in English Language Arts as part of the divisional Aboriginal Academic Achievement initiative, including but not limited to, having a divisional team attend the Mamatowisiwin sessions on Indigenous Pedagogies and Relationality in October, February and May. ➤ The Literacy Committee, in collaboration school and divisional administrators will analyze Provincial Assessment Data to determine literacy focus areas for development. ➤ SharePoint site will continue to offer teachers instructional support through the posting of Literacy resources and materials. ➤ Schools will develop school-based literacy strategies as part of their own school plan process. 	<ul style="list-style-type: none"> ➤ Number of teachers accessing PD opportunities related to literacy instruction. ➤ Number of teachers incorporating literacy programs such as Daily Five, Guided Reading, Literature Circles and other best-practices. ➤ Improvements in Provincial Assessment results related to Literacy outcomes, especially for AAA initiative students. ➤ Number of posts made to SharePoint of literacy materials/resources. ➤ School Plans including literacy outcomes. ➤ Students more engaged in reading and literacy. 	<ul style="list-style-type: none"> ➤ Divisional PD log ➤ Classroom visits to view literacy structures in place ➤ Tell Them from Me Data on Student Engagement ➤ Library checkouts ➤ Provincial Assessment Data ➤ Report Card Data
<p>2. Students will benefit from teachers and support staff routinely incorporating best practices in numeracy instruction across all subject areas and all grade levels in Pine Creek School Division classrooms.</p>	<ul style="list-style-type: none"> ➤ Numeracy Committee will take responsibility to provide leadership in promoting collaboration, developing common assessments and implementing best-practices in Mathematics instruction. ➤ PD opportunities in research-supported numeracy programs and structures will be identified, organized and made available to PCSD staff. ➤ PD opportunities will be focused on improving outcomes for Indigenous learners in Mathematics as part of the divisional Aboriginal Academic Achievement initiative, including but not limited to, having a divisional team attend the Mamatowisiwin sessions on Indigenous Pedagogies and Relationality in October, February and May. ➤ The Numeracy Committee, in collaboration school and divisional administrators will analyze Provincial Assessment Data to determine numeracy focus areas for development. ➤ SharePoint site will continue to offer teachers instruction support through the posting of numeracy resources and materials. ➤ Schools will develop school-based numeracy strategies as part of their own school plan process. 	<ul style="list-style-type: none"> ➤ Teachers will employ new teaching strategies in order to improve math instruction. ➤ Improvements in Provincial Assessment results related to Numeracy outcomes, especially for AAA initiative students. ➤ Number of posts made to SharePoint of numeracy materials/resources. ➤ School Plans including numeracy outcomes. ➤ Students will be more engaged in math instruction. 	<ul style="list-style-type: none"> ➤ Divisional PD Log ➤ Classroom visits to view numeracy structures in place ➤ Tell Them from Me Data on Student Engagement ➤ Provincial Assessment Data ➤ Report Card Data
<p>3. Students will benefit from school and classroom strategies that promote physical, emotional, mental and social well-being.</p>	<ul style="list-style-type: none"> ➤ Physical Literacy Cohort and Wellness Committee will provide leadership in creating healthy school and classroom environments for students and staff. ➤ The school division, through these two committees, will continue provide PD opportunities to staff in the areas of health and well-being. ➤ The school division, through these two committees, will continue provide activities to promote health and well-being of students. 	<ul style="list-style-type: none"> ➤ Students will indicate a higher level of safety and well-being on Tell Them from Me surveys. ➤ Number of PD requests related to health and well-being ➤ School discipline referrals and suspensions will be decreased with increased focus on student well-being. 	<ul style="list-style-type: none"> ➤ DSWC referral data ➤ Divisional PD log ➤ Tell Them from Me Data ➤ Attendance Data ➤ School Discipline Data ➤ Divisional Suspension data

<p>4. Pine Creek students will benefit from and develop community relationships through work in Social Justice projects, Sustainable Development projects and career development opportunities.</p>	<ul style="list-style-type: none"> ➤ Pine Creek will have over 150 students participate in an educational program of the Canadian Museum for Human Rights. ➤ In 2022-23, PCSD will involve students in Career Development opportunities in the community. ➤ Pine Creek Schools will continue to develop Social Justice initiatives with their students as part of their school plan. 	<ul style="list-style-type: none"> ➤ Students will demonstrate knowledge and understanding of different cultural perspectives. ➤ Students will be engaged in meaningful work in the local and global community. ➤ Newsletters and Community Reports will document the citizenship of PCSD students. ➤ Number of credits attained through community based placements. 	<ul style="list-style-type: none"> ➤ Number of SJ, ESD and Career development contacts that are made in the community. ➤ School Newsletters and Annual Community Reports ➤ Annual LT18 and Career Development Report ➤ Tell Them From Me Data
<p>5. The school division will foster a sense of belonging for Indigenous students and families by gaining knowledge and understanding of Indigenous perspectives.</p>	<ul style="list-style-type: none"> ➤ The school division will conduct an Orange Shirt Day in conjunction with the divisional in-service with the theme of Every Child Matters, honouring Residential School Survivors. ➤ The divisional Share Drive dedicated to resources for teachers in both Treaty Education and in Indigenous perspectives. ➤ Schools will incorporate plans to build inclusion of Indigenous families in school programs and events. ➤ PD opportunities will be focused on improving outcomes for Indigenous learners as part of the divisional Aboriginal Academic Achievement initiative, including but not limited to, having a divisional team attend the Mamatowisiwin sessions on Indigenous Pedagogies and Relationality in October, February and May. ➤ Students will be supported both academically and socially through resources deployed through the AAA grant with the goal of improving outcomes for AAA learners. 	<ul style="list-style-type: none"> ➤ Staff will employ teaching strategies that incorporate Indigenous perspectives in lessons across grade levels and subject areas. ➤ Number staff members accessing and posting resources on SharePoint site. ➤ Staff wearing of Orange t-shirts at various times through the school year to promote discussion of Indigenous matters. ➤ School plans for inclusion of Indigenous students and families. (e.g. BSAAP plan) ➤ Number of staff members accessing further PD to expand their knowledge of Indigenous matters. ➤ Improvement in achievement of AAA learners reflected in Provincial Assessment Data and in Report Cards. 	<ul style="list-style-type: none"> ➤ Divisional PD log ➤ Classroom visits to view lessons incorporating Indigenous perspectives ➤ Number of staff wearing Orange t-shirts throughout school year ➤ Tell Them from Me Data on Student Engagement ➤ Provincial Assessment Data ➤ Report Card Data
<p>6. The school division will further the language development of students through improved French Language instruction across all grade levels.</p>	<ul style="list-style-type: none"> ➤ A 0.25 FTE French Language Coach will be hired to lead the cohort of teachers delivering French Language instruction in Pine Creek schools. ➤ In larger schools, attempts will be made to focus the delivery of Middle Years French Language instruction. ➤ Cohort meetings to promote collaboration, select common teaching resources and study best practices will be held regularly throughout the 2022-23 school year. ➤ The French Language Coach will survey teachers to identify areas of need for divisional teachers. ➤ The French Language Coach will visit classrooms to model, co-teach and address identified needs with teachers responsible for French Language delivery in PCSD. ➤ Promotion of DREF library materials to teachers. ➤ Activities that celebrate French and Metis culture in Manitoba will be organized utilizing school-based French grants. 	<ul style="list-style-type: none"> ➤ Number of Coaching encounters/meetings throughout the school year. ➤ Results of needs survey ➤ Common materials purchased across the school division ➤ Cultural activities organized through French cohort. ➤ Increased level of engagement for students in French class. ➤ Increased number of students choosing to continue with French in high school. ➤ Number of teachers ordering materials from DREF. 	<ul style="list-style-type: none"> ➤ French Language Coach Reports ➤ Needs survey results ➤ Use of DREF materials ➤ Tell Them from Me Survey results ➤ Participation in cultural events ➤ Enrolment in High School French credits

Support Areas			
<i>Professional Development of staff, the efficient use of technology and the provision of effective Student Services are key supports to learners, schools, educators and families in the school division's quest to achieve its vision, mission, goals and priorities.</i>	Professional Development Divisional and in-school P.D. focused on the priority areas; opportunities for staff to access outside P.D. in support of the priority areas; establishment of Professional Learning Cohorts to support growth in the priority areas. Guidance from Admin Council, the divisional Joint Professional Development Committee and outside agencies such as universities, Manitoba Education, MASS and the Manitoba Rural Learning Consortium (marls).	Technology The effective use of technology and software to support teaching and learning in the priority areas; the development of resources to connect teachers; use of Web connectivity between schools, classrooms and the outside world. Guidance from the Admin Council, Divisional Tech Teaching Committee and outside agencies such as MERLIN, ManACE and MAETL.	Student Services Provision of classroom supports that enable learning for all students in the priority areas; the building of safe, inclusive classroom environments that instill in students both a sense of responsibility and a sense of belonging; support for learners and their families in addressing emotional health needs. Guidance from the Admin Council, Student Services and outside agencies such as Manitoba Education and the Student Services Administrators of Manitoba.

Vision, Mission and Goals		
Vision Statement <i>To engage our youth in the building of a positive future in our ever-changing local and world communities through the development of knowledge, compassion and determination.</i>	Mission Statement <i>Pine Creek School Division will provide a high-quality and meaningful education for all students in a safe and caring environment. We are committed to an inclusive learning environment that celebrates diversity while respecting the individuality of each student. We will empower students through challenging academic and skill-based learning to be active and responsible citizens of our world.</i>	Goal Statements <i>To develop:</i> <ul style="list-style-type: none"> ➤ <i>a strong learning environment in partnership with parents, students, staff and community members</i> ➤ <i>strong numeracy, literacy, scientific and technological skills</i> ➤ <i>well-rounded citizens who appreciate and respect all of the arts</i> ➤ <i>a challenging learning environment that develops strong critical thinking and problem-solving skills</i> ➤ <i>an inclusive learning environment that advocates for social justice and respect for diversity</i> ➤ <i>environmental awareness and sustainability</i> ➤ <i>opportunities to apply learned skills which foster the positive attitudes that create pathways to each student's future.</i>

Planning Process and Consultation

During the 2022-23 school year the school division will revisit their Vision Statement, Mission Statement, Goal Statements and Motto through a Liaison Committee process involving the school board, our local Teachers' Association (PCTA), our Support Workers Union (CUPE) and our public. Schools will meet with students and referred to student data obtained through Well-Being Surveys.

While this process was ongoing, a separate committee of teachers and principals representing high school, elementary, student services, north division schools and south division schools will work on a full review of the previous priority areas in order to put forward new focus areas and wording for the 2023-2026 Educational Strategic Plan.

In 2017-18, the plan was revised to reflect the priority areas prescribed by the province. This revised plan reflects this change by listing Literacy and Numeracy as our first two priorities along with Well-being and Indigenous Perspectives. The four areas developed in the previous plan became our pathways to achieving these priorities. We add the detailed section of Action Plan for 2022-23 to reflect the most current provincial planning requirements as outlined in the K-12 Framework for Continuous Improvement.

Every employee of Pine Creek School Division takes an active role in all areas of the plan.

Learning for Living