



Evergreen
School Division



Strategic Plan

2010 – 2013

Learning Today to Improve Tomorrow

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*Arborg – Riverton Choral Program awarded
1st Place at Provincial Competition*



*Gimli High School
Enviro Club*



*Sigurbjorg Stefansson School
students raise money for Gimli
Humane Society*

Division Foundations

Approved January 2009
Revised February 2011

Mission

Evergreen School Division will engage students in learning to become contributing citizens of a democratic society

Vision

Learning Today to Improve Tomorrow

Educational Core Values and Beliefs

1. *Students Come First*

- a) success for every student is the goal of our work
- b) every student is capable of learning
- c) every student has individual strengths and learns in a unique way
- d) a strength based approach will be used to support student learning and social development
- e) every student is respected and in turn respects others
- f) the diversity of our students will be acknowledged, recognized and celebrated
- g) student learning is the basis for all school system decision making and leadership
- h) resources will be used effectively and responsibly to meet students' learning needs
- i) student voice informs decision making

2. *Learning is Our Core Purpose*

- a) learning empowers people to achieve their potential
- b) learning requires relevance and engagement
- c) learning requires a safe, caring and respectful environment
- d) positive relationships are critical to the learning process
- e) every person has responsibility for his/her own learning
- f) learning requires a balance between social, academic and intellectual engagement
- g) learning requires clean, well maintained and aesthetically pleasing physical environments

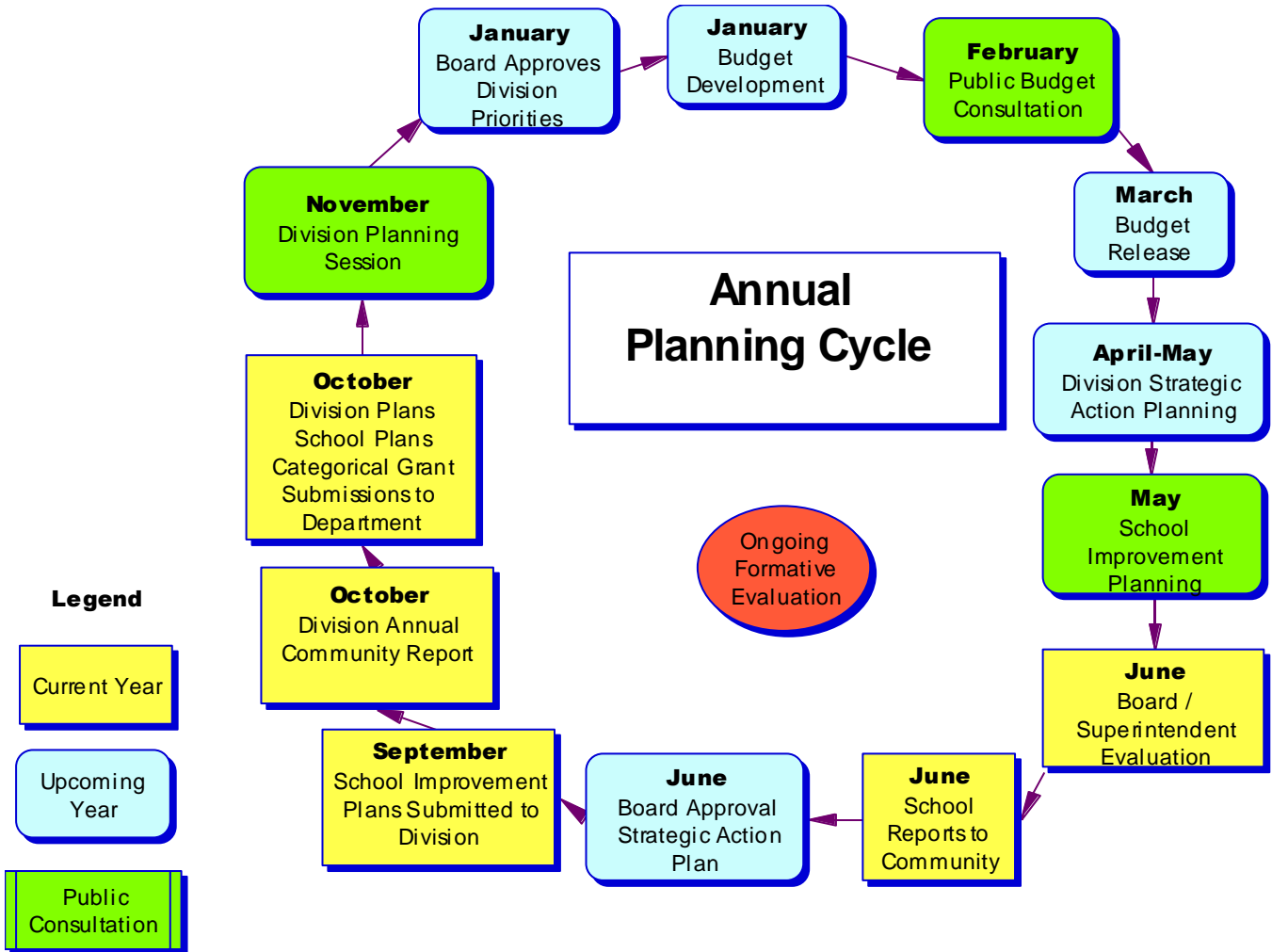
3. *Public Education Serves the Common Good*

- a) public education is essential for a vibrant democracy and a sustainable future
- b) public education develops citizens who work toward the betterment of their family, community and the world
- c) public education is a shared responsibility of the home, school, and community
- d) public education requires a balance between academic, personal/social and physical development
- e) public education provides a foundation for life-long learning and responsible citizenship
- f) public education must be responsive to the changing needs of society

Annual Planning Cycle

Board Policy 10

This cycle represents key activities and processes regarding planning, consultation and reporting for division strategic direction. Division priorities are established through annual Division Planning Sessions held prior to the commencement of the budget process. These priorities provide direction to Division staff for budget development, division strategic planning, and school planning.



Students and Smart Table at SSES



Empty Bowls for Winnipeg Harvest at Arborg Early Middle School

Priorities and Action Areas 2010-2013

Priority	Action Area
Citizenship	<ul style="list-style-type: none"> • <i>Relationships</i> • <i>Wellness</i> • <i>Student Voice</i> • <i>Social Justice</i>
Student Engagement	<ul style="list-style-type: none"> • <i>Relevance / Essential Understandings</i> • <i>Arts</i> • <i>Community Connections</i> • <i>Student Assessment</i> • <i>Physical Activity</i> • <i>Early Learning</i>
Sustainable Development	<ul style="list-style-type: none"> • <i>Governance</i> • <i>Education for Sustainable Development</i> • <i>Human Resources</i> • <i>Facilities, Infrastructure and Operations</i>

Riverton Early Middle School raises money for new playground



Arborg Collegiate students help with sandbagging efforts

Why a Strategic Plan?

The 2010-2013 Strategic Plan is a product of the Evergreen School Division Planning Cycle and represents the school division's commitment to our recently adopted vision and mission.

How was this plan developed?

This plan was developed based on our annual planning cycle. This involves consultation and data from stakeholders at the annual Division Planning Session, data collected through our various division committees, the Division Student Council and our *What Did You Do In School Today?* research project data. The Board of Trustees analyze all of this data at their annual Board Planning Session and developed the division priorities and action areas for 2010-2013. These priorities inform the development of the budget. Once budget is approved by the Board, the Leadership Team develops the Strategic Plan at their annual planning session.

How is this strategic plan related to division goals?

The division foundations, goals and indicators have been taken into consideration in the development of this Strategic Action Plan.

Policy 5 – System Goals and Indicators of Success state that the Evergreen School Division shall:

- provide quality learning opportunities for all students
- prepare students for meaningful adult citizenship
- be attentive to the needs of all students
- provide students with relevant and engaging learning experiences in their completion of high school graduation requirements
- provide inclusive, safe, respectful and caring environments for students and staff
- foster the development of positive relationships between students, staff and community
- provide for the personal, social and physical well being of all students
- provide clean, well maintained and aesthetically pleasing physical environments

Who is consulted?

All member groups in our school communities have many opportunities to participate in discussion that informs our priorities and action areas. Students, teachers, administrators, trustees, parents, and community members are engaged throughout the year in data collection, analysis, collaborative problem-solving through a wide variety of formal and informal means. The result is a strategic plan that aims to be democratic and will be reflective of the values that constitute our divisional foundations.



Division Planning Session

What are the priorities?

There are three main priorities in this strategic plan:

- Citizenship
- Student Engagement
- Sustainable Development

Why a Strategic Plan? *Cont'd*

Each of our priorities is represented in the form of two desired outcomes. One is a **student outcome**, which communicates an intended benefit for our students; the other is a **school outcome**, which communicates how these priorities will be met a school level.

How are we going to achieve the priorities?

Divisional and school-based strategies and supports will be implemented to achieve the outcomes. Strategies include such things as teaching beyond the curriculum, extra-curricular activities, professional development for staff, student engagement with community and data collection.

How will we know we have achieved our priorities?

Within the plan, a number of indicators of success have been identified. Key indicators include:

- Maximized student achievement within the abilities of each student as measured through a variety of assessment indicators
- Student participation in citizenship initiatives and activities
- High school completion rates
- Level of student, parent and staff satisfaction
- Level of student and staff engagement



*Dr. George Johnson Middle School
Inquiry-based Learning*

The school division and schools will be sharing evidence of the indicators of their successes through the following publications:

- Annual School and Division Plan
- Annual School and Division Community Reports
- School Reports on websites and in media
- School and Division Newsletter Articles
- Learning Showcases



*Arborg Early Middle School
supports Winnipeg Harvest*





*Winnipeg Beach School Education
for Sustainable Growth project*





*Arborg Collegiate students build
Quinzee in Physical Education class*



PRIORITY: CITIZENSHIP

Strategic Outcomes	Indicators of Success	Division-Based Strategies/Supports
<p>1. Students will become informed and responsible decision-makers, playing active roles as citizens of Canada and the world, and will contribute to social, environmental, and economic well-being and an equitable quality of life for all, now and in the future.</p>	<ol style="list-style-type: none"> 1. Parent and Community feedback re: student demonstration of citizenship 2. Student Feedback re: citizenship development 3. High level of student participation in citizenship activities 4. Student portfolios and work samples demonstrate citizenship development 5. Improved student attitudes re: racism, homophobia, etc as reported by teachers, students, parents 	<ol style="list-style-type: none"> 1. Division Parent Survey 2. WDYDIST – <i>What Did You Do In School Today?</i> 3. Teacher Action Research Teams (citizenship) 4. Student Engagement Grants 5. Student Voice - Evergreen Student Council (include Middle Years voice), Student representative on Board 6. PLC Grants criteria 7. School-based Citizenship Initiatives 8. Connecting the Teaching Effectiveness Framework to day-to-day practice and Professional Learning 9. New divisional policy re: Anti-Homophobia 10. Participation in Me to We program
<p>2. Participatory / Social Justice Citizenship is a key element of curriculum and pedagogy and students have opportunities to demonstrate their learning of what it means to be a contributing citizen in a democratic society.</p> <div style="text-align: center; margin-top: 10px;">  <p><i>Safe Workers of Tomorrow Workshop</i></p> </div>	<ol style="list-style-type: none"> 1. Teachers and schools provide many opportunities in curriculum for citizenship development 2. Teachers provide choices in instruction and assessment 3. Students demonstrate understanding of social, environmental and economic issues and what it means to be a contributing citizen 4. Student participation in school and community systems and structures 5. Deliberate efforts (curricular and otherwise) are in place to address social issues 6. Student feedback: Students believe that citizenship is a key element of learning 7. Reports from schools profile citizenship development 8. Student initiated programs related to citizenship, e.g. Social Justice 9. Teacher Collaboration re: pedagogy and curriculum related to citizenship 	<div style="text-align: center; margin-top: 10px;">  <p><i>Evergreen School Division Student Council</i></p> </div>

PRIORITY: ENGAGEMENT

Strategic Outcomes	Indicators of Success	Division-Based Strategies/Supports
<p>1. Students will be engaged in relevant learning experiences.</p>  <p><i>Students using Smart Board at Winnipeg Beach School</i></p>	<ol style="list-style-type: none"> 1. WDYDIST data: Enhanced Intellectual Engagement “Flow Rates”, levels of physical activity 2. Progressive trend in teacher self-assessment / reflection re: Effective Teaching Practices Framework 3. Student Feedback: Students believe that they are engaged 4. Student Engagement Initiative Reports 5. Improved Attendance 6. Improved Credit acquisition 7. Improved High School Completion Rates 8. High Student achievement - reports 9. EBS data will show progressive trend 10. High level of student participation in arts programming 11. Resiliency data will inform strength based interventions for at risk students 	<ol style="list-style-type: none"> 1. Teacher Action Research Teams (engagement) 2. WDYDIST – <i>What Did You Do In School Today?</i> 3. PLC Grants 4. Broadband Network 5. ICT Resources in classrooms 6. Student Engagement Grants 7. Arts Programming 8. Divisional PD focused on priorities and improving instructional practice 9. CTS (Career and Technology Studies), Apprenticeship 10. Teacher Collaboration – increase time allocation for collaboration/co-teaching
<p>2. Schools provide students with in and out-of-school learning experiences and to develop their learning and demonstrate examples of citizenship.</p>	<ol style="list-style-type: none"> 1. School / teacher exemplars 2. High level of CTS participation 3. Number of out-of-school learning opportunities provided 4. Exemplars of community engagement in the schools (community is brought into the school) 5. WDYDIST data will reflect high level of out-of-school learning opportunities  <p style="text-align: center;">CTS Student</p>	<ol style="list-style-type: none"> 11. Assessment – Strong Beginnings, Assessment FOR Learning, Evergreen Assessment Formula 12. Divisional Activities – French project, Science pilot, Me to We 13. Connecting the Teaching Effectiveness Framework to Professional Growth Plans 14. Community Connections 15. Early Learning – Kindergarten Here I Come, Early Literacy Intervention, First Steps in Math

PRIORITY: SUSTAINABLE DEVELOPMENT

Strategic Outcomes	Indicators of Success	Division-Based Strategies/Supports
<p>1. Students will acquire and demonstrate the knowledge, skills, attitudes and life practices that contribute to a sustainable future.</p>  <p><i>Arborg Collegiate students working in Canteen</i></p>	<ol style="list-style-type: none"> 1. Teachers provide choices: as reported by teachers, students, etc. 2. Enhanced student understanding of social, environmental and economic issues and what it means to be a contributing citizen as demonstrated in curricular work and portfolios 3. High level of student participation in school and community systems and structures 4. Improved student attitudes re: social issues, environment, etc. as reported by teachers, students, etc. 5. Feedback from students: students believe that they are acquiring these skills and developing these attitudes 6. Student initiated projects and programs related to these skills and attitudes 	<ol style="list-style-type: none"> 1. Sustainable Development Plan 2. Teacher Action Research Team (Education for Sustainable Development) 3. Connecting the Teaching Effectiveness Framework to day-to-day practice and Professional Learning 4. Support for School Recycling/Composting/Energy-Water Conservation Programs 5. Healthy Schools Initiatives 6. Wellness Initiative 7. Transportation Initiative 8. Sustainable Development Audit and Project Plan 9. Facilities and Operations Committee
<p>2. Operations, activities, programs and facilities will be sustainable. Design, construction, renewal of buildings for management, procurement, resource use and transportation will be informed by sustainability principles.</p>	<ol style="list-style-type: none"> 1. Green Practices – Composting, Recycling, Waste Reduction, Energy Conservation, Water conservation 2. Pursuing LEEDS Standards 3. Energy Cost savings 4. Administrative Procedures developed that reflect Sustainability 5. Sustainable principles apply to purchasing and procurement 6. Student and Staff Wellness 	 <p><i>Recycling by Evergreen students</i></p>

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