



Evergreen
School Division



Education Plan

2016 – 2021

Learning Today to Improve Tomorrow

Division Foundations



Introduction

This Education Plan provides a framework and identifies priorities to ensure students have the literacy and numeracy skills to engage in learning to become contributing citizens in a democratic society. Students need to experience a rich variety of relevant learning experiences in safe, respectful, caring environments that support student well being.

This Education Plan was developed in consultation with the community, staff and students. The selection of priorities was influenced by provincial direction, research, survey results, focus groups and student achievement data.

Key elements of the Education Plan

- Increased student achievement in reading, writing, mathematics
- Students' well being (particularly in school) will be articulated, assessed and enhanced
- Professional learning for teachers as a focus to improve student success
- Inclusion of a three tiered approach to instruction and programming (with higher levels of support for students with complex needs)

Roza Gray, Superintendent

Division Programs

Evergreen School Division has a variety of successful programs, many of which were initiatives of previous Education Plans. These will continue as they are embedded features of our schools.

Aboriginal Education – Aboriginal perspectives and culturally appropriate resources are embedded in all our classrooms. EAGLE provides leadership opportunities for youth to explore Indigenous culture.

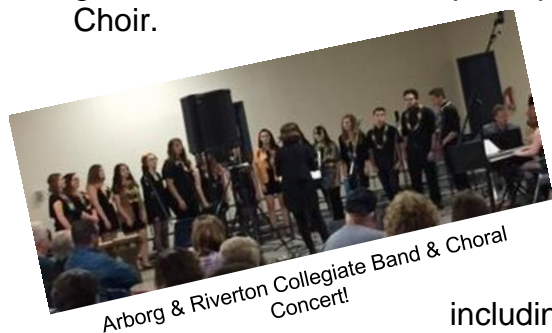
Career Development – Internships and Apprenticeships. This program provides opportunities for grade 11 and 12 students to participate in learning in a variety of community placements and worksites (from hospitals to auto shops).

Education for Sustainability – A focus on environmental citizenship, including well being of self and the world we live in, is embedded in classroom learning.

Information Technology – All classrooms have Wi-Fi and broadband access to the internet along with access to high quality tools including iPads, laptops, and smart boards. Teachers use technology to enhance learning opportunities for students.

Reading Recovery – Intensive, one to one instruction with a trained Reading Recovery teacher is available for students in grade one who would benefit from accelerated progress in learning to read.

Band/ Music – High quality music instruction is available in all our Early/Middle schools. In grades 7 -12 students can participate in energizing Band, Jazz Band, Garage Band and/or Choir.



Arborg & Riverton Collegiate Band & Choral Concert!

Athletics – A wide variety of competitive and skill building sport opportunities are available in all Middle and High Schools.

Clubs – Groups reflecting school priorities and student interests are available in all schools. Diverse clubs exist, including: Social Justice, games, computing, etc.

Student Services supports – A Student Support Consultant, School Psychologist and Speech and Language Pathologist are on staff to support school Guidance Counsellors and Resource Teachers. The Student Services Coordinator accesses additional resources for individual student needs.

Division student voice Students from each High School are selected to provide guidance to the Superintendent's department, and one of these students also attends all Board meetings to provide input on student matters.



Winnipeg Beach School students planning a garden



Riverton Collegiate & Arborg Collegiate students at the Interlake Juried Art Show!

Division Priorities

Reading

Outcome: Evergreen School Division will increase student achievement in reading.

The Division will have an improved instructional focus on reading. This is in keeping with increased provincial requirements for all school divisions. In early years, instruction is focused on teaching children to read, and by middle years, the focus is on reading to learn.



Dr. George Johnson Middle School students learning about animal care!

Strategies: Students will be engaged in guided practice, independent reading and individualized and small group instruction. All teachers will model reading practices which support comprehension and critical thinking. A wide range (genre, reading level, content, form) of challenging and culturally appropriate reading material will be provided to engage students in reading.

Results: Student assessment in reading is ongoing. The need for additional support and intervention is identified through various assessments during each school year. Year end report card results will show improved student achievement in reading and comprehension. Provincial assessment results (Grade 3; Grade 8, Grade 12) will continue to inform divisional progress. High Schools will also monitor credit attainment and marks distribution in Grade 9 English Language Arts.

Writing

Outcome: Evergreen School Division will increase student achievement in writing.

An increased focus in enhancing instruction and student learning in writing is consistent with provincial requirements for all school divisions.

Strategies: Students will be engaged in guided practice, independent writing and individualized and small group instruction to communicate effectively for a variety of purposes and audiences. Teachers will collaboratively develop writing continua with samples of student work to help students self assess and improve their writing.



Riverton Early Middle School students sharing their documentation journals!

Results: Student assessment in writing is ongoing. The need for additional support and intervention is identified through various assessments during each school year. Year end report card results will show improved student achievement in writing. Provincial assessment results (Grade 3; Grade 8; Grade 12) will continue to inform divisional progress. High Schools will also monitor credit attainment and marks distribution in Grade 9 English Language Arts

Division Priorities

Numeracy

Outcome: Evergreen School Division will increase student achievement in mathematics. This focus is in keeping with increased provincial requirements for all school divisions.

Strategies: In early and middle years, increased emphasis will be placed on mental math (quick recall of basic facts). Strong skills are required in this area so that children can become competent at more complex learning such as problem solving and algebra. At the high school level, teachers will focus on closing student learning gaps for credit acquisition.

Results: Student assessment in mathematics is ongoing. The need for additional support and intervention is identified through various assessments during each school year. Year end report card results will show improved student achievement in mathematics. Provincial assessment results (Grade 3; Grade 7; Grade 12) will continue to inform divisional progress. High Schools will also monitor credit attainment and marks distribution in Grade 9 Mathematics.



Well being

Outcome: Evergreen School Division will increase student well being. Success in school activities and a sense of belonging to the school community contributes greatly to students' well being.

Strategies: Emphasis on students' identity as a learner and a person will include an understanding of personal strengths and challenges. This self-knowledge will help students to respond in appropriate ways in challenging situations. Strategies related to positive mental health will be promoted to enhance socio-emotional learning. Ongoing efforts will continue to ensure students feel a sense of belonging to the school community.

Results: In collaboration with the community and with a basis in research, indicators of students well being (i.e. happiness, hopefulness) will be developed so that specific indicators of student well being can be assessed and enhanced.



Day of Pink at Arborg Collegiate!

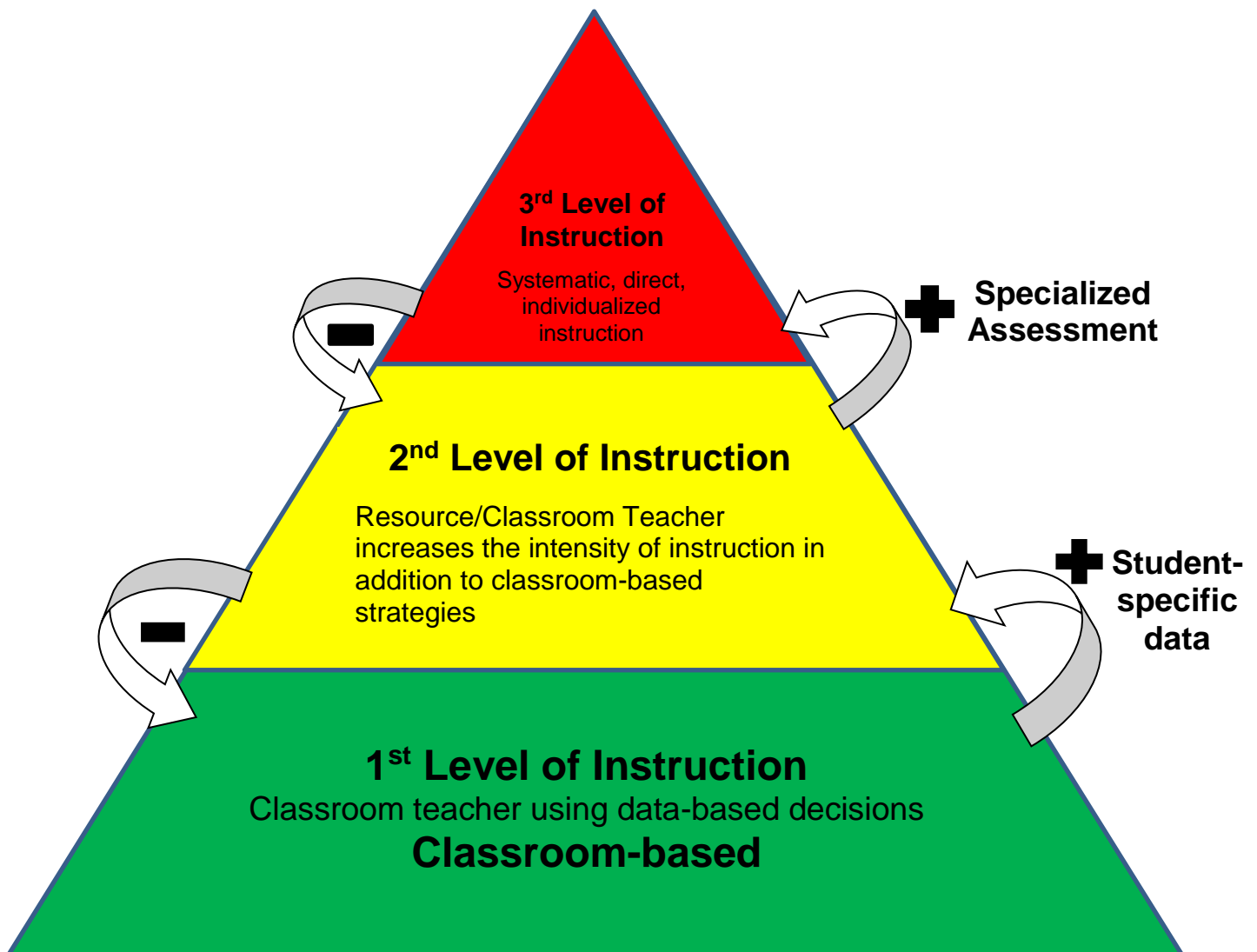
Enhancing Instructional Approaches

Not all students learn in the same way, with the same speed or have the same prior skills and knowledge. Evergreen School Division has adopted a three tiered (leveled) approach to instruction to respond to varied student needs.

The first level of instruction and response is for *all* students within the classroom. Teachers ensure a rich variety of instructional approaches and activities to guide student learning and provide additional opportunities to students who struggle.

The second level of instruction and response occurs for *some* students in addition to rich classroom instruction, and includes specific, short term intervention. This level of small group and varied instruction is typically needed for 10 - 15% of students.

The third level of intervention and response occurs for *a few* students in addition to level one and level two instruction. This includes individualized planning and targeted intervention. This level of intense support is typically needed for 1-5% of students.



Enhancing Instructional Leadership



Arborg Early Middle School using their new outdoor classroom. What a great way to learn about ecosystems!

Although all schools in Evergreen School Division will pursue the Division priorities, each school has its own context, strengths and challenges. School leadership teams (principal, teacher leaders, student services staff and divisional leaders) are critical to the achievement of school specific targets. Therefore, focused efforts to enhance the professional learning of school teams is essential. Capacity development in instructional leadership will focus on use of student assessment data to inform instructional practices.

When assessing learning and progress, we want to ensure we have a deep understanding and rich description of what a learner knows and is able to do. Therefore, we collect information from three general sources: **observations** of the learning, the **products** learners create and the **conversations** we have when discussing learning. This triangulation of learning (collected from different sources over time) will occur at the classroom, school and division levels.

At the classroom level, collecting evidence from different sources over time means that Teachers:

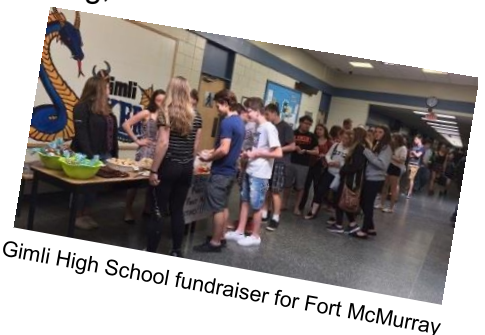
- Assess student learning using observations, conversations and products;
- Co-construct learning criteria with students to guide instruction, descriptive feedback and student self-assessment;
- Use classroom profiles to inform instructional design and flexible grouping for targeted instruction.

At the school level, collecting evidence from different sources over time means that Principals:

- Support teacher practice using student and classroom observations, reflective conversations and classroom data;
- Co-construct teaching criteria with teachers to guide instruction, descriptive feedback and teacher self-assessment;
- Use classroom and school profiles to inform professional learning, resource allocation and the design of tiered supports.

At the division level, collecting evidence from different sources over time means that Superintendents:

- Support school leadership practice using school and classroom observations, reflective conversations and school and classroom data;
- Co construct leadership practice criteria with principals to guide school leadership, descriptive feedback and principal self-assessment;
- Use school profiles to inform professional learning, resource allocation and the design of tiered supports.



Gimli High School fundraiser for Fort McMurray

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Visit us at our website www.esd.ca

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