



KSD Annual Report
Continuous Improvement Plan
2024-2025



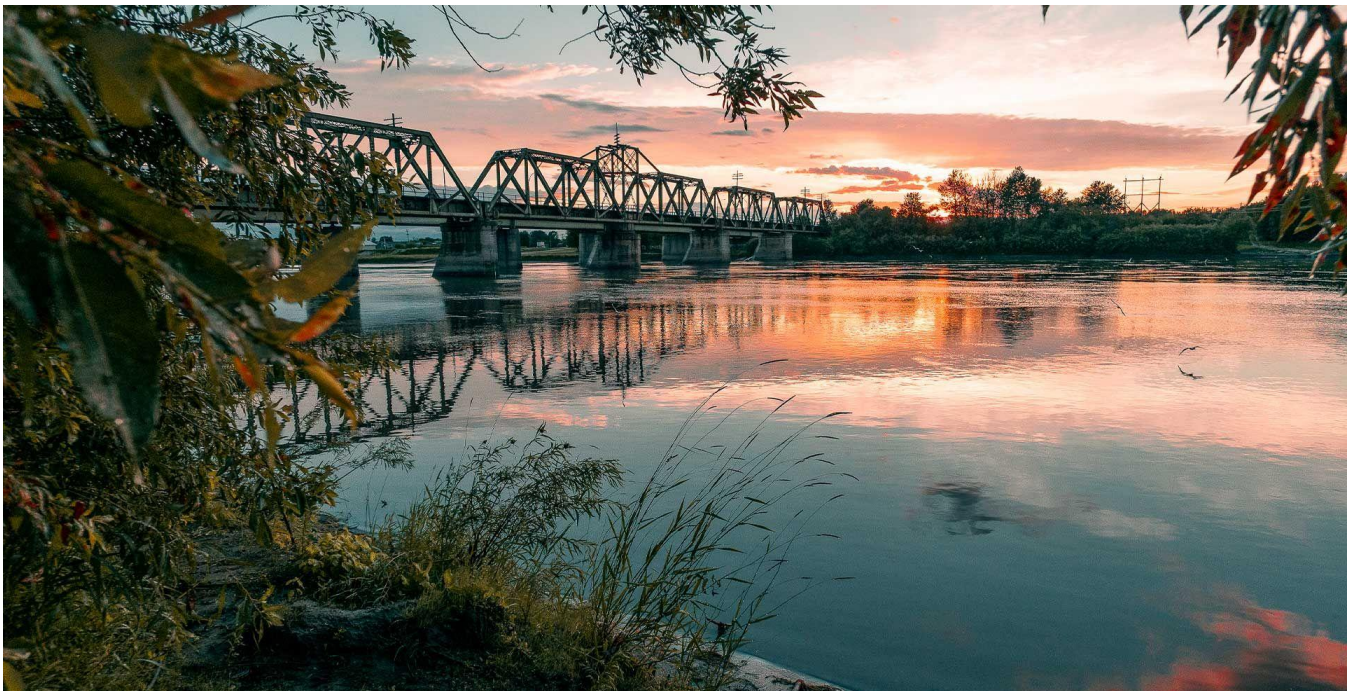
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Kelsey School Division Profile

Kelsey School Division is recognized for its dedicated and skilled staff who are committed to fostering academic, social, and emotional success for all students. The division's educators, resource staff, and administrators consistently go above and beyond to ensure a high standard of learning and well-being. Professional development opportunities, including initiatives in literacy, numeracy, mental health, and Indigenous education, further empower staff to address diverse learner needs effectively. Additionally, innovative partnerships with organizations such as the Manitoba Rural Learning Consortium (mRLC), RCMP, Opaskwayak Education Authority, and The Pas Immigration provide valuable resources and programming that enrich the student experience.

A key strength of the division lies in its commitment to inclusivity and well-being. The division offers a comprehensive French Immersion program for students from Kindergarten through Grade 8, with additional opportunities at the high school level through the French Consortium for students to earn either a French diploma or certificate alongside their provincial diploma. Programs like Roots of Empathy, Treaty Education, and the establishment of an Indigenous Education Committee support cultural awareness, reconciliation, and equity within schools. The division's Strategic Plan, which prioritizes literacy, numeracy, Indigenous ways of life, mental health, and inclusive environments, ensures a clear focus on meeting student and community needs.

However, the division also faces significant challenges. Staffing shortages, particularly in specialized areas such as skilled trades, math, science, and French immersion, have made recruitment and retention difficult in the northern region. Budget constraints further strain resources, with rising costs in professional development, transportation, and operational needs limiting the division's ability to fully address emerging priorities. Infrastructure needs, including delayed capital projects like roof replacements and wheelchair bus acquisitions, add additional pressures. Post-pandemic fluctuations in student attendance and engagement, along with ongoing gaps in resources for marginalized communities, remain key areas of concern.

Equity issues are also a critical focus for Kelsey School Division. Despite progress in embedding Indigenous knowledge and traditions into the curriculum, the division recognizes the need for sustained efforts to reflect the cultural diversity of its community, which includes over 70% Indigenous enrollment. Additionally, challenges in providing equitable access to specialized supports, such as mental health services and EAL resources, highlight the importance of continued investment in individualized learning plans and professional expertise.

Despite these challenges, Kelsey School Division's dedication to fostering inclusive, innovative, and supportive learning environments positions it as a leader in addressing the diverse needs of its students and community. Through strategic planning, partnerships, and the unwavering commitment of its staff, the division continues to work toward ensuring every student has the opportunity to succeed.

CHALLENGES

Budget allocations, staffing decisions and policy development are just a few of the areas where school board decisions have a profound effect on student learning. These include:

- Projected budget constraint efforts and supporting provincial negotiating contracts for salaries.
- Projected staff turnover due to potential retirements.
- Limited availability through recruitment of specialist teachers as attracting new staff to the north and filling open positions remains a challenge.
- Specialist teacher positions in areas like skilled trades, math, science and French immersion are difficult to fill.
- Limited substitute staff availability in The Pas.
- Absenteeism of staff and students due to Medical Leave, Personal Leave and Extracurricular Leave impact effective instruction.
- Financial shortfalls due to costs for northern & remote locations have meant decreased budgets & increasing workloads.
- Funding for clinician services.
- Costs of in-service and professional development for staff increase annually while budgets to support PD have greatly decreased.

STRATEGIC PLAN

Kelsey School Division has adopted a four-year planning cycle which commenced in September 2022. The Strategic Plan was developed following extensive consultation of data and community survey input since 2019, review of school & Division data, past presentations, meeting with leadership for tours of schools, community reports and provincial authoritative documents. These have helped guide and highlight the areas of focus for the Division.

The Strategic Plan goal areas have been identified with overarching focus. Strengthening efforts in Literacy, Numeracy, Mental health and wellness, Indigenous Ways of Learning and Living, and inclusive and caring environments have been identified as the KSD main goals for the Strategic Plan. Within these goals in 2024/2025 principals will need to identify teaching & learning needs, resource requirements, training, data collection and determine resource and staff plans. The strategies, indicators of success and data sources will be identified and shared. In the fall of 2025, the Superintendent will meet with all school principals to review the outcomes of the 2024–2025 school year. These collaborative sessions will focus on analyzing progress toward established goals, identifying areas of success, and discussing challenges encountered during implementation. The purpose of these meetings is to determine whether existing goals should be revised, replaced, or continued into the next cycle based on data, evidence, and school feedback. This reflective process ensures that each school's improvement plan remains responsive, achievable, and aligned with divisional priorities and student needs.

FUTURE PATH

- Review vision, mission, values to ensure continued alignment to KSD goals.
- Annual review and focus on the Division Strategic Plan.
- Continue to work with outside groups.

SCHOOL BOARD PHOTO 2024





Division Profile

Student population for K-12: 1,491 — September 30th, 2024 count. *(Note - fluctuations occur)*

Student population for K-12: 1,594— 2024 count with Kelsey adult learning center

- Number of Early Years Schools: 2
- Number of Middle Schools: 1
- Number of High Schools: 1
- Number of Alternate Education Schools: 1
- Number of Adult Education (gr. 10-12) programs: 1
- Senior Administrators: 2
- Principals: 6
- Assistant Principals (with Behavior Intervention): 4.5
- Cultural Coach: 1
- Numeracy Coach: .25
- Resource Teachers: 8
- Life Skills Teacher 1
- Teachers: 125
- Counsellors: 5
- Educational Assistants: 46
- Support (Clerical): 12
- Support (Library): 4
- Custodial: 16
- Maintenance (plumber, electrician, painter, mechanic, carpenter): 5
- Bus Drivers/ Transportation: 8
- French Coordinator (grant)0.5
- Division Information Technology: 1
- Division Office Support Staff: 6
- High School Apprenticeship Red Seal Program (Hairdresser): 1
- Therapists for Speech/Language, Occupational, Physio and Psychologist: *contracted services*

Successes to highlight for the 2024/2025 school year

- 1) *Mamàhtawisiwin: The Wonder We Are Born With* (direct work by cultural coach)
- 2) *Standard's for Educational Programming*
- 3) *Framework for Learning*
- 4) *Leadership Framework*
- 5) *Safe and Caring Schools*
- 6) *Foundations established by numeracy coach (.5 literacy and .5 numeracy coach for 25/26)*

Areas of focus and the strategies/programming in place to respond

- Partnership with The Manitoba Rural Learning Consortium (mRLC) for Literacy & Numeracy
- KSD Indigenous Education Committee for *Mamàhtawisiwin*
- Collaborative partnership with the Manitoba Education and Early Childhood Learning (MEECL)
- Engagement with MEECL Indigenous Inclusion Directorate for Framework for Learning and Safe and Caring Schools
- Professional development for all staff in Treaty Education. Day 1 and Day 2 sessions

PROFESSIONAL DEVELOPMENT (Literacy, Numeracy & Well-being)

We have quickly moved from exploring the possibilities of Professional Development into a number of structured programs. Some provided and funded by the Provincial Government and others planned and initiated with Division resources by volunteer committees struck by administrators, teachers and paraprofessionals.

mRLC

The Manitoba Rural Learning Consortium (mRLC) expanded services to Kelsey, Flin Flon and Mystery Lake in 2022-2023. Over many busy months their initiatives, in cooperation with local staff, were launched. The Division worked on partnerships to create sustainable supports for staff. Establishing an agreement with the northern expansion for Manitoba Rural Learning Consortium (mRLC), KSD will benefit from professional learning networks for Literacy, Numeracy and Leadership offered in the new school year.

Numeracy Achievement Program (NAP)

The Numeracy Achievement Program (NAP) taught early years teachers how to harvest very specific student data to inform them how to differentiate their teaching and personalize their own learning. Over the two years of research and development in Stage 1, they will learn how to apply a variety of hands-on tools to the Manitoba context. As the program moves into Stage 2 and 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. include a number of NAP sessions and various kinds of supports that your teachers will need to be accessing. The 2024/2025 school year has developed into the division supporting 3 cohorts of the NAP program.

Literacy: What Works

Participants will reflect on their current classroom practice, examine their students increase in learning and set goals and plans for the remainder of the year. Discussions in this cohort could include: Who needs more support? What can this look like? What other whole class reading/writing sequences can I try? How can I improve and include more 1:1 quick reading conferencing? Each participating teacher will receive a teacher resource book as well as several texts to use as read-alouds or mentor texts with your class. A half time K-3 literacy coach has been established to collaborate with teachers on this initiative.

Other Professional Development

Training was organized to meet the varied needs of KSD employee groups. Sessions offered to KSD staff included the following:

- Trauma informed practices
- Learning to Lead for Leaders
- Challenging Behaviours in Youth — Strategies for Intervention
- Regulation Strategies for Children and Youth in Crisis
- The Sweat Lodge Ceremony
- Roots of Empathy
- PowerSchool (modules/ some live - Admin, Division Office, clerical)
- Mental Health and Wellness

PARTNERSHIPS

KSD relies on community partnerships to assist with programs and supports to schools, as will be outlined in school community reports. This past year, the Division worked to engage with:

- RCMP - Workshops and teaching in regards to Cyberbullying
- *The Pas Immigration* - Settlement Worker in Schools (SWIS) and Summer Camp from Mary Duncan to support newcomer students and their families to the schools & community.
- OEA - We continued to enjoy partnerships with our Opaskwayak Educational Authority neighbors who once again invited classes to learn & enjoy the Pike Lake Feast. Additionally, our KSD students were invited to join in the first ever Special Needs Athletic Program (SNAP) Games, hosted over a 3-day period.

CLINICIANS (Well-Being & Inclusion)

The Division has reorganized its finances to support expanded contractual clinical services to augment Divisional supports. Including:

Contractual

- Optimize Occupational Therapy
- Back Forty Speech and Language (Early Years with expanded services in 24/25 school year)
- The Rehabilitation Centre for Children (Physiotherapy)

Divisional

- Counsellors (5 fte)
- Resource Services (7.5 fte)
- Student Services Coordinator (1)

Kelsey Learning Centre

A KSD adult education program headquartered at University College North for those wishing to complete Grade 12.

Career Development and Vocational

CDE Grant Written Summary (2024–2025)

The Career Development Education (CDE) Grant for 2024–2025 is being strategically invested to support student readiness for trades, technical careers, and post-secondary workplace transitions. The funding directly enhances programming across the division by expanding apprenticeship opportunities, reducing financial barriers, and increasing exposure to skilled-trade career pathways.

A portion of the grant supports the High School Apprenticeship Program (HSAP), enabling students to gain hands-on industry experience while earning high school credits. Funds are allocated toward transportation mileage for supervisory visits and student participation in program requirements, helping to ensure smooth coordination between schools and industry partners.

Grant dollars also provide significant support for Skills Competitions, including Skills Manitoba, Skills Canada, and Northern Skills. This investment covers registration fees, travel, accommodations, and substitute costs, ensuring students can compete and excel at regional, provincial, and national levels. These events reinforce hands-on learning, technical skill development, and pride in achievement.

Another key area of spending focuses on tuition and apprenticeship materials, including required tools, equipment, textbooks, and safety gear. This reduces the financial burden on students and families and encourages broader participation in vocational learning experiences aligned with labour market needs.

Finally, funding is directed toward career exploration, such as Grade 8 Trades Days, high school career fairs, and industry-led presentations. These initiatives introduce students to diverse career options early on and build informed pathways into future schooling, work placements, or skilled trades certification.

PLANS MOVING FORWARD

As we look towards the new school year, there are several areas that have begun or that have been under development for the Division:

- Kelsey School Division continues to move forward with intentional improvement planning aligned to our strategic priorities. This past year, the introduction of a 0.25 numeracy coach demonstrated tremendous value in elevating instructional practice and accelerating student learning in mathematics. Building on that proven success, we have now budgeted for a 0.5 literacy coach and a 0.5 numeracy coach for the 2025–2026 school year to further strengthen tiered instructional support and coaching capacity across all schools.
- We are extremely grateful for the provincial nutritional funding, which has enabled us to provide high-quality meals and snacks for students throughout the school day while also upgrading facilities to meet evolving health and safety standards. Looking ahead, our plan is to centralize food services at the high school cafeteria and transition from outsourced contracts to in-house service delivery, increasing efficiency, expanding access to nutritious food, and reducing the number of deliveries between schools. What is also worthwhile mentioning is that we see an increase in student wellness and well-being with the funding support in this area again helping drive our strategic plan forward.
- The 2024–2025 school year marked the addition of a Student Services Coordinator, a critical position that is now leading and supporting our resource teams while coordinating essential clinical services such as occupational therapy, physiotherapy, speech-language pathology, and educational psychology. These targeted investments directly support student well-being, academic growth, and equitable access to services ensuring every learner has the supports needed to succeed.
- *Staff training and development* - Focus will be established through School Improvement Plans and the Division Strategic Plans. Staff from Division Oversight Teams (DOT) will help determine specific focus areas and offer supports by use of a train the trainer model.
- *Strategic Plan* - As per the Board's 5 focus areas. Schools will ensure that their SIP identified their areas of needs & development. Schools will begin to align itself to the areas as identified in the Division Strategic Plan 2022-2026 through their annual School Improvement Plans (SIP).

RETIREMENTS 2024-2025

- Shannon Yaskiw – Teacher SBMS (April)
- Barb McLeod- Counsellor SBMS
- Noella King- Teacher OPAS



Continuous Improvement Plan 2022-2026



The Kelsey School Division endeavors to provide high quality learning for all students by having equitable access to programs and resources, and increased opportunities that value students' individuality and unique skills & abilities.

DIVISION GOALS

The Kelsey School Board is committed to focusing on the following five (5) goal areas for all learners. KSD will provide continued opportunities and supports for students to reach these goals.

ACADEMICS: LITERACY

Students will understand, critically analyze, and create a variety of communication forms, including oral, written, visual, digital, and multimedia. They will engage in intentional and meaningful literacy learning across all aspects of daily living.

ACADEMICS: NUMERACY

Students will understand and apply mathematical concepts, processes, and skills to solve problems in a variety of contexts and real-world experiences. They will engage in intentional and meaningful numeracy learning across all aspects of daily living.

HEALTH & WELLNESS

Students will become literate in mental health and well-being, gaining knowledge and understanding that will provide them confidence and support in their pursuit of living a healthy life.

INDIGENOUS WAYS OF LIFE

Students will understand Indigenous perspectives and knowledge as a part of the historical and contemporary foundation of Manitoba and Canada. Knowledge of First Nations, Métis, and Inuit world views held and valued will be embedded into the K-12 learning journey.

INCLUSIVE & CARING ENVIRONMENTS

Students will feel safe, understood, and respected as schools respond to the diverse needs of learners and instill a sense of belonging for all.



MISSION STATEMENT

“We strive to be a respectful and enthusiastic school community, dedicated to quality education for all.”

OUR VALUES

- *We believe that* students should grow and learn in knowledge, skill, self-awareness, and social development;
- *We believe that* education in our schools should emphasize meeting academic, social, physical, and emotional needs for our students;
- *We believe that* students should learn respect for law, respect for the rights of others, and respect for their own rights, responsibilities and privileges as citizens;
- *We believe that* moral development, self-respect and self-fulfillment are essential in assisting students to become responsible, knowledgeable citizens;
- *We believe that* students have the right to an education appropriate to their specific needs, the right of acceptance of their individuality by staff and students, and the right to develop to their fullest potential;
- *We believe that* students should develop positive attitudes, learn skills, be creative, and appreciate human achievements; and
- *We believe that* students should develop skills to deal with social and moral issues, appreciate those different from themselves, and develop good health habits and healthy lifestyles.

DETERMINING OUR FOCUS



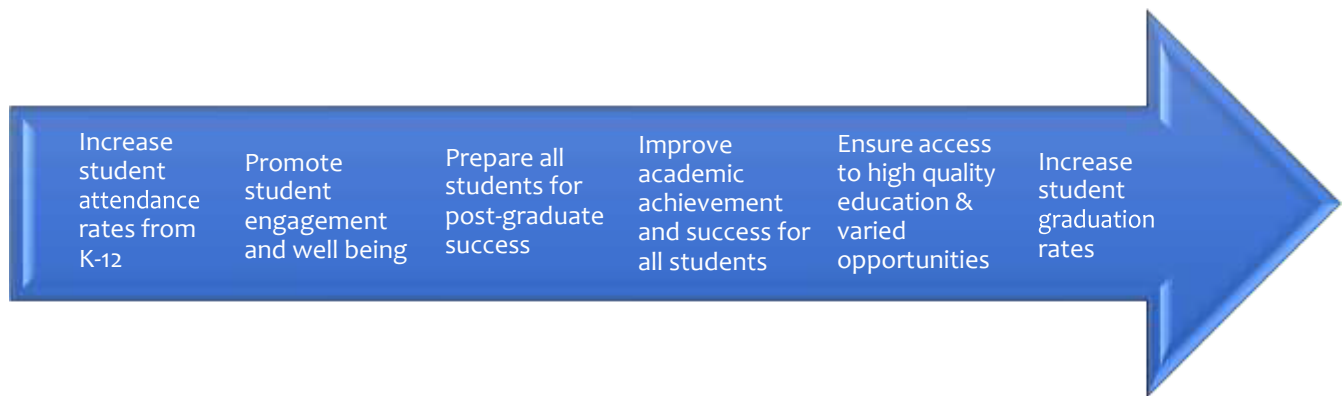
Evidence-based decision-making is central to the Kelsey School Division plan where data is used to reflect what has been accomplished and help inform actions, training and the use of resources moving forward. When determining our new plan, we referenced local and alternative data sources.

The KSD four-year Strategic Plan (2022-2026) was determined by reviewing key summative and formative data from schools, and referencing Manitoba Education documents. These included:

- Schools as a Setting for Promoting Positive Mental Health: Better Practices and Perspectives (2011)
- Safe and Caring Schools: Taking Action Against Bullying (2014)
- Safe and Caring Schools: A Resource for Equity and Inclusion in Manitoba Schools (2014)
- Safe and Caring Schools: Manitoba Provincial Report - *Tell Them From Me: Bullying and School Safety* (2014)
- Supporting Transgender and Gender Diverse Students in Manitoba Schools (2017)
- Safe and Caring Schools: A Whole-School Approach to Planning for Safety and Belonging (2017)
- Provincial Code of Conduct (2017)
- Literacy and Numeracy in Manitoba: Setting the Context - Including findings from the January 2018 Provincial Summit on Literacy and Numeracy (2019)
- Smudging Protocol and Guidelines (2019)
- Manitoba Commission on Kindergarten to Grade 12 Education: A Comprehensive, Independent Review of the Kindergarten to Grade 12 Education System Final Report (2020)
- Manitoba's K to 12 Education Action Plan (2022)
- Our Children's Success: MANITOBA'S FUTURE Report of the Commission on K to 12 Education (2020)
- K to 12 EAL/LAL Programming: Manitoba Curriculum Framework of Outcomes (2021)
- Safe and Caring Schools - A Policy Directive Enhancing Proactive Supports to Minimize the Use of Seclusion (2021)
- Support Guide for Teachers of EAL Learners (2022)
- Standards for Appropriate Educational Programming in Manitoba (2022)
- Mamàhtawisiwin: The Wonder We Are Born With - An Indigenous Education Policy Framework (2022)

The overview of these documents provided provincially based data or research which in turn reflected similar foci as identified through division and school data. The KSD Education Committee, Board committees & meetings, school community reports, school data & presentations, established key areas of focus within the current local context and broader society.

PRIORITY OUTCOMES



The Kelsey School Board identified five Division Goals as the key areas of focus and further development.

All schools will further identify how they will address the needs of each goal area, within their Annual School Plans (school improvement plans) to ensure continuous improvement and student success.

The Board believes that a focus on the five Division Goals, as outline in the Strategic Plan, will help KSD meet the overarching, priority outcomes, as above.

ROADMAP TO SUCCESS

The Division's Strategic Plan serves as a comprehensive guide for fostering student success. The Board has identified key priorities that reflect a steadfast commitment to achieving sustained growth in our targeted outcomes.

As we approach the 2025/26 academic year, we view this period as a time for transformation and revitalization.

Both the Division's Strategic Plan and Annual School Plans (school improvement plans) are dynamic, evolving documents. These will be reviewed and refined quarterly by representatives from the K-12 District Oversight Teams (DOT) to ensure they remain responsive to current data and community needs. Further enhancements and implementation efforts are scheduled to commence in the fall of 2025/26 school year.

Schools and staff will consistently update and collaborate on their Annual School Plans, informed by the latest data. By fall, the Division will share each school's outcomes, strategies, success indicators, and data collection methods, ensuring targeted and effective responses to identified needs.

PERFORMANCE INDICATORS

Schools will determine sources of data collection to measure student & program success, based on local and provincial documents & assessments. These could include the following:

Kindergarten Assessment - Early Development Instrument (EDI)	Interview data (Grad Transitions meetings)	Percentage of students reading by grade level (Grade 1-6)
Grade 3 - Reading Assessment (fall)	Grade 12 - Provincials: English Language Arts	Meeting goals of IEPs
Grade 3 - Lecture Assessment for FI (fall)	Grade 12 - Provincials: Français langue seconde — immersion: Langue et communication	Proficiency Levels (Report Cards)
Grade 3 - Numeracy Assessment (fall)	Grade 12 - Provincials: Applied Mathematics	Report cards
Grade 4 - Lecture Assessment for FI (fall)	Grade 12 - Provincials: Essential Mathematics	Percentage of students who participate in each area of study or development (i.e. Arts, Athletics, Academics, Languages, Trades, Extracurricular, etc.)
Middle Years - Math Competencies Assessment (fall)	Grade 12 - Provincials: Pre-Calculus Mathematics	Recognition awards in arts, athletics, academics, leadership, citizenship.
Middle Years - Reading Comprehension Assessment (fall)	Manitoba - Grade 4 - TIMSS: Trends in International Mathematics and Science Study (spring) - <i>selected schools</i>	Parent involvement in school - trends and changes being observed.
Middle Years - Expository Writing Assessment (fall)	Manitoba - Grade 8 - PCAP: Pan-Canadian Assessment for reading, math & science (spring) - <i>selected schools</i>	Parent perceptions - survey data
Grade 9 - Successful Credit Attainment - Completion rates for Grade 9 credits in English Language Arts (ELA) and distribution of marks.	Manitoba - Grade 10 - <i>Pilot testing</i> (fall)	Parent attendance at Student-led conferences & meetings
Grade 9 Successful Credit Attainment - Completion rates for Grade 9 credits in Mathematics and distribution of marks.	Manitoba - Program for International Student Assessment (PISA), 15-year old	School Climate Surveys
Grade 12 - Proficiency of 80% higher in Math and distribution of marks.	EAL/LAL student progress reports	Tell Them From Me: Bullying and School Safety Survey

Grade 12 - Proficiency of 80% higher in English Language Arts and distribution of marks.	Indigenous student breakout data	Satisfaction Surveys (Academic perception questions)
High School Graduation Rates - % of graduation numbers compared to enrollment.	K-12 French Immersion enrolment trends & exit surveys	Health promoting efforts (events, teaching program & supports)
Percentage of 'on-time' high school graduation rates	Monthly <i>attendance</i> data - trends and changes being observed.	Engagement with community groups
Transitions to Post-Secondary & Career	Monthly <i>behavioral</i> data - trends and changes being observed.	Alignment of policies to Strategic Plan, Facilities Plan, Financial Plan, Technology Plan
Interview data (Grad Transitions meetings)	Recorded instructional reading levels 3x year (Grade 1-3)	# of and attendance at School/ Community themed events (Mental Health week; Anti-bullying; Orange Shirt Day; Terry Fox, etc.)

Other provincial references:

Manitoba Measuring Progress - K-12 Literacy Index (2022)	Manitoba Measuring Progress - Grade 9 Credit Attainment in English Language Arts (ELA)	Manitoba Measuring Progress - Graduation Rate
Manitoba Measuring Progress - K-12 Numeracy Index (2022)	Manitoba Measuring Progress - Grade 9 Credit Attainment in Mathematics	

MBCI School Improvement Plan- Goal Summary 2024-2025

The MBCI School Improvement Plan (SIP) for 2024-2026 is designed to enhance student achievement, well-being, and inclusivity. The plan focuses on four key areas: Literacy, Numeracy, Indigenous Ways of Life, and Inclusive and Caring Environments/Health and Wellness.

Literacy Goals

- Increase Grade 9 credit attainment for ENG10 from 64.4% to 70% by implementing a consistent year-long program and early interventions.
- Improve English Provincial Exam scores from 57.6% to 65% through targeted comprehension and writing strategies.

Numeracy Goals

- Raise Grade 9 Math credit attainment from 54.5% to 65% using early identification and intervention strategies.
- Increase Essential Math Provincial pass rates from 62% to 70% and Applied Math scores from 71% to 75%, focusing on problem areas like precision measurement, geometry, and logical reasoning.

Indigenous Ways of Life

- Embed Indigenous knowledge, cultures, and traditions across all subjects.
- Support Indigenous language preservation through partnerships and cultural programming.
- Create a welcoming space with visible Indigenous representation and collaborations with knowledge keepers.

Inclusive & Caring Environments / Health & Wellness

- Promote mental, physical, and emotional well-being through nutritious meals, mental health support, and professional development.
- Foster diversity and inclusion by celebrating cultures and providing safe spaces for marginalized groups.
- Improve student attendance and engagement through early intervention and relationship-building strategies.

This plan reflects a collaborative effort among teachers, administrators, support staff, and community partners to create a supportive, equitable, and high-achieving learning environment for all students.



Kelsey Community School Improvement Plan 2024-25- Goal Summary

Literacy

KCS aims for 80% of students to be at or above grade level in reading and writing by the end of Grade 2 and Grade 5. Key actions include Science of Reading practices, small-group supports, PAWS writing assessment, and literacy-focused professional learning.

Numeracy

Goals include 80%+ success on year-end assessments and 20% growth in problem-solving and math fact fluency. Strategies include foundational reach-back instruction, math groupings, Thrilling Thursdays, NAP baseline data, and coaching support.

Indigenous Ways of Life

Students engage in cross-curricular Indigenous content and land-based learning. Plans include three or more land-based opportunities per grade level and growing student connections with Elders and Knowledge Keepers. Staff continue PD, including Treaty Education and Mamàhtawisiwin.

Health, Wellness & Inclusive Environments

Focus is on supporting staff mental health and student academic/social-emotional growth. Emphasis on counseling access, collaboration time, inclusive programming, and strong family/community engagement. Attendance remains a critical success factor, with a target of 90%+ each month.

Overall, KCS continues strengthening foundational skills, cultural learning, wellness supports, and community partnerships to support all learners.



École Opasquia School Improvement Plan -Goal Summary 2024-2025

Literacy

École Opasquia is strengthening reading and writing instruction through Science of Reading practices, Rise interventions, 6+1 Traits, and the PAWS writing assessment tool to unify expectations and track growth. Collaborative planning and coaching are supporting teachers in increasing the percentage of students meeting grade-level expectations in reading and writing as measured by report cards and provincial assessments.

Numeracy

Educators are implementing MRLC pacing guides, foundational reach-back strategies, and math intervention groups to build fluency and problem-solving skills. A numeracy specialist supports teachers with co-teaching and planning. Performance targets include grade-level signpost completion (K-3) and 70%+ achievement on NAP (4-5) for students attending 85% or better. June 2025 data shows 65% of K-3 students meeting or exceeding grade level.

Indigenous Ways of Living

The school is committed to meaningful Indigenous education through Treaty Training for staff, integration of Indigenous perspectives in classrooms, collaboration with Elders and Knowledge Keepers, and four-season land-based learning. Initiatives align with the Mamahtawisiwin framework and expand cultural programming and school identity.

Inclusive & Caring Environments

Priority is placed on creating a safe, welcoming school climate where all students feel included. Clubs, shared common language around behaviour expectations, and individual supports aim to increase belonging. A secondary focus promotes family engagement through community events and volunteer opportunities to strengthen home-school partnerships.

Health & Wellness

The school supports positive mental health through SEL programs (e.g., Roots of Empathy), counselling access, regulation spaces (including sensory room development), and extracurricular involvement. Goals include reduced behavioural escalations, improved attendance, and enhanced staff confidence with wellness strategies.

École Opasquia School continues to advance a whole-child approach grounded in strong academics, inclusive practices, cultural identity, relationships, and community connections ensuring that every student belongs, learns, and succeeds.

Ecole Scott Bateman Middle School Improvement Plan-Goal Summary 2024–2025

Literacy

ÉSBMS aims to improve reading and writing skills by one grade level through the development of an English/French Language Arts continuum, increased engagement with the school library, and literacy-focused events such as spelling bees. Baseline and year-end assessments will be used to track progress using report card and provincial assessment data.

Numeracy

The school is enhancing numeracy instruction through remedial math support during study periods, increased access to manipulatives, and the creation of grade-level math kits. Teachers use pacing guides, NAP assessment tools, and report card data to monitor growth and ensure measurable progress of at least one grade level.

Indigenous Ways of Living

Indigenous culture is actively represented through traditional drumming, powwow activities, beading club, Cree 'O Canada', bison harvest experiences, Treaty Teachings Kits, and land-based culture camps. Success is measured by increased student participation and the visibility of Indigenous culture within the school.

Inclusive & Caring Environments

ÉSBMS fosters a welcoming, diverse school environment using positive messaging displayed throughout the school, cultural recognition initiatives, ice-breaker activities for new students, a school-wide Folklorama event, family feasts, GSA opportunities, and presentations addressing bullying and mental health. Student surveys and participation data help guide planning.

Health & Wellness

To improve student well-being, the school is increasing awareness of supports, promoting mental health resources, hosting presentations from health professionals, providing Project 11 or Thrival Kits, and continuing programs like Grade 7 Girls' Empowerment Camp. Attendance rates, surveys, and student involvement in well-being programming indicate improvement.

École Scott Bateman Middle School continues to support students through strong academic programming, cultural learning, mentorship, mental wellness initiatives, and a commitment to positive school relationships ensuring that every learner feels supported, included, and capable of success.

Mary Duncan School Improvement Plan -Goal Summary 2024-2025

School Purpose

Mary Duncan School provides a flexible, supportive learning environment where students can progress at their own pace with small class sizes and individualized support. Staff focus on academic achievement, personal growth, resilience, and the development of essential life skills in a safe and inclusive space.

Literacy

Goals include improved reading comprehension and writing proficiency across subjects. Student engagement with literacy is strengthened through targeted interventions, differentiated instruction, and data-informed decision making.

Numeracy

The school aims to improve problem-solving and confidence in mathematics. Instruction emphasizes core skills and connections to real-world applications to support deeper understanding and critical thinking.

Indigenous Education

Mary Duncan School is working to fully integrate the pillars of Mamahtawisiwin into school practices, honoring Indigenous knowledge, culture, and identity while expanding land-based and community-connected learning experiences.

Health & Wellness

Focus is placed on mindfulness, cultural wellness supports, and fostering strong relationships to ensure students' emotional, physical, and social well-being. Initiatives prioritize belonging, inclusion, and regulation skills.

Technology

Students are developing AI literacy and ethical awareness while educators integrate technology meaningfully to enhance learning and support future readiness.

Professional Learning

Staff participate in Treaty Education, framework-based instructional practices, and global competency development including creativity, collaboration, citizenship, communication, and critical thinking. Team wellness and self-compassion remain ongoing priorities.

Mary Duncan School continues to build pathways to success for every learner by prioritizing strong relationships, rigorous teaching practices, cultural inclusion, and flexible learning structures that meet diverse student needs.

Continuous Improvement Plan

Our Strategic Goals represent the foundation of our division's commitment to excellence in education. These goals have been thoughtfully integrated into our School Improvement Plans and are showcased below as part of our comprehensive Continuous Improvement Plan, reflecting our dedication to ongoing growth and student success.

STRATEGIC GOAL 1a

LITERACY

OBJECTIVES

1. Focus on literacy so students demonstrate continued growth and achieve learning outcomes.
2. Close the achievement gap by re-engaging students and responding to individual literacy needs.
3. Maintain continuous collection & analysis of literacy data to inform instructional practice & provide high quality learning environments.
4. Engage in division planning, oversight and reporting.
5. Enhance teaching & learning and instructional leadership capacity in literacy.

Focus	Strategy	Indicators of Success	Timeline	Responsibilities
Build division-wide literacy coherence	Implement coaching cycles with the new 0.5 Literacy Coach, use common assessment tools (PAWS & UFLI) across all schools	Consistent use of Science of Reading practices; division-wide reading data collected three times yearly	ongoing	Literacy Coach, Principals, DOT Team
80% of students will leave grade 5 at or above level in reading.	-literacy support at each level -grade level reading groups -evidence based programs (ex: UFLI) -Science of Reading instructional methods -EA's trained in literacy support activities -literacy meetings 2-3 times a year -synchronized grade preps once a cycle	Reading levels	Year end	-classroom teachers -administration -specialists -resource teachers -EA's

80% of students will leave grade 5 at or above level in writing.	-literacy support at each level -teachers involved in MRLC -evidence based programs (ex: UFLI) -Science of Reading instructional methods -EA's trained in literacy support activities -literacy meetings 2-3 times a year -synchronized grade preps once a cycle	PAWS	Year end	-classroom teachers -administration -specialists -resource teachers -EA's
80% of students will be at or above level in reading by the end of grade 2.	-literacy support at each level -grade level reading groups -evidence based programs (ex: UFLI) -Science of Reading instructional methods -EA's trained in literacy support activities -literacy meetings 2-3 times a year -synchronized grade preps once a cycle	Reading levels	Year end	-classroom teachers -administration -specialists -resource teachers -EA's
80% of students will be at or above level in writing by the end of grade 2.	-literacy support at each level -teachers involved in MRLC -evidence based programs (ex: UFLI) -Science of Reading instructional methods -EA's trained in literacy support activities -literacy meetings 2-3 times a year -synchronized grade preps once a cycle	PAWS	Year end	-classroom teachers -administration -specialists -resource teachers -EA's
Support oral language development in classrooms.	-PD for all staff -sharing between grade levels -Daily Read Alouds -Daily meaningful conversation through mRLC activities -synchronized grade preps once a cycle	Improved reading/ writing levels	Throughout school year	-classroom teachers -administration -specialists -resource teachers -EA's
To focus on improving teacher knowledge in the area of reading instruction and assessment	Comprehensive guided reading will be done at all levels. Professional development through MRLC-Teach reading 1-3. Rise Reading and Writing Interventions. Literacy support to allow teachers time for small group instruction	Increased number of students reading with grade level bands on Reading wall.	Literacy Team will look at SIP goals to review during December Early Dismissal.	Within working groups, a Lead will be selected to report to staff on plans.

Increase English course success for student's grade 9-12	To develop school-based modules for ENG 20/30/40 to meet the individualized needs of students who are struggling with a regular classroom setting		creating ENG modules for each level, starting with ENG40. - We plan to implement the modules i n semester two as they are completed .	Moving forward, we are collecting data on our credit recovery success and graduation
Develop a writing continuum at the middle school level	Literacy team at the middle school to meet throughout the year to create agreed upon continuum that works for students and staff	Increased literacy scores from report cards and assessments	Completed continuum at the end of 24/25 school year	With the literacy team

STRATEGIC GOAL 1b

NUMERACY

OBJECTIVES

1. Focus on numeracy so students demonstrate continued growth and achieve learning outcomes.
2. Close the achievement gap by re-engaging students and responding to individual numeracy needs.
3. Maintain continuous collection & analysis of numeracy data to inform instructional practice & provide high quality learning environments.
4. Engage in division planning, oversight and reporting.
5. Enhance teaching & learning and instructional leadership capacity in numeracy.

Focus	Strategy	Indicators of Success	Timeline	Responsibilities
Expand NAP and MRLC partnership impact	Introduce coaching clusters using the 0.5 Numeracy Coach and three NAP cohorts; integrate pacing guide check-ins	10% increase in students meeting grade-level outcomes in K-9 math; teacher feedback surveys show higher confidence	Sept 2025 – June 2026	Numeracy Coach, MRLC Team, Principals
Hiring of a numeracy coach for the year	Work with 2 different cohorts of teachers participating in the NAP program delivered through the MRLC. Program has now expanded to our grade 9 students.	Specific indicators within the NAP program will be provided	Carry on from last year. Will proceed through the 24/25 school year	Superintendent will receive monthly reports regarding mentoring and classroom engagement
Early years students will achieve 80% or higher on year end assessments. Ensure supports are put in place for transient, poor attenders, and diagnosed students	Teachers will incorporate numeracy scope and sequence pacing guide into their practice.	NAP year end Kelsey year end.	Review at year end	-school leaders, teachers and staff.
Provide training for teachers on the effective foundational mathematical	Placing students into groups with more adequate support in the classroom.	NAP year end	Review in June	School leaders, teachers, resource and staff

outcomes and ensure proper access to resources and materials	Ensure beneficial class schedules			
Increase student success in solving complex math problems by 20% over the school year	Incorporate problem solving activities into math lessons at least once a week to enhance critical thinking skills.	Review year end assessments	June	School leaders and math teachers.
Increase student success to enhance recall and accuracy in basic facts/mental math by 20% over the school year	Incorporate mental math activities into daily math lessons. Thrilling Thursdays	Increase rates on year-end assessments	End of year	School leaders and math teachers.
Increase Math course success at all levels	To develop school-based modules for EMA 20/30/40 to meet the individualized needs of students who are struggling with a regular classroom setting	Staff will be working on creating MBCI-made ENG modules for each level, starting with 40 level courses Staff will be working on creating EMA modules for each level, starting with EMA40. We plan to implement the modules in semester two as they are completed.	We plan to implement the modules i n semester two as they are completed . End of year stats-especially grade 9	we are collecting data on our credit recovery success and graduation rates.
The development of a division wide numeracy committee	Develop a committee of diverse staff that represent all schools to create more alignment with assessments and program delivery.	More common practices seen from school to school especially at similar grade levels	By mid-year 24/25	Numeracy coach to develop
Provide extra math support for students during option classes at the middle years level	Principal to work with school team to identify students and strategically place them into support math classes	Review 6-8 math marks on report card	Plan for 25/26 school year	Leadership team to develop

STRATEGIC GOAL 2

HEALTH & WELLNESS

OBJECTIVES

1. Support students and staff in building skills, strategies and relationships that contribute to positive mental health & well-being.
2. Enhance physical and psychological safety and security for students and staff.
3. Build capacity to improve mental health supports through engagement in partnerships, programs, and support services.
4. Increase physical, social-emotional, behavioral, and mental health competency through prevention and intervention efforts.
5. Develop and implement the well-being framework to enhance school climate.

Focus	Strategy	Indicators of Success	Timelines	Responsibilities
Centralize school nutrition operations	Transition food services to in-house model at MBCI cafeteria; hire division nutrition staff	Cost efficiencies achieved (10%+ savings on contract costs); increase in students accessing breakfast/lunch programs	Implementation by Sept 2025 – evaluation June 2026	Superintendent, Secretary-Treasurer, Nutrition Team
To create an setting where students and staff feel positive and comfortable in our school environment.	WITS program, Little Spot, continue to foster a positive school climate (safe caring and inclusive). Social Empathy Programs such as Roots of Empath, Fun Friends, Super-Flex. Extra-Curricular programs. School Counsellor. Social Skills groups. Develop a Calm down room, separate from the sensory room. School tipi	Improved attendance. Decrease in office referrals. Increase in student involvement in extracurricular Less students running	Health and Wellness-Team will look at SIP goals to review during December Early Dismissal. Review goals and objectives. Will present	Within working groups, a Lead will be selected to report to staff on plans

		away from class.	their plan at the following Early Dismissal.	
To continue to increase awareness of the important place mental health has in our schools for both students and staff	(Care for All in Education...Canadian Mental Health Association...Manitoba Government) will be presenting to our staff in person at our March 7 early dismissal	Ask staff for feedback Less refferals regarding mental health concerns from students and staff	Year-end stats	Leadership group

STRATEGIC GOAL 3

INDIGENOUS WAYS
OF LIFE

OBJECTIVES

- 1. Incorporate inclusive education programs which promote Indigenous Peoples perspectives (world views, values, and traditions), cultural teachings & experiences across grades, curriculum & schools.
- 2. Close the achievement gap by re-engaging students and close the achievement gap and strengthen student pathways for Indigenous students.
- 3. Provide authentic land-based learning opportunities that support Indigenous knowledge integration.
- 4. Develop professional learning that promotes knowledge and expertise in Indigenous pedagogies, methodologies, and teaching practices.
- 5. Connect with Elders and traditional Knowledge Keepers, and invite them to share in activities, events and celebrations.

<u>Focus</u>	<u>Strategy</u>	<u>Indicators of Success</u>	<u>Timeline</u>	<u>Responsibilities</u>
Strengthen Elders and Knowledge Keeper partnerships	Develop and publish division-wide Elders registry and protocol guide; each school hosts ≥ 4 land-based or cultural learning events	Increase in # of Elder visits (+20% from 2024–25); staff survey shows confidence in using Mamahtawisiwin framework	2024 – 2026 school years	Indigenous Cultural Coach, Indigenous Education Committee

To continue to use the Mamàhtawisi win Policy Framework as a guide.	MBCI (high School) has made a conscious and intentional effort to have authentic involvement, putting students at the center, understanding Worldviews, Values, Identities, Traditions and Contemporary Lifestyles, and creating an inclusive and culturally safe learning environment Indigenous Cultural Coach will present at an early dismissal. The goal is to see how staff can embed Indigenous ways of life into their everyday classroom lessons and activities. We have many examples of this through various programming at our culture camps and Minisewin Family Resource Centre, along with our everyday practices in and out of our classrooms.	Survey staff after session to see if they have ideas on how to move forward with embedding teachings into lessons.	Throughout the 2024/25 school year. Year-end evaluation	Leadership group and indigenous committee at high school level
Continue Elders/ Knowledge keepers in schools across the division	Continue to work with the Indigenous cultural coach and develop a comprehensive elders list. Additionally continue to bring in elders and knowledge		Throughout the 24/25 school year.	

	keepers into the schools to share their teachings			
Treaty Day 1 and Day 2 training	Continue to work with Treaty Commission to develop meaningful training annually for all staff. We had Treaty Day 1 last March. This year, Day 1 and Day 2 Treaty Training will be held on March 21 st	Feedback from staff Attendance of attendees	March 20 day 1 and day 2 training	Indigenous committee with coach organizing
Division to continue to support the Indigenous cultural coach position	The Indigenous Cultural Coach collaborates with staff, the Numeracy Coach, and Elders and Knowledge Keepers to integrate Indigenous ways of learning and living throughout our schools, including through land-based camps and specialized lessons. This collaborative approach ensures authentic engagement with Indigenous languages, cultures, and traditions while recognizing the vital role of family and community in our educational programming.	Increase in attendance Increase in the number of land-based camps	Throughout the 24-25 school year. Now a permanent position in the Division	Cultural coach working with all staff

STRATEGIC GOAL 4

INCLUSIVE & CARING ENVIRONMENTS

OBJECTIVES

1. Support all learners to develop a sense of connection, belonging and positive personal and cultural identity.
2. Provide equitable and inclusive learning opportunities for all learners.
3. Devote focused attention and specialized support to address the individualized needs of learners with disabilities, language needs and diverse abilities.
4. Ensure proactive behavioral supports through positive behavioral intervention, anti-bullying & anti-racism education.
5. Strengthen connections through student voice, and family & community engagement.

Focus	Strategy	Indicators of Success	Timeline	Responsibilities
To ensure all staff at Kelsey School Division have mental health supports and strategies readily accessible.	-the use of surveys for staff (mental health, regulation strategies, school supports etc.) -increase the focus on staff mental health during PD and ED days. -encourage/promote staff to access MTS & CUPE mental health/counselling support -track staff attendance rates -provide more opportunities for staff to share & collaborate.	Results from survey Track attendance rates	Year end	Data collection by admin
To ensure KCS has developed and devoted plans to address the academic & social /emotional growth of all our learners. This includes those students that require specialized support to address the individual and	-PD opportunities for all staff that address this goal. -increase the use of outside groups, agencies and specialists that can provide support to our staff in effectively supporting our student's growth (academic and social/emotional) -increase the usage of our resource team, not only for their knowledge and ideas, but also	Scheduled PD in schools and across the division linked to these areas	Through the year	

diverse learning needs.	their ability to contact outside supports for ideas and guidance. -to continue to ask for a full-time counsellor and also increase group support opportunities in order to reach more students. -through innovative timetabling (KTA & CUPE) and by bringing in volunteers try to provide more learning opportunities for our strong/above level learners. -to increase meeting opportunities for staff to share and collaborate.-continue to closely track students on ALP's, IEP's, CMP's, BIP's, altered day students, Jordan's Principle supported students, diagnosed students, sensory room stats, above, at & below level students, Indigenous students, EAL students, transient students, office referrals, in/out school suspension, bus referrals, breakfast, snacks lunches provided, after school clubs etc.			
To continue to ensure KCS promotes family & community engagement.	-continue to run Roots of Empathy classes for all grade 3 students. -continue to run & track our BSSIP grade level family opportunities. -continue to hold and track our community night evenings -continue to encourage parent/guardian communication through multiple ways (meet the teacher day, P/T interviews, student agendas, email, phone, Remind app, our school Facebook page etc.) Additionally, be open to other ideas and strategies. -continue to provide opportunities for families to be in the school (winter feast, family picnic, BSSIP days, coffee & connect, helping run activities & clubs).	Increase in community engagement data from various area groups	Review at year end	Leadership group to assess.

	-school admin and community connector focus on building relationships with targeted families we feel require additional support or attention. -increase the opportunity for outside groups to be a part of our school community (the NRHA, RCMP, CFS services, the Metis Fed., The Pas Family Resource Center, The Blizzard Hockey Club, UCN, etc.)			
To see an increase in student engagement and involvement in school-based activities, and a decrease in office referrals for less desirable social, emotional and behavioural concerns.	A variety of lunch hour and after school programs are in place to help create a sense of belonging for students while nurturing their social, emotional and behavioural development. Staff to use common language WITS, Be Respectful, Responsible and Safe, and Little Spot. CAR Meeting on a weekly basis to review at risk kids. Individual Behaviour Plans. Review of discipline policy. Need to possibly re-evaluate the efficacy of Little Spot, how widely its implemented, and provide more training for staff for better	Tracking student involvement in afterschool and noon hour programs. Power School data on office referrals.	Within working groups a Lead will be selected to report to staff on plans	Status updates will occur during January and June Early Dismissals as well as during reporting periods.
Increase in parent support, engagement, and involvement in school activities.	Create a survey for enlisting parent involvement Open house nights, authors nights, feasts, family picnics with activities. Reignite P.A.C. Increase parent involvement in after school activities.	Tracking parent involvement and or possible survey of staff/parents to measure engagement levels.	Parent Volunteer Survey - end of January 2025 PAC – 3 years	Lead – Nick Co-lead - Veronica Dance Lead: David Dependent upon specific activity
To create more awareness and understanding of the need for some students to have accommodations to be successful in	Working with the Student Services coordinator to better understand academic programming for students in the classroom setting with identified learning disabilities and lower ability through program	Track credit achievement and attendance	Year End	Classroom, teachers, admin, resource.

regular classes. MBCI	adaptations, modifications and individualized planning.			
Create a Welcoming School Environment at SBMS	Strategies include: The 7 sacred teachings - Cultural teachings of 'Love' - Sharing a 'thought for the day' taken from the Testing Positive Book, promoted by MTS -Classroom teachers include ice-breaking games to welcome new students to the class -The Virtues program / virtues teachings - Class by class cultural murals for bulletin boards and or other areas of the school (lecture theatre) -Displaying 'Welcome to Our School' in various languages - Special Assemblies whereby yoga and meditation are tried - Embracing the use of the Thrival kits for grade 6's -Promoting an annual Cultural folklarama -Hosting an annual Student/family feast	Increase in parent and student involvement throughout the year.	Implement and assess year end.	Collection of date by the community connector

