

Division & Student Services Outcomes

July 2005

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The following outcomes, strategies, indicators, and data sources were taken from the Division and Student Services Plan reports submitted to Manitoba Education Citizenship and Youth for the 2004-05 school year. They are provided as a result of requests and they are intended to assist divisions in developing a plan by providing examples which are generally clearly described and focused upon student learning. Outcomes are a measure of effect and answer questions such as “What is the specific benefit to the target group?” or “What will the students/teachers be doing?” Outcomes are usually crafted to follow the SMART format, where they are SPECIFIC, MEASURABLE, ACHIEVABLE, RELEVANT, and TIME RELATED. While not every example shown here would be considered perfectly written, they all contain some good examples to work from. Thank you to the divisions who submitted these examples.

Outcomes	Strategies	Indicators	Data Sources (Tools)
2004-2005 Division Plan			
Increased retention and graduation rates of Aboriginal students by 10%	New position of Social Studies/Aboriginal Education Lead Teacher to assist with integration of Aboriginal perspectives into curricula K-S4 Aboriginal Education Consultant to reduce absenteeism by working with parents and students in Introduction of “Making Education Work” project for grades 7 to S4; monitoring progress “Youth Connections” to provide support & work experience for Aboriginal at risk students	More Aboriginal content/concepts in curricula Number of Aboriginal students successfully completing S4 requirements Regular attendance	Trevlac student information system Number of graduation students
Improved school and division planning reports will be submitted to Manitoba Education in October 2004	Workshop with (Manitoba Education, Citizenship & Youth) for all administrators in October 2004 Planning session for Administrative Council to share best practice in developing school plans Coordination of template development for school year-end reports to the community	Improvement noted from Manitoba Education on school/division planning reports Increased confidence among school staff and administration re: process of writing school plans/year-end reports	Report from Manitoba Education
By September 2005, the number of students who enter Red River College directly from High School will increase by 5%	Enhancing the image of vocational education Information sessions for parents and students about post-secondary opportunities Familiarization tours of both Notre Dame and Princess Street campuses for staff and students Participation in Skills Canada Competitions Greater articulation of apprenticeship programs and Vocational courses	Number of graduates of school registering in Red River College immediately after High School completion Survey of student knowledge of/intent to proceed to RRC	Red River College admissions statistics Student survey results
School administrators will link policy to practice by examining the facets of educational leadership at one Admin Council	Using the text “Educational Leadership and Sustainability” by Michael Fullan as the springboard for discussion and planning Workshops/professional development opportunities/COSL	School Principals will identify the characteristics of strong educational leadership/how leadership contributes to successful schools/how leadership is sustained Effective schools	School Plans for 2005-2006 Principal performance evaluations

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meeting per month	Conference	Increased informed dialogue among Principals/Consultants/Lead Teachers/Senior Admin.	
2004-2005 Student Services Plan			
By June 30, 2005 an increase will be observed in the interest and participation of students, staff and community partners in the Aboriginal initiatives (AAA) identified across the Division	<ul style="list-style-type: none"> - Aboriginal Story Sacks (Robert Smith) - Cultural Fair (Divisional) - Promoting Aboriginal Academic Achievement – Awards Ceremony and Showcase of Talent (Comp) - Cultural Explorers - Fiddling - Building student success through parental participation 	See A.A.A. report (Oct./04) for indicators specific to each initiative	See A.A.A. report (Oct./04) for data sources specific to each initiative
By June 2004, IEPs will clearly indicate student growth over time in at least two domains	<p>Revise IEP document at Senior Years to include more student input, more strength based approach, more user friendly documentation</p> <p>Alternatives to Level One funding will be explored and a broader variety of ways in which funding may be used to support students at risk will be identified</p> <p>PD for teachers and educational assistants on areas of special need such as Autism and behavioural challenges through workshops and Telehealth network</p> <p>Resource teachers will attend the Outcomes rubrics session (MECY) to consider accountability issues</p> <p>Divisional PD session on SMART outcomes</p>	<p>A greater number of students will be involved in IEP meetings</p> <p>Teachers will express more satisfaction with the IEP process at the SY level</p> <p>School teams will identify broad areas of need within the school according to class list and profile meetings and program accordingly</p> <p>Some Level One funds will be directed to specific programs and increased resource or guidance time as an alternative to Educational Assistant time</p> <p>IEP Outcomes will be specific, and measurable; strategies used will be appropriate and based on current information, growth will be evident in at least two domains</p>	<p>Student attendance at meetings will be recorded</p> <p>Informal surveys and responses</p> <p>School plans will reflect programming decisions from school profile of strengths and needs</p> <p>Funding requests made to Student Services based on school profiles and identified needs</p> <p>IEP documentation reviewed by Student Services Admin</p>
2004-2005 Division Plan			
<p>To retain viable small community schools:</p> <p>Outcome #2 By May 2005 we will provide a variety of forums for students, staff and citizens to discuss and make recommendations to write a</p>	<p>Publish the “Guiding Principles for Retaining Small Schools in our Communities” document</p> <p>Conduct Community meetings to discuss their beliefs of viable small schools</p> <p>Have discussion with teachers to collect an educational perspective of small schools</p> <p>Student Focus Groups to acquire their impressions of</p>	<p>The number of community meetings and discussions held throughout the year with stakeholders</p> <p>The actual guiding principles written from the consultations</p> <p>Documentation of the teachers and students perception of</p>	<p>Observation</p> <p>Interviews</p> <p>Manitoba Research Alliance</p>

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document on the “Rural Education Model”	Viable Small Schools Define the meaning of “Basic Education” in a rural setting	the quality of education in a small school	questionnaire
By June 2005, ESL instruction in the school division will have a divisional focus and teachers of ESL and classroom teachers will be better prepared to deal with an exponential rise in ESL students. ESL students will experience a higher level of inclusion, both academically and culturally	A divisional curriculum support teacher (CST) for ESL will be hired and trained to provide divisional in-servicing to all teachers and specific in-servicing for designated ESL teachers and educational assistants The CST will provide assistance for initial assessment, differentiation of instruction and integration of ESL students into regular classrooms The CST will develop a resource library and instructional materials for the use of ESL teachers and teachers of regular classroom with ESL students Assessment tools will be translated into German for the sake of enhancing communication with the home The Superintendent, Director of Student Services and the CST for ESL will liaise with the community and intersectoral agencies to collaborate in providing surround supports for ESL students and their families School behaviour/climate and leadership teams will meet in a divisional forum to plan for the inclusion of marginalized students, including ESL learners	A divisional handbook for teachers in regular classes will be developed, in-serviced and used in SD classrooms Parents will feel more comfortable and included when reading initial assessment results in German Community and School Division cooperative programs and projects will serve to better understand and support ESL learners and their families Incidents of tension and negative behaviour between ESL learners and English speaking students will decrease	Initial Assessment Instrument Grade 3 Assessment in Literacy and Numeracy Behaviour data from schools with large ESL populations Data on E credits ESL enrollment numbers Feedback from intersectoral committees, community and home
By June of 2005, beginning teachers in SD will have successfully completed their novice year of teaching with the enhanced support of a teacher induction program and a mentoring system	The Superintendents will supply every teacher new to SD with the book, The First Days of School, when they sign their contract A New Teachers’ Workshop led by the Superintendents in early September, will focus on this book New teachers and their mentors will be invited to an informational and welcome luncheon by the superintendents in early September Superintendents will visit each new teachers twice during the year to provide feedback and listen to concerns The divisional CSTs will provide direct in-class support and workshops for new teachers, to bring them up to speed	New teachers will collaborate continuously with their mentors and will be supported directly by the superintendents and the divisional CSTs	Feedback from beginning teachers and their mentors Formative evaluation by principals Classroom visits by superintendents

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	with divisional literacy, numeracy, PE/health and ESL initiatives outlined above		
2004-2005 Student Services Plan			
By June 2005, all resource teachers will be using class profiles to guide the allocation of resources within the school	Further training for teachers in use of class profiles Program Support Teachers to co-facilitate initial meetings	Resource teachers demonstrating a more flexible approach to resource allocation	School survey results
2004-2005 Division Plan			
To increase the number well-trained teachers and support personnel hired and retained.	Attend educational recruitment fairs at Manitoba Universities Superintendents to participate in panel at U of M Faculty of Education on recruitment and teacher interviews with graduating students Establish a committee to develop a Teacher Induction Program Develop an online teacher application form Recruit clinical services staff	Recruitment fairs attended with contacts made with graduating faculty of education students Superintendent participates in panel Teacher Induction Committee established Online teacher application form developed and posted on division website Advertise provincially and nationally	Report to board in Feb. 2005 Report to board in Jan. 2005 Induction program developed and recommended to school board Teacher application available on division website Advertise in Wpg. Free Press, HRDC and Division websites
By June 2005 the process of preparing teachers in Kindergarten to Grade 4 for the 2006-2007 implementation of the new provincial Social Studies curriculum will be initiated by activating their knowledge of the front matter of the curriculum	In April 2005 a publisher's display will provide Kindergarten to Grade 4 teachers and EY administrators with an opportunity to examine learning resources for the Social Studies Curriculum The Steering Committee will publish and distribute a newsletter three times during the 2004-2005 school year to inform teachers and administrators of the progress of implementation, communicate information about the curriculum and further activate knowledge Between October 2004 and May 2005, 3 to 5 'power hours' over viewing the Social Studies curricula will be provided to teachers and administrators By January 2005 information session will be developed by the Steering Committee that can be used by Steering Committee members, school teams or administrators to	Representative of 75% of Early Years are present at an afternoon school display 3 newsletters are produced and distributed 3-5 school Power Hours are held Schools use the 30-60 minute session developed by the Steering Committee	Provincial Kindergarten to Grade 4 Social Studies Curriculum Metro Social Studies Consultant's Meetings Attendance sheets School staff meeting agendas MECY website, recommended resources list Social Studies Steering Committee

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<p>Critical professional development needs of instructional and non-instructional staffs will be identified and articulated in a multi-year Divisional Professional Development Plan by June 2005</p>	<p>overview the curriculum</p> <p>A complete, updated list of 2004-2005 professional development activities, for each group, will be distributed by October 29, 2004</p> <p>Terms of reference will be developed and committee members identified by December 2004 for the two groups</p> <p>Needs assessments will be completed for each group</p> <p>Identified needs will form the basis of a PD plan for the next 2 years</p> <p>The Board will approve a multi-year Divisional PD plan</p> <p>The plan will be distributed to SD instructional and non-instructional staff by June 2005</p>	<p>Professional development needs have been identified</p> <p>A multiyear professional develop plan is available for both instructional and non-instructional staff</p>	<p>NSDC research and statements regarding professional development</p> <p>Curriculum implementation timelines</p> <p>Divisional Strategic Plan</p> <p>School Plans</p> <p>Needs assessment</p>
<p>By June 2005, a performance management model for support staff will be completed and ready for piloting in the 2005-2006 school year</p>	<p>A review of current performance management practices for all support staff will be completed by October 2003</p> <p>By May 2004, practices in other school divisions and jurisdictions outside Manitoba will be reviewed</p> <p>By June 2004 a draft policy related to the performance management of support staff will be completed</p> <p>In October 2004 the HR Policy Development Committee will review draft policy</p> <p>The employee groups and school administrators will complete a review of and provide feedback on the draft policy by January 31, 2005</p> <p>During the month of February 2005, the feedback will be considered and incorporated into the policy as appropriate</p> <p>By March 31, 2005 the policy will be presented to the Board of Trustee for approval</p> <p>Between November 2004 and June 2005, research will be completed for the development of draft job descriptions for identified employee groups</p> <p>A performance assessment and evaluation processes and procedures for the various employees groups will be developed by June 2005</p> <p>Six sites for piloting the performance assessment and evaluation processes and procedures will be identified by</p>	<p>Model is available for piloting in 2005-2006</p>	<p>Collective Agreements for each employee group</p> <p>Policies and procedures from other school divisions and jurisdictions</p> <p>Legacy policies and practices</p>

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	June 2005 Pilot site employees and evaluators will be trained in the process and procedures by October 30, 2005		
A common framework, for the reporting of school plans to the division and annual progress on the identified priorities to the community, will be developed for use in completing the 2005-2006 school level planning and 2004-2005 reporting process.	Relevant provincial policies, and sample plans and reports from other divisions and schools will be gathered for use in the development phase of the project Representation from administrators from all levels will be requested for participation on the committee by October 29, 2004 Committee will review the information available and develop a framework for school planning and reporting for feedback from GAM at the November 30, 2004 Feedback will be incorporated into the framework and sent to the Superintendent's Department for approval A resource guide and listing of professional development opportunities will be developed by February 2005 Approved framework sent to schools for their use in the 2004-2005 planning and reporting process by March 1, 2005	100% of SD school administrators use the divisional framework to complete the required school planning and reporting Community members and parents receive a report of the plans, priorities and progress of their community school School administrator professional development needs in the area of planning and reporting are met A resource guide is available for use by school administrators	Provincial documents and ministerial directives on school planning and reporting Sample school plans and school community reports from other divisions in the province
By February 2005 the format, content areas and timing of a SD Community Report will be developed to communicate the division's priorities, plans and progress on an annual basis	<ul style="list-style-type: none"> • A cross-functional team will be established to determine the format, typical content areas and timing of an annual community report • The draft mechanism will be presented to the Superintendent's Department for approval • The 2004-2005 Annual Community Report will be drafted for approval by the Superintendent and Board of Trustees 	Community members have information related to the Division's annual priorities, plans and progress	Annual Community Reports from other school divisions in the province MECY documents Ministerial letters Divisional statistics Divisional Strategic Plan SD School Plans
2004-2005 Student Services Plan			
Student Services will improve its internal and external delivery systems.	In the Spring of 2004 the Student Services Unit completed a PATH related to effectiveness of service delivery. Four sub-committees were established to prepare recommendations related to the Path in the areas of: <ol style="list-style-type: none"> 1. Working as an effective & efficient team 2. Establishing and communicating a vision for the Student Services Unit 	Recommendations will be developed Time will be set at each unit meeting for reporting, discussion and feedback	Sub-groups reports Unit meeting minutes A unit plan

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	<p>3. Connecting in positive ways to other divisional service providers</p> <p>4. Building capacity at the school level</p> <p>The sub-committees will meet, report to the unit and get feedback</p> <p>Two days (November 19, 2004 & March 1, 2005) will be devoted to bringing the recommendations from these groups into a cohesive plan for the improvement of service delivery</p> <p>A committee has been established to recommend a service delivery model for the Unit and CGC</p> <p>The S.S.R. will provide information for this as will Bill 13 and the Safe Schools legislation</p> <p>The Unit will examine software to facilitate file management October 29, 2004. This software is currently being used by CGC</p> <p>The unit has developed a Mission statement and worked on a strategic plan in 4 targetted areas. An orientation/initial meeting package is being developed for administration to shift the focus to school-based issues</p>	<p>A recommendation will be made to the Superintendent re: the development/implementation of software programming</p> <p>School-based plans for working with CGC</p> <p>Prioritization of issues</p>	<p>Meeting minutes</p> <p>Software</p> <p>Budget expenditures</p> <p>The CGC Manual</p> <p>The H.E.L.P. Binder</p>
<p>To improve speech and language outcomes for students identified as having severe language needs across the school division</p>	<ul style="list-style-type: none"> - Language Development Review Committee will develop the details of a school based speech/language delivery model to address the needs of all students who have severe language needs across the school division and make recommendations to senior administration prior to the November budgeting process <p>The report may include:</p> <ul style="list-style-type: none"> - Specific criteria for selection of students with most severe language needs to ensure they are given priority under the new model - Process to collectively examine the identified students and allocate specialist time - Proposed system of collecting data so that effective 	<p>Report and recommendations completed and submitted to senior administration prior to November 15</p> <p>Implementation plan for service delivery for students with severe language disorders across the division is approved</p> <p>Improved speech and language outcomes for identified students</p>	<p>Committee minutes and report</p> <p>School Board minutes</p> <p>MECY Speech and Language Outcomes Project</p> <p>Data collected according to committee recommendations</p>

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	<ul style="list-style-type: none"> comparisons can be made - Identification of professional development needs associated with the pilot project - Plan for monitoring and studying the pilot for 3 years from September, 2005 to June, 2008 		
2004-2005 Division Plan			
<p>By June/05, the Board will gain a deeper understanding of its community and student's view on the educational experiences of children in the division and use its new knowledge as data to assist in developing the 2005-2006 Strategic Planning Document</p>	<ul style="list-style-type: none"> - Continue to analyze the Parent & Student Perceptual data collected in May/04 to inform planning - Facilitate a one-day retreat for representative parents, students, teachers, principals, & support staff to provide input/feedback - Continue with the working group (representatives of SD and the broader community) on the Think Tank (declining enrolment/future planning) for SD- collect critical data - Vision & Voice Meetings - Revisit the concept of rotating board meetings in SD communities - Continue with communication process through School/Division community reports, newsletters, local papers specific to various initiatives (i.e., Think Tank, Vision & Voice) <p>Division/School Community Reports are shared</p>	<ul style="list-style-type: none"> - 2005-2008 Strategic Plan is drafted 	<ul style="list-style-type: none"> - 2004 Parent & Student Perceptual Survey Data Portfolios/School Plans feedback