



Evergreen School Division

EDUCATION PLAN 2023-2028

Learning Today to Improve Tomorrow

Division Foundations

Mission

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

Vision

Learning **Today**
to Improve **Tomorrow**

Core Values and Beliefs

Students Come First

Ensuring student success is our goal. We recognize that every student is capable of learning. Resources must be in place to ensure our diverse student population meets its learning needs.

Learning is Our Core Purpose

Learning empowers students to achieve their potential. It requires engagement in relevant learning experiences in a safe, caring and respectful environment — an environment that promotes positive relationships and well-being.

Public Education Serves the Common Good

Public education is essential for a vibrant democracy and a sustainable future. It prepares citizens to work toward the betterment of their family, community and the world. Public education is a shared responsibility of the home, school and community. It requires balancing academic, social-emotional and physical development.

In recognition of Traditional Lands, the Division acknowledges:

We acknowledge the traditional territory Evergreen School Division resides upon as Treaty One and Treaty Two territory and the homeland of the Red River Métis. We honour our partnership with Indigenous peoples and respect the gifts of history, culture, and language of the original peoples. We commit to moving forward in partnership with Indigenous people and communities in a spirit of collaboration and reconciliation.



Message from the Board of Trustees

The Board of Trustees is proud of our small, yet remarkable communities that comprise Evergreen School Division. Our people – those who create this community, those who care for and support our students – work collaboratively to “become one song and one drum beating together in a common purpose.” (Richard Wagamese) We wish to thank our community members, including parents, staff and students, who have contributed to this education plan and who will bring it to life each day in our schools. Your commitment and support are appreciated and serve as evidence of the strength and connections within and among our communities.

Warm and Gentle Regards,
2022-2026 Board of Trustees



Stakeholder Involvement

Evergreen School Division wishes to thank our community, including parents, staff, and other community members who participated in consultations for this Education Plan. Your contribution to our process is appreciated.





Message from the Superintendent/CEO

I am excited to share our 2023-2028 Education Plan with the communities of Evergreen School Division.

Our programming choices and educational priorities are informed by direction from *Manitoba Education & Early Childhood Learning*, along with feedback from staff, families, and communities. Grounded in our mission, vision and value statements, this plan demonstrates our commitment to continuous improvement and articulates our strategic direction for the next 5 years.

Key priorities in our plan include:

Student Achievement

We will continue to build on our staff's excellent work – **teaching and providing extra support to students in reading, writing and math.** We will also identify **essential learnings in core curricula including science and social studies**, collaboratively developing common assessment tools to help further strengthen teaching and learning.

Well-Being

We have begun to work more intentionally on **Social Emotional Learning** – a term that references the core competencies that **will help students to transition well into adulthood**, no matter what their specific goals are after Grade 12. When students develop skills and habits of active participation, personal management, and social responsibility, they are more likely to do well and to be well.

Instructional Leadership

We will continue to create **meaningful learning and growth opportunities for our staff**, so that teaching and learning experiences are characterized by positive relationships, relevance, and rigour. Our school and division leaders will continue to explore better ways to help enhance student learning and effective teaching practice, as articulated in *My Evergreen Classroom* (see page 5).

Indigenous Education

We are learning about, and beginning to **implement, Manitoba Education's new Indigenous Education Policy Framework, Mamàhtawisiwin – The Wonder we are Born With.** This will help guide our ongoing commitment to Indigenous learning and reconciliation. We will also support Treaty Training for staff, while we aim to support all our learners to achieve success in pursuit of Mino-Pimatisiwin (the good life).

This plan is a dynamic, living document which will be monitored throughout the planning cycle. As we implement our strategies, we will assess our impact, and revise as necessary. We look forward to hosting regular conversations about our progress in each of our school communities.

I am grateful to work with our talented, caring staff and our dedicated Board of Trustees, and thank our parents and communities for their partnership. The students of Evergreen School Division are well supported as they learn to become **contributing citizens of a democratic society.**

Scott Hill
Superintendent/CEO



My Evergreen Classroom

Teachers clearly articulate to students the lesson's learning goal and design instruction to include examples of quality, modeling and guided practice, before moving to expectations of independence. Direct instruction is chunked, with opportunities for students to engage with the content. Teachers loop back to mitigate misconceptions and to offer additional support.

Teachers design interactive, meaningful learning experiences – informed by curricula and student voice – that make purposeful connections between students, their communities, and the world.

Teachers create and maintain organized classroom environments, so students have equitable opportunities to learn. Teachers engage students as partners to ensure that the classroom is physically, culturally, socially, emotionally, and psychologically safe.

Teachers respond to student distractions and off-task behaviour.

Teachers purposefully build relationships with their students that support effective instruction and learning. This begins when teachers articulate, model, and uphold clear and consistent expectations for academic achievement and learning behaviours. As a result, all students learn that they can learn.

Teachers thoroughly understand curricular content, processes, and essential outcomes and the diverse needs of their students. They use this understanding to differentiate instruction and assessment, make adaptations and identify cross-curricular competencies.

Teachers articulate and reveal their thinking processes (metacognition) as they model for students, so that students can learn and reflect.

Teachers plan for effective assessment based on evidence collected from multiple sources over time (conversations, observations, products) that improves student achievement and informs instruction and summative decision-making. Teachers engage students by involving them in co-constructing criteria, self and peer assessment, and goal setting. Teachers provide specific, descriptive, and timely feedback to students to feed the learning forward.

Framework for Continuous Improvement 2023-2028

Strategies will be updated annually
All data triangulated with provincial assessment data



Literacy Focus Area/Goal

- To improve teaching and learning practices in reading and writing.
- To increase student achievement in reading and writing.

Indicators of Success

- Practices are evident during classroom observations / walk-throughs.

EARLY/MIDDLE YEARS

By June 2026, 80% of:

- Grade 3 students will:
 - Be at or above benchmark as measured by the DIBELS assessment.
 - Achieve a 3 or 4 in reading comprehension on their provincial report card.
- Grade 4 students will:
 - Achieve a 3 or 4 in writing on their provincial report card.
 - Achieve a 3 or 4 on the ESD Writing Assessment
- Grade 6 students will:
 - Be at or above benchmark as measured by the DIBELS assessment.
 - Achieve a 3 or 4 in reading comprehension on their provincial report card.
- Grade 7 students will:
 - Achieve a 3 or 4 in writing on their provincial report card.
 - Achieve a 3 or 4 on the ESD Writing Assessment (Narrative & Opinion).

HIGH SCHOOL

By June 2026:

- Grade 9 marks distribution and credit acquisition in ELA will be at or above the provincial average with no significant differences in disaggregated data.
- 80% of ESD students will achieve higher than 70% on the provincial assessment.

Division Strategies

- Teachers will provide direct and explicit instruction of foundational reading skills (as identified on the ESD K-3 Foundational Reading Skills Scope and Sequence).
- Teachers will provide direct and explicit instruction of language comprehension skills (as identified in the ESD K-12 Language Comprehension Instructional Guide).
- Literacy consultant will provide professional development for classroom teachers in:
 - The Writing Revolution
 - K-3 UFLI curriculum
 - Grades 3-4 morphology
 - Grades 5-8 REWARDS curriculum
 - Grades 5-12 Reading Apprenticeship
- Speech-language pathologist will support Intervention teachers with small group and personalized interventions.
- Teachers will provide direct and explicit instruction of writing strategies (guided by the ESD Writing Assessment Resources and Writing Revolution training).
- School teams will collaborate with classroom teachers to reflect on their reading and writing data to inform instructional practices consistent with *My Evergreen Classroom* and *Rosenshine's Principles of Instruction*.



Numeracy

Focus Area/Goal

- To improve teaching and learning practices in Math.
- To increase student achievement in Math.

Indicators of Success

- Practices are evident during classroom observations / walk-throughs.

EARLY/MIDDLE YEARS

By June 2026, 80% of:

- Grade 4 students will:
 - Achieve 61% or higher on their end of year NAP Baseline Assessment.
 - Achieve a 3 or 4 in Knowledge & Understanding on their provincial report card.
- Grade 6 students will:
 - Achieve 61% or higher on their end of year NAP Baseline Assessment.
 - Achieve a 3 or 4 in Knowledge & Understanding on their provincial report card.

HIGH SCHOOL

By June 2026:

- Grade 9 marks distribution and credit acquisition in Math will be at or above the provincial average with no significant differences in disaggregated data.
- 80% of ESD students will achieve higher than 70% on the provincial assessments.
- 80% of grade 9 students will achieve 61% or higher on their end of year NAP Baseline Assessment.

Division Strategies

- Teachers will provide direct and explicit instruction in foundational math outcomes (as indicated in Grades 4-9 NAP pacing guides).
- Grades 10-12 teachers will continue to use the ESD common math exams at the end of their courses.
- Numeracy consultant will provide support for classroom teachers in universal and targeted instructional strategies in math. New teachers will be supported in implementing the *Numeracy Achievement Project*, and instructional resources consistent with *My Evergreen Classroom*.
- School teams will collaborate with classroom teachers to reflect on their math data to inform instructional practices consistent with *My Evergreen Classroom* and *Rosenshine's Principles of Instruction*.





Well-Being

Focus Area/Goal

- To improve teaching and learning practices in Social Emotional Learning.
- To support student development in Social Emotional Learning.

Indicators of Success

- Practices are evident during classroom observations / walk-throughs.
- By June 2026, 80% of:
- Grades 3, 6, 9, and 12 students will achieve 'consistently' in Personal Management, Active Participation, and Social Responsibility on their provincial report card (in all courses).

Division Strategies

- Teachers will intentionally choose interactive strategies, activities and protocols that model SEL in action and help create an equitable learning experience (ex. SEL 3 signatures playbook).
- Teachers will reflect on their Learning Behaviours data to inform instructional practices consistent with *My Evergreen Classroom* and *Rosenshine's Principles of Instruction*.
- School teams will support new teachers with classroom management practices.





Indigenous Education

Focus Area/Goal

- To enhance academic success of indigenous students.
- To embed indigenous learning and perspectives into universal instruction using treaty education kits.
- Schools will specify particular items from the Mamàhtawisiwin Planning Tools Rubrics – School Division Tool.

Indicators of Success

- Practices are evident during classroom observations / walk-throughs.
- By June 2026:
- There will be no significant differences in disaggregated data for:
 - DIBELS Assessment results
 - NAP Baseline Assessment results
 - ESD Writing Assessment results
 - Grade 9 Credit Acquisition and Marks Distribution
 - Learning Behaviours report card data
 - Provincial Assessments
 - Graduation Rates
 - Each school will have moved forward on the continuum related to their goal(s) as selected from the Mamàhtawisiwin Planning Tools Rubrics.

Division Strategies

- Indigenous education consultant will:
- Coordinate opportunities for schools based on school-specific goals related to the Mamàhtawisiwin Planning Tools Rubrics.
 - Provide support to and professional development for school staff in Indigenous learning and perspectives using treaty education kits.
 - Provide Treaty Training to all staff.



High School Curriculum: Essential Learning and Common Assessment

Focus Area/Goal

- To support more consistent assessment and instructional practices in each core subject area.
- To increase student achievement in each core subject area.
- To enhance the coherence and clarity of an 'Evergreen curriculum' reflective of both *Manitoba Education & Early Childhood Learning* curricular mandates and Evergreen's mission, vision and values.

Indicators of Success

- By June 2026:
- ESD will have common assessments established for all Math, Social Studies and Science courses in Grades 9 – 12.
 - 80% of ESD students will achieve higher than 70% on all ESD common assessments.

Division Strategies

- Subject area groups will collaborate, establish essential / foundational outcomes / common assessments and consider pacing guides (or similar) / quizzes for each of:
 - Math
 - ELA
 - Social Studies
 - Science
- Division staff will lead teachers in reflecting on their data to inform instructional practices consistent with *My Evergreen Classroom* and *Rosenshine's Principles of Instruction*.



Leading for Instructional Improvement

Indicators of Success

By June 2026, school teams will clearly articulate their processes for:

- Analyzing student achievement data (including disaggregated data)
- Planning for academic interventions through a Response to Intervention model
- Observing and reflecting on teaching and learning practices during classroom observations / walk-throughs
- Supporting teachers in the development of a Professional Growth Plan
- Identifying their own Professional Growth Plan goals
- Reflecting on their school plan / goals

Teachers will self-report enhanced instructional improvement.

Division Strategies

- Principal team meetings – monthly meetings that: (1) have principals share updates on their school plans and progress toward their stated goals by reviewing data and share strategies for engaging their staff in professional development and supporting teacher professional growth (2) share problems of practice and (3) debrief collaborative learning walks (4) principal professional development.
- School walk-throughs – monthly walk-throughs with teachers to: (1) gather observational data on student learning behaviours / social-emotional learning (2) reflect on teaching practices that support learning behaviours (3) have a common experience for reflective dialogue among staff re: effective teaching and learning.
- Principal Professional Growth Plans – identify individual learning needs and goals.
- Annual planning meeting for principals.
- School support sessions – monthly meetings to: (1) discuss division-level and school-level data (2) share problems of practice (3) share plans / seek feedback for school improvement / instructional support (4) professional development.
- Collaborative classroom visits – monthly principal team walk-throughs that: (1) gather observational data on effective instructional practices (2) provide coaching to principals on instructional improvement (3) discuss resources for teacher instructional improvement.





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