

ANNUAL PLANNING CYCLE



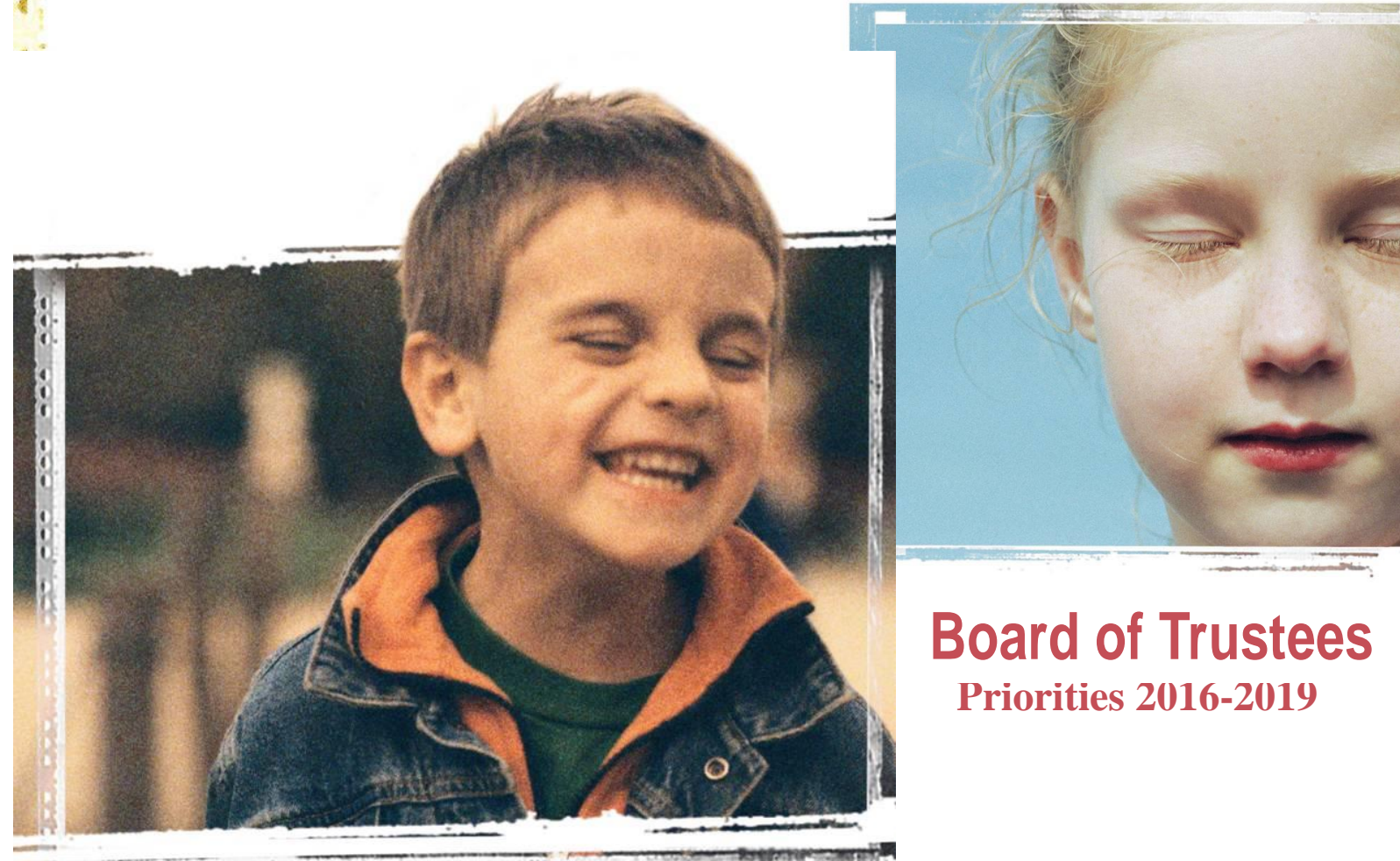
Lakeshore School Division

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LAKESHORE
SCHOOL DIVISION

An Inspired Community of Learners.



Board of Trustees
Priorities 2016-2019

The 2016-2019 Board Priorities are a product of the Lakeshore School Division Planning Cycle. It provides our staff with direction and our communities with information on the focus of the Board in terms of student learning and engagement as well as organizational development.

Provincial priorities and divisional data along with the division mission, vision and beliefs have been taken into consideration in the development of these priorities.

We are all learners



IN LAKESHORE...

We put **students first** - always.

We believe **all children can learn** and succeed.

We educate the **whole child**.

We help **children feel safe**.

We have **high expectations**.

We are small with **big aspirations**.

We dream **big dreams** with our children
and their parents.

We **take risks** on the way to success.

We build **strong relationships**.

We embrace **diversity**.

PRIORITIES	STRATEGIES	SUCCESS INDICATORS
Improve student achievement in literacy and numeracy	<ul style="list-style-type: none"> Direct senior administration to gather and review Literacy data K-12. Direct senior administration to gather and review numeracy baseline data for Grades 6 and 9. Direct administration to share data with the Board in a meaningful and understandable way in literacy and numeracy. Direct senior administration to advocate with the Board for PD, Human Resources and/or materials to engage in promising practice in Literacy and Numeracy. 	<ul style="list-style-type: none"> Data will be presented and reviewed by the Board. Decisions around budget will be made based on needs.
Support and promote an environment of wellness for staff and students	<ul style="list-style-type: none"> Direct senior administration to create a plan on baseline data and historical data to promote staff and students well-being. Direct senior administration to seek partnerships and funding opportunities to support wellness initiatives. 	<ul style="list-style-type: none"> Baseline data has been collected, reviewed and a wellness plan has been developed with an effort to promote all aspects of well-being. Partnerships have been formed and funding is secured.
Promote innovative programming toward student engagement	<ul style="list-style-type: none"> Encourage senior administration to seek out teachers that are innovative thinkers. Encourage senior administration to foster risk-taking and creativity amongst staff. Direct senior administration to develop and enhance a career development plan for students. Direct senior administration to develop a technology plan to include both infrastructure and integration into curriculum. 	<ul style="list-style-type: none"> The Board is provided with evidence of new teaching methods, or new programs. The Board is provided with evidence of risk-taking and creativity. The Board receives a career development plan. The Board receives a technology plan that includes both infrastructure and integration into curriculum. Students remain in school and earn credits. Tell Them From Me data shows increased levels of engagement.
Succession planning for leadership and support staff	<ul style="list-style-type: none"> Create a process for discussion to create a succession plan. Develop leadership programs for school based leaders and senior management. Develop staff recruitment and retention strategies. 	<ul style="list-style-type: none"> A succession plan is developed by a joint committee of the Board and senior management for Board consideration.