

MIKISEW SCHOOL PLAN 2026-2027

SCHOOL PLAN 2026-2027

A Strategic Plan for Student Success



Every Student. Every Day. A Pathway to Graduation.



Acknowledgement from the Mikisew Administration

Honouring the 2025–2026 School Year and Walking Forward Together

To our Students, Families, Elders, Knowledge Keepers, Community Members, Cross Lake Education Authority Leadership and Secondary Staff, Community Partners, and Chief and Council.

As we begin another school year at Mikisew, we want to first look back with gratitude. In our teachings, we are reminded that the work of raising and educating our children does not belong to one person, one family, one teacher, or one school. Our children belong to all of us, and their success is a shared responsibility. We are connected through our relationships, our kinship, our language, our land, our teachings, and our responsibility to the generations who will come after us.

The past school year asked much of our community. Our students and families experienced displacement and uncertainty during the community evacuation. Our staff were required to teach, support, adapt, travel, communicate, and find new ways to keep students connected to their learning and to one another. Yet throughout that disruption, education continued. Partnerships were built, flexible learning was created, graduation pathways remained active, and our students continued to be supported. The experience showed us the strength that comes when school, family, leadership, and community work together.

On behalf of Mikisew Administration, we acknowledge and thank Chief David A. Monias and Chief and Council for their leadership and support of our community and our young people. We offer specific thanks to the Councillors who carry responsibility for the Education Portfolio: Florence Blacksmith and Vivan Scott. Your advocacy for education and your responsibility to our children are an important part of the work ahead.

We affirm the Cross Lake Education Authority leadership, Director Greg Halcrow, Assistant Director Donna Carriere, and the CLEA administrative and secondary support teams for their leadership, guidance, advocacy, and continued commitment to locally controlled education in our community. CLEA continues to operate as the community's education authority under the guidance of the Cross Lake Band, with the purpose of advancing education while maintaining local control and cultural integrity.

We are grateful for our Elders and Knowledge Keepers. You remind us that education is larger than what happens inside a classroom. Our young people also learn through language, story, land, ceremony, relationships, observation, experience, responsibility, and the teachings passed from one generation to another.

We appreciate our parents, grandparents, guardians, and families. You are our children's first teachers. Thank you for answering calls, attending meetings, encouraging attendance, advocating when your children needed support, celebrating their accomplishments, and continuing to work with us even when circumstances were difficult.

To our teachers, substitutes, educational assistants, student support team, counsellors, administration, cultural staff, and every employee who contributed to Mikisew, we thank you. Your willingness to work within new courses, schedules and changes within the school helped us to provide more for our students.

To our office staff, cleaning maintenance, transportation, and breakfast program staff, we see your contributions. The work of a school is not carried by teachers alone. Every person who welcomes a student, provides a meal, cleans a classroom, drives a bus, answers a phone, listens to a young person, teaches a lesson, supports a family, or helps a student find their way back to school contributes to student success.

We also acknowledge Seven Oaks School Division and the many agencies, organizations, service providers, and community partners who stood with Mikisew during a difficult year. When our community was displaced, partnership helped create stability and allowed learning and student supports to continue. That experience reinforced something important: strong relationships create strong systems for children.

To our students, we honour you: we see your strength. Some of you had to overcome barriers that many people never see. Some returned after long absences. Some earned one credit when earning even one was difficult. Some learned to ask for help. Some found a connection with a teacher or support person. Some began thinking seriously about graduation, employment, post-secondary education, culture, family, and the kind of life you want to build. Every one of those steps matters.

Our school plan recognizes that our students continue to face significant challenges in literacy, numeracy, attendance, wellness, Grade 9 transition, interrupted learning, and graduation pathways. At the same time, we are seeing progress: graduation outcomes are improving, student-support systems are becoming more coordinated, and we now have a stronger foundation for identifying and supporting students earlier.

Our 2026–2027 Mikisew School Plan calls us to strengthen and expand the Student Success and Support Department and build a school system in which students are identified early and supported before they become disconnected from learning.

Our plan is about more than programs. It is about creating a school where a young person knows:

**I belong here.
I am supported here.
My culture and identity matter here.
There are adults here who will not give up on me.
I have strengths.
I have choices.
I have a pathway forward.**

Our teachings in the plan speak about Wâkomitôwin — our relationships — and Wâkotowin — our kinship. Those teachings remind us that we do this work through relationship and responsibility to one another.

We also carry forward a simple commitment from our plan: every student must be identified early, supported consistently, connected to caring adults, and guided toward graduation with dignity, purpose, and hope. That responsibility belongs to all of us.

As we begin this new year, Mikisew Administration offers our gratitude to everyone who walked with our students last year and to everyone who will continue walking with them this year.

**May we continue to listen to one another.
May we continue to learn from our Elders and our young people.
May we strengthen our language, culture, relationships, and connection to the land.
May we hold one another accountable with kindness and courage.
And may every decision we make bring us back to the reason we are here:**

Our Students

With gratitude and respect,

Mikisew Administration
Mikisew High School

Thank You

For Walking With Us. For Believing in Our Students.

Our students thrive because of a strong community working together with care, commitment, and respect.

With Gratitude To:



Our Students & Families

- ♦ Parents & Guardians
- ♦ Grandparents
- ♦ Caregivers
- ♦ Our Youth



Elders & Knowledge Keepers

- ♦ Elders
- ♦ Knowledge Keepers
- ♦ Language Carriers
- ♦ Cultural Teachers



Staff & School Team

- ♦ Teachers
- ♦ Secondary Staff
- ♦ Educational Assistants
- ♦ Student Support Staff
- ♦ Counsellors
- ♦ Administration
- ♦ Office Staff
- ♦ Support Staff



Operations & Support

- ♦ Transportation
- ♦ Custodial & Maintenance
- ♦ Breakfast Program
- ♦ IT & Technical Support



Leadership & Governance

- ♦ Chief David A. Monias
- ♦ Chief & Council
- ♦ Florence Blacksmith
- ♦ Vivian Scott
- ♦ Director Greg Halcrow
- ♦ Assistant Director Donna Carriers
- ♦ Cross Lake Education Authority Leadership
- ♦ CLEA Staff & Support Teams



Community Partners & Service Providers

- ♦ Agencies
- ♦ Organizations
- ♦ Health & Social Services
- ♦ Youth Programs & Supports
- ♦ Community Organizations



Seven Oaks School Division & Partner Schools

- ♦ Seven Oaks School Division
- ♦ Partner Schools
- ♦ Regional Education Partners

*Education is a shared responsibility.
Together, we support every student.*

**Every Student. Every Day.
A Pathway to Graduation.**

Executive Summary

The Mikisew School Plan 2026–2027 outlines a focused, whole-school approach to improving student success, strengthening supports, and creating clearer pathways to graduation. The plan is grounded in the lived realities of Mikisew students and families, including literacy and numeracy gaps, attendance challenges, trauma, mental health needs, interrupted learning, community displacement, and the ongoing effects of poverty, housing instability, and limited access to services.

Over the 2025–2026 school year, Mikisew made important progress by building stronger student support systems, using data more intentionally, expanding partnerships, responding to the community evacuation through flexible learning, and identifying students earlier through academic, attendance, wellness, and pathway indicators. These efforts show that student success improves when the school responds to the whole child and coordinates support across teachers, student services, families, administration, and community partners.

The data in this plan identifies several urgent priorities. Many students continue to read below grade level, Grade 9 remains a critical transition point, and a high number of students require coordinated academic, wellness, attendance, and graduation supports. At the same time, graduation outcomes are improving, student support systems are becoming more organized, and the school has developed a stronger foundation for intervention, pathway planning, and student monitoring.

For 2026–2027, the major priority is to restructure and expand the Student Success and Support Department. This includes strengthening Grade 9 transition and orientation, expanding literacy and numeracy intervention, improving mental health and wellness coordination, building alternate pathways for students who need flexible programming, deepening family and community partnerships, and addressing the space, staffing, and program capacity needed to support students effectively.

The goal of this plan is clear: every student must be identified early, supported consistently, connected to caring adults, and guided toward graduation with dignity, purpose, and hope. Mikisew's next stage of improvement is not simply adding more programs; it is building a coordinated school system where supports are organized, data is used responsibly, culture is central, and every student has a pathway to success.



MIKISEW SCHOOL PLAN 2026–2027

EXECUTIVE SUMMARY

A Strategic Plan for Student Success



1. CONTEXT

This plan is grounded in the lived realities of Mikisew students and families, including literacy and numeracy gaps, attendance challenges, trauma, mental health needs, interrupted learning, community displacement, and the ongoing effects of poverty, housing instability, and limited access to services.



2. PROGRESS IN 2025–2026

Mikisew made important progress by building stronger student support systems, using data more intentionally, expanding partnerships, responding to the community evacuation through flexible learning, and identifying students earlier through academic, attendance, wellness, and pathway indicators.



3. WHAT THE DATA SHOWS



- Many students continue to read below grade level.



- Grade 9 remains a critical transition point.



- A high number of students require coordinated academic, wellness, attendance, and graduation supports.

At the same time, graduation outcomes are improving and the school has developed a stronger foundation for intervention, pathway planning, and student monitoring.

4. MAJOR PRIORITY FOR 2026–2027

Restructure and Expand the Student Success & Support Department



Strengthen Grade 9 transition and orientation



Expand literacy and numeracy intervention



Improve mental health and wellness coordination



Build alternate pathways for students needing flexible programming



Deepen family and community partnerships



Address space, staffing, and program capacity



5. OUR GOAL

Every student must be identified early, supported consistently, connected to caring adults, and guided toward graduation with dignity, purpose, and hope.



The next stage of improvement is not simply adding more programs. It is building a coordinated school system where supports are organized, data is used responsibly, culture is central, and every student has a pathway to success.

MIKISEW SCHOOL PLAN 2026-2027

COMMUNITY EDUCATION PROFILE

*Understanding the community, school context,
and student learning environment.*



Every Student. Every Day. A Pathway to Graduation.

CROSS LAKE ADULT EDUCATION CENTRE



CROSS LAKE
EDUCATION
AUTHORITY

COMMUNITY PROFILE & INVESTMENT CASE

Investing in education and skills development
to build a stronger, healthier and more
prosperous Cross Lake.



A YOUNG COMMUNITY. A STRONG FUTURE.

Education today builds opportunity for tomorrow.



5,111+

RESIDENTS SERVED

4,660 First Nation
451 Incorporated Community
(2021 Census)



2,145

YOUTH (0-19 YEARS)

42% of total population
(2021 Census)



1,530

**ADULTS WITHOUT
CREDENTIALS**

52% of adults (15+) have
no certificate, diploma
or degree (2021 Census)



50%

**HIGH SCHOOL
DROPOUT RATE**

At the high school level

BUILDING PEOPLE. BUILDING FAMILIES. BUILDING OUR FUTURE.



**STRONGER
EDUCATION**



**BETTER
EMPLOYMENT**



**HIGHER
INCOMES**



**STRONGER
COMMUNITY**



PROUDLY SERVING PIMICIKAMAK CREE NATION
AND THE INCORPORATED COMMUNITY OF CROSS LAKE

SOURCE:

Statistics Canada Census 2016 & 2021
Population, Income, Labour Force & Education Profiles

CROSS LAKE ECONOMIC IMPACT

BUILDING A STRONGER FUTURE TOGETHER

Investing in education and skills development strengthens individuals, families, and the Cross Lake economy.



CROSS LAKE
EDUCATION
AUTHORITY



INCOME COMPARISON (2021)

Average Total Income (All Persons with Income)

CROSS LAKE
\$26,960



45%
Lower than
Manitoba
Average

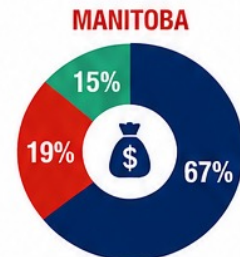
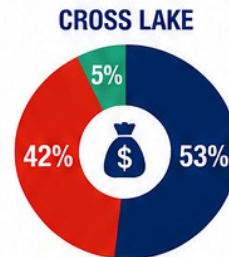
MANITOBA
\$49,240



Lower incomes limit local spending, savings and long-term community investment.

SOURCES OF INCOME (2021)

■ Earnings ■ Government Transfers ■ Other Money



WHERE PEOPLE WORK (2021)

Top Industry Sectors – Cross Lake (Ages 15+)

	Health Care & Social Assistance / Education	20.1%
	Public Administration	11.7%
	Retail Trade	9.3%
	Construction	6.0%
	Other Services	5.2%

Building local skills in high-demand sectors creates jobs, increases income and keeps dollars in our community.

THE IMPACT OF EDUCATION

Higher education leads to higher earnings and stronger communities.



MORE EDUCATION
More credentials and training



BETTER EMPLOYMENT
Higher employment rates and job stability



HIGHER INCOME
Increased earnings and local spending

STRONGER COMMUNITY OUTCOMES



Stronger Families



Improved Health



Reduced Dependency



Local Economic Growth



Community Self-Reliance

THE CHALLENGE

1,530
ADULTS (52%)

Have no certificate, diploma or degree (Ages 15+)



THE SOLUTION

Adult Education Centre

- ✓ Adult Literacy & Numeracy
- ✓ Grade 12 Completion
- ✓ Trades & Skilled Training
- ✓ Digital & Employment Skills
- ✓ Cree Language & Culture

THE ECONOMIC IMPACT

- ↑ Higher graduation rates
- ↑ Higher employment
- ↑ Increased incomes
- ↑ Reduced reliance on transfers
- ↑ Stronger northern economy



**INVESTING IN PEOPLE
BUILDS A STRONGER
CROSS LAKE**



**INVESTING IN EDUCATION TODAY
BUILDS A STRONGER TOMORROW**

Sources: Statistics Canada Census 2016 & 2021
Crown-Indigenous Relations and Northern Affairs Canada
Population, Income, Labour Force & Education Profiles

CROSS LAKE

RESIDENTS AT A GLANCE

Building a Stronger Community Through
Education, Skills and Opportunity



CROSS LAKE
EDUCATION
AUTHORITY



TOTAL POPULATION

5,111

Residents Served

4,660 First Nation • 451 Incorporated Community

Source: Statistics Canada Census 2021



POPULATION
GROWTH

7%

Increase
2016 to 2021



MEDIAN AGE

22

Years
(Compared to 38
in Manitoba)

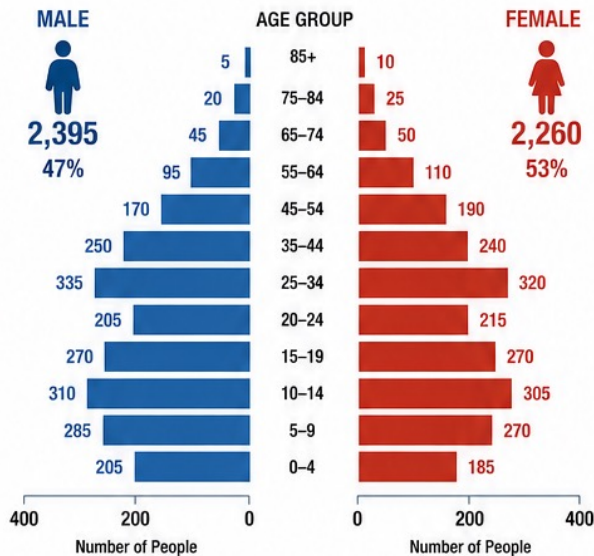


YOUTH (0-19 YEARS)

2,145

42% of Total
Population

POPULATION BY AGE & GENDER (2021)



AGE GROUP SUMMARY (2021)

0-19 YEARS	20-64 YEARS	65+ YEARS
2,145	2,255	260
42%	44%	5%

POPULATION COMPARISON

Cross Lake
First Nation

4,660

Residents



Incorporated
Community

451

Residents



MEDIAN AGE COMPARISON

CROSS LAKE

22
YEARS



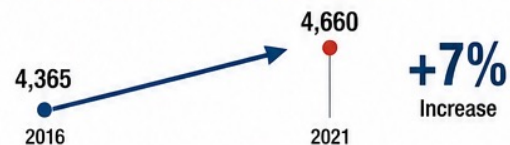
VS.

MANITOBA



38
YEARS

POPULATION CHANGE (2016 TO 2021)



KEY RESIDENT STATISTICS



TOTAL POPULATION

5,111

Residents Served
(2021)



YOUTH (0-19 YEARS)

2,145

42% of Total
Population



MEDIAN AGE

22

Years
(Manitoba: 38)



POPULATION GROWTH

7%

Increase
2016 to 2021



MALE / FEMALE

2,395 / 2,260

47% / 53%



A YOUNG COMMUNITY. A STRONG FUTURE.

Investing in education today
builds tomorrow's workforce.

Source: Statistics Canada
Census 2016 & 2021

CROSS LAKE EDUCATION AT A GLANCE

Investing in Learning. Building Our Future.



**CROSS LAKE
EDUCATION
AUTHORITY**



TOTAL POPULATION

5,111+

Residents Served

4,660 First Nation
451 Incorporated Community
(2021 Census)



MEDIAN AGE

22

Years

(Manitoba: 38)



YOUTH (0-19 YEARS)

2,145

42% of Total
Population



**POPULATION
GROWTH**

7%

Increase

2016 to 2021

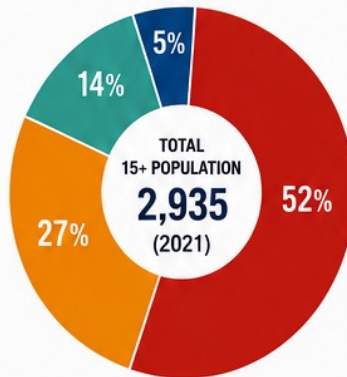
A young population
requires strong
education pathways
for a stronger
community tomorrow.

EDUCATIONAL ATTAINMENT (Population 15 Years and Over)

1,530

ADULTS (52%)

Have no certificate,
diploma or degree



	2021	2016
No certificate, diploma or degree	1,530 (52%)	1,605 (57%)
High (secondary) school diploma or equivalency certificate	800 (27%)	530 (19%)
Non-university certificate or diploma	400 (14%)	445 (16%)
University certificate or diploma below bachelor level	65 (2%)	110 (4%)
University certificate, diploma or degree at bachelor level or above	140 (5%)	120 (4%)



More than half of adults over 15 in Cross Lake have no formal credential.

Building education pathways is essential to improve employment, income and community well-being.



EDUCATION PIPELINE



ELEMENTARY
(Ages 6-12)

~1,000
Students



HIGH SCHOOL
(Ages 13-17)

~650
Students



**GRADE 12
COMPLETION**

~325
Students



**TRANSITION TO
POST-SECONDARY
OR EMPLOYMENT**

~160
Students



**LABOUR MARKET
ENTRY**
(Ages 18+)

50% DROP OUT RATE

At the high school level



Every year, too many young people leave school before graduation, limiting their future opportunities.

----- Approximately 50% do not complete high school or transition to post-secondary training. ----->

CURRENT EDUCATION INFRASTRUCTURE



D.R. HAMILTON SCHOOL
Grades Nursery - 9

122
Students



FIRST NATION SCHOOLS
Serve approximately

2,050

Students (N - Grade 12)

- Mikişew High School (Grades 8-12)
- Otter Nelson River School (Grades N-7)



POST-SECONDARY
UCN Pimicikamak
(Cross Lake) Regional Centre

Offers certificates,
diplomas and degrees
with local programming

KEY EDUCATION CHALLENGES



High proportion of adults without a credential (52%) limits workforce participation and income potential.



High school dropout rate of 50% reduces the number transitioning to post-secondary or skilled employment.



Geographic isolation and limited program availability create barriers to access and completion.



Lower average income (\$26,960) compared to Manitoba (\$49,240) is linked to lower educational attainment.

THE SOLUTION: ADULT EDUCATION CENTRE



- ✓ Adult Literacy & Numeracy
- ✓ Grade 12 Completion
- ✓ Trades & Skilled Training
- ✓ Digital & Employment Skills
- ✓ Cree Language & Culture
- ✓ Career & Employment Supports



Supporting 1,300+
Potential Adult Learners
(Ages 18-21)

Building skills today for a
stronger Cross Lake tomorrow.

EXPECTED IMPACT



Higher graduation
rates



Stronger
employment
outcomes



Increased
incomes



Reduced reliance
on government
transfers



Stronger
community and
northern economy



**INVESTING IN EDUCATION TODAY
BUILDS A STRONGER TOMORROW**

Sources: Statistics Canada Census 2016 & 2021
Crown-Indigenous Relations and Northern Affairs Canada
Population, Income, Labour Force & Education Profiles

MIKISEW SCHOOL PLAN 2026-2027

FOUNDATIONS FOR STUDENT SUCCESS

*Understanding student needs, barriers, strengths,
and the systems that support success.*



Every Student. Every Day. A Pathway to Graduation.



MIKISEW SCHOOL

STUDENT PROFILE AND STUDENT SUCCESS REPORT

2025-2026 SCHOOL YEAR

Every Student. Every Day. A Pathway to Graduation.

OUR MISSION

To create a caring, supportive, and culturally grounded learning environment where every student can succeed.

EXECUTIVE SUMMARY

Mikisew School serves approximately 558 Indigenous students in Grades 9-13. Our data show that learning support needs are widespread, literacy remains our greatest academic challenge, and Grade 9 is the critical transition point. Despite these challenges, we are making progress.


Graduation projections are improving.
Class of 2028
59-65%


Nearly 99% of students have reading, writing, and/or numeracy support needs.


~70% of students read below Grade 4 level. Literacy is our top academic priority.


School climate is improving. Incidents decreased by 84% from 2024-25 to 2025-26.


Grade 9 repeat rate is high (37-42%). This is our greatest loss point.

AT A GLANCE (School Snapshot)


558
Total Students


Grades 9-13
Served


100%
Indigenous Students


53%
Female


47%
Male


Age Range
13-21 years


Largest Cohort
Grade 9
(226 students)


Average Age
16.7
years


Students 19+
60
(11%)

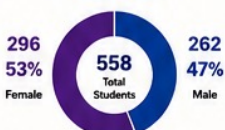

Class of 2028
Grad Rate
59-65%
(Projected)

Our students face many challenges beyond school, including poverty, housing instability, mobility, trauma, mental health concerns, and child welfare involvement. We respond with culturally responsive, trauma-informed, relationship-based support.

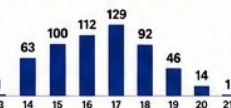
STUDENT DEMOGRAPHICS

Grade	Students
Grade 9	226
Grade 10	120
Grade 11	123
Grade 12	82
Grade 13	7
TOTAL	558

GENDER DISTRIBUTION



AGE DISTRIBUTION (YEARS)



Most students are 15-18 years old. Students aged 19-21 highlight the need for flexible pathways and credit recovery opportunities.

LITERACY PROFILE

STUDENTS READING BELOW GRADE 4 LEVEL



 Approximately 7 out of 10 assessed students are reading below Grade 4 level. Only a small percentage are reading at or near grade level.

LITERACY IS OUR HIGHEST PRIORITY.

INCLUSIVE EDUCATION PROFILE

LEARNING SUPPORT NEEDS ARE WIDESPREAD

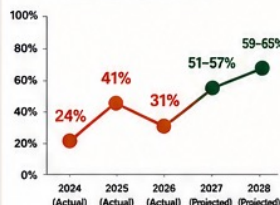
 Reading Support	494
 Writing Support	494
 Numeracy Support	495
 Mental Wellness	17
 Psychology	4
 Speech-Language	4

 Approximately 99% of students have identified reading, writing, and/or numeracy support needs.

Inclusive education is our core instructional model. Nearly every student requires some level of learning support.

GRADUATION PROFILE

COHORT GRADUATION RATES



MANITOBA INDIGENOUS BENCHMARKS

4-Year Graduation
5-Year Graduation
6-Year Graduation

Students who successfully progress beyond Grade 9 are projected to graduate at rates comparable to Manitoba Indigenous benchmarks.

SCHOOL CLIMATE AND WELL-BEING

INCIDENT COMPARISON

Indicator	2024-25	2025-26	% Change
Total Incidents	108	17	↓ 84%
Students Involved	93	31	↓ 67%
Incident Types	15	10	↓ 33%

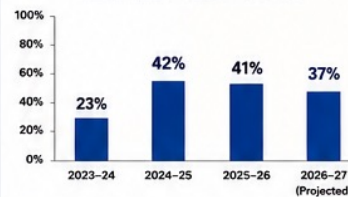
MOST COMMON INCIDENT CATEGORIES

-  Fighting
-  Mental Health Concerns
-  Substance Use
-  Disrespect
-  Unacceptable Behaviour

 Incidents decreased by approximately 84%. Mental health and substance use continue to require focused intervention.

GRADE 9 SUCCESS PROFILE

REPEAT RATE OF GRADE 9 STUDENTS



 Nearly 4 out of 10 Grade 9 students are repeaters. Many earn few or no credits. Grade 9 is the most significant intervention point in the student pathway.

STUDENT SUCCESS IDENTIFIERS FRAMEWORK

13 PRIMARY IDENTIFIERS GUIDING OUR SUPPORTS



IDENTIFY EARLY

- Literacy Screening
- Numeracy Assessment
- Student Success Identifiers
- Behaviour Monitoring
- Attendance Monitoring



COORDINATED SUPPORTS

- Student Success Team
- Resource Teachers
- Educational Assistants
- Counselling Services
- Life Skills Programming
- Administration



TARGETED INSTRUCTION

- Literacy Framework
- Numeracy Framework
- Differentiated Instruction
- Academic Intervention
- Inclusive Education



STUDENT NAVIGATION

- Career Development
- MyBlueprint
- Foundations Programming
- Bridging the Gap
- Alternative Pathways



Students often require multiple supports. We respond to the whole child through coordinated intervention.

COMMUNITY REALITY

In recent years, Cross Lake has experienced a significant increase in the harmful impacts associated with illicit drug trafficking and substance abuse, this is in addition to our known and well established alcohol issues and ultimately goes hand in hand. Community well-being, student safety, and family wellness are central to our work.



TOGETHER, WE SUPPORT OUR STUDENTS, OUR FAMILIES, AND OUR COMMUNITY.

SCHOOL IMPROVEMENT PRIORITIES

A WHOLE-SCHOOL APPROACH TO SUPPORT EVERY STUDENT

1 IMPROVE GRADE 9 SUCCESS

- Transition Planning
- Attendance
- Credit Accumulation
- Family Engagement

Success: Reduced repeat rates and increased progression

2 STRENGTHEN LITERACY ACHIEVEMENT

- Explicit Literacy Instruction
- Reading Intervention
- Vocabulary Development
- Reading Comprehension
- Writing Instruction

Success: Increased reading levels and reduced % below Grade 4

3 INCREASE GRADUATION OUTCOMES

- Cohort Tracking
- Credit Recovery
- Graduation Planning
- Career Development
- Alternative Pathways

Success: Graduation rates meeting or exceeding benchmarks

4 STRENGTHEN WELLNESS AND BELONGING

- Mental Health Supports
- Trauma-Informed Practice
- Cultural Identity
- Family & Community Partnerships

Success: Improved engagement, attendance, and stronger belonging

THE BOTTOM LINE

Mikisew School is building strong learners, strong families, and strong communities. When we support the whole child, we create a pathway to a brighter future.





MIKISEW SCHOOL BARRIERS TO STUDENT SUCCESS

Every student faces unique challenges. Understanding these barriers helps us provide the right supports so **every student can reach their full potential.**



OUR STUDENTS.
OUR FAMILIES.
OUR COMMUNITY.

We are all connected.

THE MANY BARRIERS OUR STUDENTS FACE



HOME & FAMILY CHALLENGES

- Family instability
- Overcrowded housing
- Poverty & financial stress
- Food insecurity
- Frequent moves
- Caregiving for siblings/relatives
- Family conflict
- Child & Family Services involvement



TRAUMA & ADVERSE EXPERIENCES

- Historical & intergenerational trauma
- Family violence
- Community violence
- Abuse & neglect
- Grief & loss
- Emotional trauma
- Disrupted attachment



SUBSTANCE USE IMPACTS

- Personal substance use
- Exposure to substance use at home
- Family addiction challenges
- Drug trafficking in the community
- Instability related to addiction



MENTAL HEALTH CHALLENGES

- Anxiety
- Depression
- Grief & loss
- Emotional dysregulation
- Low self-esteem
- Stress
- Suicidal thoughts



ATTENDANCE & ENGAGEMENT BARRIERS

- Chronic absenteeism
- School avoidance
- Transportation challenges
- Health concerns
- Academic frustration
- Fatigue & lack of sleep
- Lack of school connection



JUSTICE SYSTEM INVOLVEMENT

- Court involvement
- Community supervision
- Interrupted schooling
- Detention/incarceration
- Stigma & isolation
- Difficult re-entry to school



CHILD WELFARE INVOLVEMENT

- Apprehension
- Placement changes
- Separation from family
- Emotional stress
- Interrupted learning
- Unstable placement situations



ACADEMIC BARRIERS

- Significant literacy gaps
- Numeracy gaps
- Learning disabilities
- Language barriers
- Interrupted learning
- Limited early literacy foundations



These challenges create stress and impact school attendance and focus.



Trauma affects learning, memory, behaviour, and relationships.



Impacts health, safety, attendance, and ability to focus on learning.



Mental health challenges affect engagement, learning, and daily functioning.



Missing school leads to missed learning and falling further behind.



Creates barriers to attendance, trust, and future opportunities.



Disrupts learning and creates emotional and academic stress.



Makes learning harder and reduces confidence and motivation.

HOW THESE BARRIERS IMPACT SCHOOL



Lower Attendance



Falling Behind



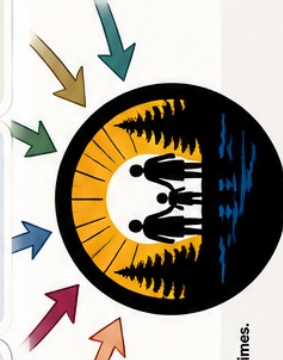
Emotional Stress



Disconnection from School



Difficulty Graduating



TOGETHER, WE CAN MAKE A DIFFERENCE



- Build strong relationships
- Provide safe, supportive spaces
- Offer the right supports at the right time
- Celebrate culture, identity, and strengths
- Create pathways to success for every student

EVERY DAY • EVERY DAY • EVERY DAY



These barriers are often connected and can impact students in different ways at different times.

IT IS NOT THE STUDENT'S FAULT.

When we understand their story, we can support their success. When they succeed, our community thrives.

KÔTÂW~INAW ÔMÊKÎNÂ THE CREATOR'S GIFTS



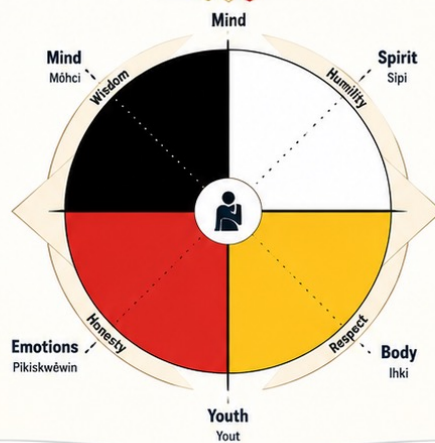
Creator

From the Creator comes all that gives us life.



Mother Nature

She nurtures, provides, and teaches us.



Sacred Laws

They guide us to live with respect and responsibility.



Natural Laws

They are the patterns of life that sustain us.

THE SOURCES OF OUR WAY OF LIFE



ÂYÂMÎWÎN

Our Words

Language



INNÎN~IWÂTISSIWIN

Our Identity

Being



MÎNÔ PÎMÂTISS~ÎWÎN

Our Well-Being

Good Life



ÎSSÎCIKÊWÎN

Our Actions

Doing



WÂKÔMITÔWÎN

Our Relationships

Connecting to the Land



WÂKÔTOWÎN

Our Kinship

Relating



KÎSKÊNITÂMÔWÎN

Our Thoughts

Thinking



ITÊNITÂMÔWÎN

Our Teachings

Knowledge



Language

We speak our truth and preserve our languages.



Being

We know who we are as individuals and as a people.



Good Life

We strive for balance, health, and harmony.



Doing

We act with purpose and responsibility.



Connecting to the Land

We are grounded in the land that gives us life.



Relating

We build and nurture relationships with respect.



Thinking

We use our minds to reflect and make good choices.



Knowledge

We learn from our teachings, stories, and experiences.

Guided by the Creator, rooted in the land, and strengthened by our relationships,
we walk together in a good way.



MIKISEW TOTAL EDUCATION

FOR THE WHOLE STUDENT

A school-wide approach to supporting every student **PHYSICALLY, EMOTIONALLY, MENTALLY** and **CULTURALLY** from Grade 8 transition through graduation and beyond.



Belonging

PHYSICAL

Empowerment

MENTAL

Identity

CULTURAL

Purpose

EMOTIONAL



BELONGING
"I am safe. I am valued.
I am connected."

- Student Liaison Officer
- Grade 8 Orientation
- Family Engagement & Open Door Policy
- Student Success Team
- Mental Health Supports
- Behaviour & Wellness Supports
- Community Partnerships
- Communication Protocols



EMPOWERMENT
"I can succeed. I have support.
I can overcome barriers."

- Student Success Framework
- Literacy & Numeracy Intervention
- Grad Coach
- Early Graduate Identification
- Credit Recovery Opportunities
- Student Self-Advocacy
- Bridging the Gap (16-20 year olds)
- Distance Education Program
- PowerSchool Tracking & Alerts



IDENTITY
"I know who I am.
My culture matters.
My community matters."

- Wilfred Buck Presentations
- Dale Awassiss Programming
- Land-Based Learning Opportunities
- Local Community Cultural Activities
- Cree Language & Culture
- Elders & Knowledge Keepers
- Cultural Teachings in Classrooms
- Indigenous Perspectives Across Curriculum
- Land-Based Learning Professional Development for Staff



PURPOSE
"I know where I am going.
School has meaning."

- School Career Fair
- Brandon Career Fairs
- Post-Secondary Tours
- Career Pathway Development
- MyBlueprint
- Career Studies
- Expanded Electives
- Employment Pathways
- Graduation Planning
- Alternative Pathways

OUTCOMES

- Increased Engagement
- Stronger Relationships
- Improved Wellness
- Positive School Climate

OUTCOMES

- Increased Credit Attainment
- Improved Retention
- Higher Graduation Rates
- Greater Student Ownership

OUTCOMES

- Stronger Cultural Pride
- Stronger Connection to Community
- Improved Wellness
- Greater Sense of Identity

OUTCOMES

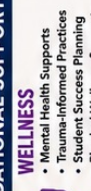
- Increased Motivation
- Clearer Goals
- Higher Graduation Rates
- Better Transitions to Post-Secondary & Employment



LITERACY
• Universal Literacy Assessment
• Literacy Intervention
• Reading Supports



NUMERACY
• Universal Numeracy Assessment
• Numeracy Supports
• Math Intervention



WELLNESS
• Mental Health Supports
• Trauma-Informed Practices
• Student Success Planning
• Physical Wellness Supports



FAMILY & COMMUNITY
• Parent Partnerships
• Community Partnerships
• External Agency Collaboration
• Open Door Communication



DATA & MONITORING
• PowerSchool Tracking
• Teacher Logs
• Data-Driven Decisions
• Early Identification



GRADUATION PATHWAYS
• Early Identification
• Credit Recovery
• Multiple Pathways
• Transition Planning



OUR VISION

Total Education for the Whole Student recognizes that graduation is not achieved through academics alone. Student success occurs when learners experience belonging, develop a strong identity, are empowered to overcome barriers, and discover purpose for their future.



OUR COMMITMENT

Every Student.
Every Day.
Every Opportunity.

Strong Culture • Strong Students • Strong Community • Strong Futures

MIKISEW SCHOOL PLAN 2026-2027

2025-2026 SUCCESS

*Highlighting key growth, achievements, and progress
from the 2025-2026 school year.*



Every Student. Every Day. A Pathway to Graduation.



THE MIKISEW TRANSFORMATION STORY

BUILDING A COMPREHENSIVE STUDENT SUCCESS SYSTEM



UNDERSTANDING THE CHALLENGE

Student success at Mikisew cannot be separated from the realities many students face, including:

- Literacy and numeracy gaps
- Attendance challenges
- Trauma
- Mental health concerns
- Substance use impacts
- Child welfare involvement
- Justice system involvement
- Poverty and housing instability
- Interrupted educational experiences

Recognizing that no single program could address these challenges, the school committed to creating a comprehensive system to support the whole child.

STRATEGIC PLANNING AND RESEARCH

We began by understanding the educational landscape in Cross Lake.

- Actions**
- Researched Total Education in Cross Lake.
 - Reviewed student achievement and graduation data.
 - Identified barriers to learning.
 - Consulted staff regarding school improvement priorities.
 - Developed the Mikisew Strategic Plan.

STUDENT SUCCESS FRAMEWORK

One of the most significant accomplishments was the creation of a Student Success Framework.

The framework ensures that students are identified early and connected with appropriate supports.



The framework shifted the school from reacting to problems to proactively identifying and addressing barriers before students disengage.

STUDENT SUCCESS IDENTIFIERS

- ✓ Academic
- ✓ Mental Health
- ✓ Trauma
- ✓ Behaviour
- ✓ Behaviour + Communication
- ✓ Speech-Language
- ✓ Clinical
- ✓ SLP + Clinical
- ✓ Inconsistent Attendance / Learning Gaps
- ✓ Active Addictions
- ✓ Justice System Involvement
- ✓ Life Skills
- ✓ One-on-One Supports

STRENGTHENING SCHOOL SYSTEMS

To improve consistency and accountability, the school:

- Created a Student Handbook.
- Developed policies collaboratively with staff and administration.
- Established communication protocols.
- Reconfigured PowerSchool.
- Communication alerts
- Teacher logs
- Student tracking
- Intervention documentation



THE RESULT

In less than one school year, Mikisew School moved from a collection of disconnected supports to a coordinated Student Success System.

THE SCHOOL NOW HAS:

- ✓ A Strategic Plan
- ✓ Student Success Framework
- ✓ Universal literacy and numeracy assessment
- ✓ Grade 8 transition supports
- ✓ Alternative pathways
- ✓ Graduation coaching
- ✓ Career pathway programming
- ✓ Enhanced family engagement
- ✓ Community partnerships
- ✓ Improved data systems
- ✓ Expanded student supports
- ✓ Stronger cultural responsiveness



4 IMPROVING GRADE 8 TO GRADE 9 TRANSITION

Recognizing Grade 9 as the highest-risk point in the educational journey, the school:

- Created Grade 8 Orientation.
- Improved transition planning.
- Developed early intervention processes.
- Strengthened monitoring of incoming students.

ACADEMIC INTERVENTION

To better understand student learning needs, the school:

- Completed literacy assessments for all students.
- Completed numeracy assessments for all students.
- Created literacy intervention classes for Grades 9 and 10.
- Implemented targeted support strategies.

For the first time, the school had comprehensive literacy and numeracy data to guide programming.

6 ALTERNATIVE PATHWAYS

Recognizing that many students required flexible options, the school created:

- Bridging the Gap**
- A program for students aged 16-20 who had not yet achieved Grade 9 credits.
- Distance Education Program**
- An alternative pathway supporting students experiencing:

- Anxiety
- Attendance barriers
- Medical concerns
- Personal circumstances affecting regular attendance

GRADUATION SUCCESS INITIATIVES

To improve retention and graduation outcomes, the school:

- Implemented the Grad Coach initiative.
- Developed early graduate identification systems.
- Tracked cohort progress.
- Supported credit recovery opportunities.
- Encouraged student self-advocacy.

Students were empowered to work with teachers to recover credits when barriers had affected course completion.

9 CULTURAL RESPONSIVENESS

The school strengthened Indigenous educational practices by:

- Encouraging culturally relevant teaching.
- Increasing Indigenous perspectives in classrooms.
- Providing land-based learning professional development.
- Supporting teachers in integrating culture into daily instruction.

10 BUILDING STAFF CAPACITY

The school invested in professional learning through:

- Collaboration with Seven Oaks School Division.
- Instructional coaching and sharing.
- Literacy and numeracy support development.
- Land-based learning professional development.

FAMILY AND COMMUNITY PARTNERSHIPS

Recognizing that student success requires community support, the school:

- Established an Open Door Policy.
- Created a Parent Support Guide.
- Invited organizations with families.
- Invited organizations to become active partners.
- Developed formal partnership protocols.
- Strengthened collaboration with Seven Oaks School Division.

122 EXPANDING STUDENT SUPPORTS

To better support students facing barriers, the school:

- Created a Student Liaison Officer position.
- Increased direct student support.
- Improved coordination between services.
- Enhanced intervention planning.

One System. • Every Student. • Every Day. • Stronger Together.





MIKISEW SCHOOL FOUNDATIONS OF STUDENT SUCCESS

Aligned with Manitoba Education Priorities
Strong Foundations. Cultural Connection. Endless Possibilities.

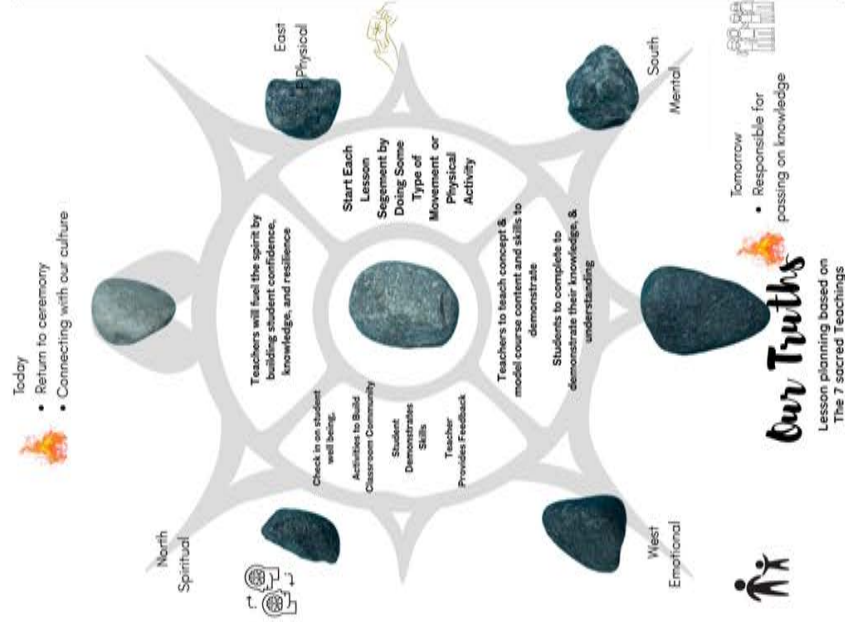
OUR STUDENTS.
OUR FAMILIES.
OUR COMMUNITY.
We are all connected.



OUR NATION. OUR CHILDREN. OUR FUTURE. *We walk together for student success.*



Lesson Plan Tips



Ways to Assess Your Students

- 1. Observation**
Watch how students participate in class activities, discussions, and group work.
Look for effort, collaboration, problem-solving, and skill use.
Take anecdotal notes or use checklists during lessons.
- 2. Conversations**
Ask open-ended questions to check for understanding.
Hold conferences or quick check-ins with students.
Listen to how students explain their thinking or make connections.
- 3. Products (Work Samples)**
Collect assignments, projects, essays, or problem sets.
Assess performance tasks (presentations, experiments, role-plays, etc)
Use rubrics or success criteria to measure learning.
- 4. Formative Assessments (Ongoing Learning Checks)**
Exit tickets, quick quizzes, polls, or reflections.
Peer or self-assessment to encourage metacognition.
Interactive tools (whiteboards, apps, or games).
- 5. Summative Assessments (Final Checks)**
Unit tests, essays, or final projects.
Demonstrations of learning (portfolios, performances, presentations).
Standardized assessments when required.

Think in 3's



CLASS SEGMENTS



LEARNING GOALS



WAYS TO ASSESS KNOWLEDGE



**WHEN STRUCTURING YOUR CLASS, THINK ABOUT YOUR STUDENTS AND THEIR NEEDS
ADULTS HAVE A HARD TIME SITTING FOR THREE HOURS, SO DO NOT EXPECT THAT YOUR STUDENTS CAN. VARY YOUR APPROACH**



Mikisew High School

Parent Communication Protocols & Procedures

Building respectful, clear, and consistent communication with families

1 Our Guiding Principles

-  Relationships First
-  Administration is the Communication Hub
-  Shared Responsibility
-  Transparency and Consistency
-  Families are Partners in Student Success

2 Communication Channels

-  Phone calls
-  Email
-  Notes home
-  School Facebook page
-  In-person meetings
-  Parent-teacher interviews
-  Radio updates
-  PowerSchool Parent Portal
-  Open-door visits during school hours

3 School Procedures

- 1 Identify the concern or update.
- 2 Contact the parent/guardian using the best communication method.
- 3 Document communication related to attendance, academics, behaviour, wellness, safety, or graduation planning.
- 4 Involve administration when broader support, intervention, or outside agency coordination is needed.
- 5 Follow up with families and arrange meetings or next steps when required.

4 Academic, Attendance & Graduation Communication



Academic Progress

Teachers communicate concerns early, explain missing work or outcomes, and outline supports or alternative pathways.



Attendance

Attendance is monitored through PowerSchool. Families are contacted when concerns arise and are encouraged to notify the school about absences.



Graduation Pathways

Families are informed about credit progress, remaining requirements, and future planning for graduation, careers, and post-secondary options.

5 Parent / Guardian Responsibilities

-  Keep contact information current.
-  Return calls or messages when possible.
-  Support regular attendance and punctuality.
-  Attend meetings and parent-teacher interviews.
-  Encourage completion of school work.
-  Communicate concerns early.
-  Reinforce respectful behaviour and school expectations.
-  Work with the school on support plans when needed.
-  Talk with students about future goals.
-  Celebrate progress and success.

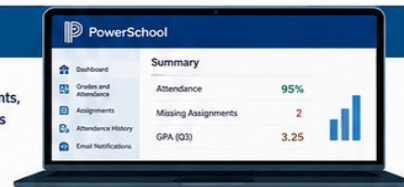
6 Outside Agency Protocols

-  Visits must be scheduled and approved through administration.
-  All visitors sign in at the office.
-  Confidentiality and consent must be respected.
-  Meetings must not disrupt learning and must align with student safety and school priorities.

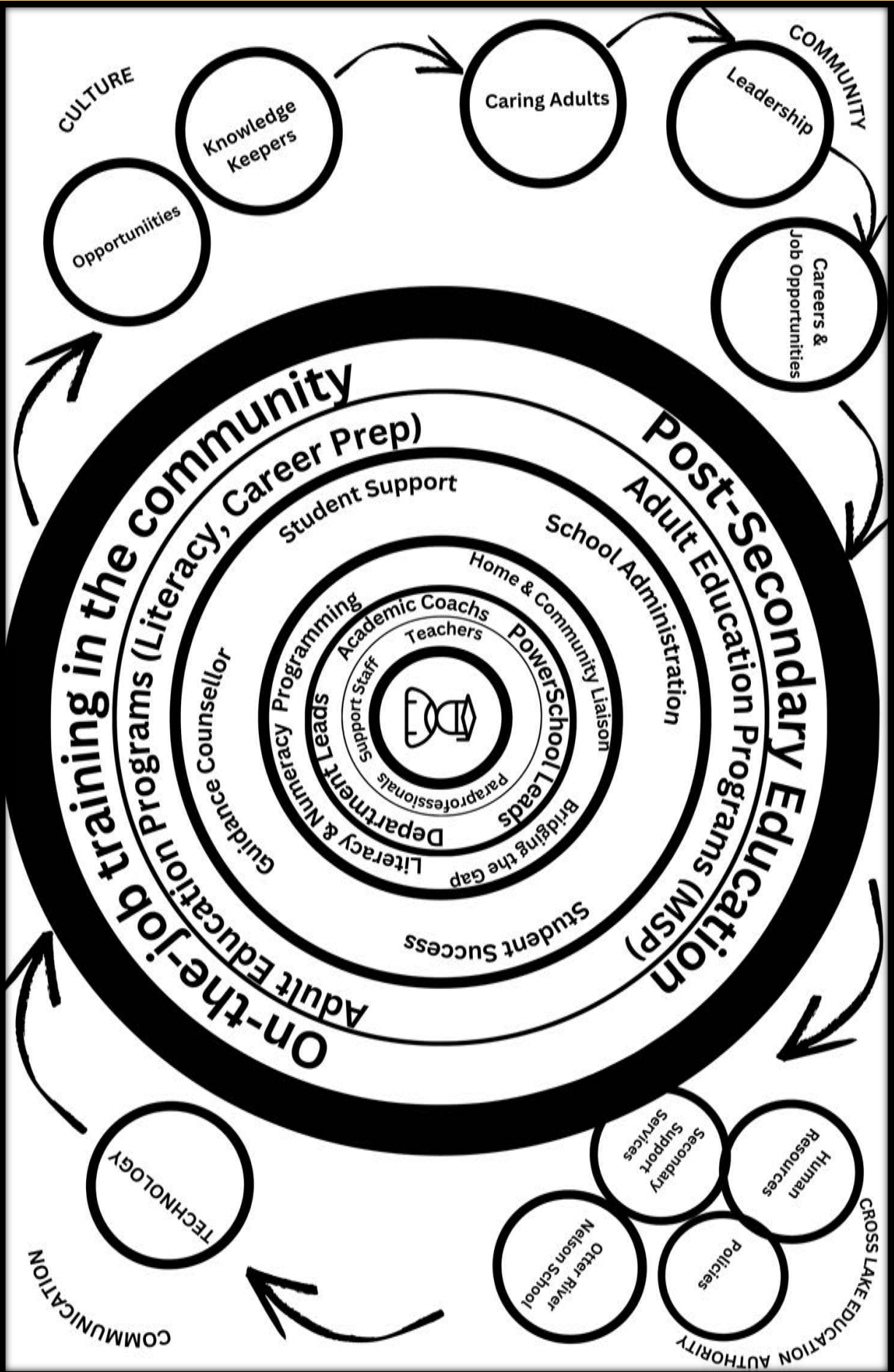
7 PowerSchool Parent Portal



The Parent Portal supports real-time access to attendance, missing assignments, and academic progress. It strengthens home-school communication and helps families stay informed.



Our Commitment: *respectful, timely, and relationship-based communication that supports student success.*





GRADE 9 ORIENTATION

Welcome to Mikisew High School

Starting high school with confidence, support,
and a pathway to success.



1 WHAT GRADE 9 ORIENTATION IS ABOUT

- Getting to know the school
- Learning what to expect in Grade 9
- Meeting staff and supports
- Feeling ready for your first day

2 TOUR HIGHLIGHTS



3 WHAT TO EXPECT IN GRADE 9

- ☒ Follow your schedule and arrive on time
- ☒ Be prepared for classes and participate
- ☒ Ask questions when you need help
- ☒ Respect classmates, staff, and the learning environment
- ☒ Build strong attendance habits

4 SUPPORTS FOR STUDENTS

- Teachers
- Student support team
- Literacy and numeracy support
- Office staff
- Graduation / pathway support

5 HOW TO BE READY

- ☒ Bring a positive attitude
- ☒ Be ready to learn new routines
- ☒ Listen carefully during the tour
- ☒ Ask questions
- ☒ Get to know where to go for help

6 BEFORE YOU LEAVE ORIENTATION

- ☒ I know where key places are
- ☒ I understand the school routine
- ☒ I know who to ask for help
- ☒ I am ready to start Grade 9



7 REMEMBER



It's okay to feel nervous—everyone is new at something once.

**You're not alone.
We're here for you!**

Academic Inclusion & Evaluation Policy

Aligned with Manitoba Curriculum, CLEA Policies, and the Mikišew Student Handbook

This policy supports fair, inclusive, and defensible assessment practices so all students have equitable opportunities to demonstrate learning and earn course credit.



1. Purpose

- Academic inclusion
- Fair and defensible evaluation practices
- Clear roles and responsibilities for teachers, students, parents/guardians, and administration
- Equitable opportunities to demonstrate learning and earn course credit



2. Guiding Principles

- All students can learn and demonstrate outcomes
- Assessment reflects learning outcomes, not compliance or behaviour
- Academic exclusion is a last resort
- Decisions must be evidence-based, documented, and defensible
- Families are partners in the learning process



3. What is Academic Exclusion?



Academic exclusion occurs when a student cannot receive a final grade or credit because there is insufficient evidence of learning.



It may only be considered when all reasonable supports, interventions, and alternative opportunities have been provided and documented. It must not be used as discipline.



4. Teacher Responsibilities



Assessment & Evaluation

use varied methods; align with Manitoba curriculum outcomes; ensure grades reflect demonstrated learning; avoid punitive grading practices



Evidence Collection

collect sufficient, current evidence; provide multiple opportunities



Communication

communicate concerns early with students, parents/guardians, and administration; clearly explain expectations and missing requirements



Intervention & Documentation

implement and document interventions; provide flexible timelines; offer alternative assessment opportunities



Reporting

final grades in PowerSchool must be based on sufficient evidence, aligned with outcomes, and defensible upon review



5. Student Rights & Responsibilities

Student Rights

- ✓ Fair and unbiased assessment
- ✓ Clear expectations and transparent grading
- ✓ Multiple opportunities to demonstrate learning
- ✓ Access to supports before failure or exclusion
- ✓ Alternative pathways to earn credit
- ✓ Students must not be academically excluded solely for non-compliance if learning outcomes can still be demonstrated and documented

Student Responsibilities

- ✓ Engage in learning opportunities
- ✓ Attempt assigned work and assessments
- ✓ Participate in intervention strategies when offered



6. Parent / Guardian Rights & Responsibilities

Rights

- ✓ Be informed when a student is at risk of failure or exclusion
- ✓ Understand grading practices and expectations
- ✓ Receive updates on student progress
- ✓ Request alternative supports and pathways
- ✓ Review evidence supporting final grades
- ✓ Appeal or challenge academic decisions through administration

Responsibilities

- ✓ Support student engagement
- ✓ Participate in meetings and intervention planning
- ✓ Communicate concerns in a timely manner



7. CLEA School Context

- Manitoba curriculum is the basis for learning outcomes
- Schools maintain local administrative authority over implementation, assessment practices, and decision-making
- Evaluation must remain outcome-based and evidence-supported



8. Intervention & Inclusion Pathways



Challenge for Credit
demonstrate prior knowledge through assessment



Credit Recovery
complete targeted work on missing outcomes



Full Course Package
complete a full course through alternative or independent delivery



Alternative Demonstration of Learning
show outcomes through projects, presentations, or applied tasks

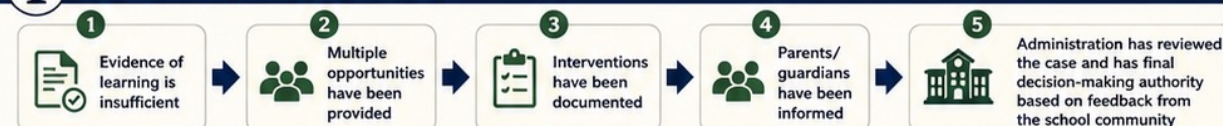


9. Administrative Responsibilities

- Ensure consistent application of the policy
- Support teachers in intervention and documentation
- Review cases where academic exclusion is considered
- Ensure exclusion decisions are justified and documented
- Support parent and student appeals



10. Decision-Making Framework

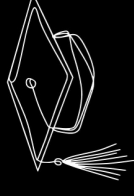


Core Statement

Final grades must reflect what a student knows and can do within the context of what they have been taught. Attendance, behavior, or compliance alone must not determine academic outcomes.



PATHWAYS TO EARNING CREDITS



DIFFERENT PATHWAYS

IN CLASS, WORKING WITH A TEACHER

SELF EXPLORATION EMPLOYMENT CREDIT, CULTURAL, OR LEADERSHIP

CHALLENGE TEST OR PROJECT

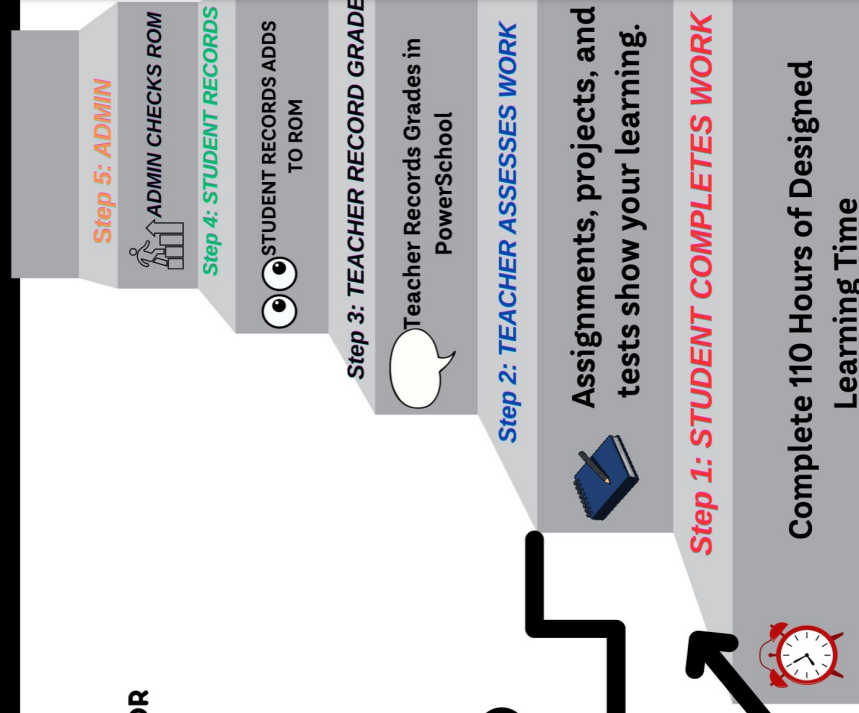
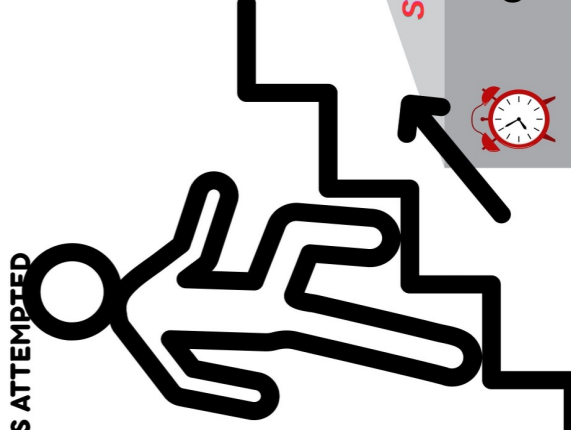
COURSE PACKAGE OR E-LEARNING COURSE

CREDIT RECOVERY AFTER A COURSE WAS ATTEMPTED



PROGRAMS

FOUNDATIONS	RESOURCE READING & NUMERACY INTERVENTION
BRIDGING THE GAP	16 - 20 YR TAKING GR 9 & 10 CORE COURSE
DISTANCE LEARNING	APPROVED COURSE PACKAGES FOR STUDENTS WORKING FROM HOME
CREDIT RECOVERY	TEACHER PROVIDED MATERIAL
STUDENT LIAISON OFFICE	CHALLENGES, & SELF EXPLORATION



THERE ARE DIFFERENT PATHWAYS TO EARNING A CREDIT BEYOND THE TRADITIONAL CLASSROOM

THIS HELPS STUDENTS OVERCOME BARRIERS TO LEARNING AND ATTENDING SCHOOL



How Do I Earn My Credit?



Why Attendance Matters



Every class adds a piece to the puzzle towards graduation

17 110 hours = 1 credit

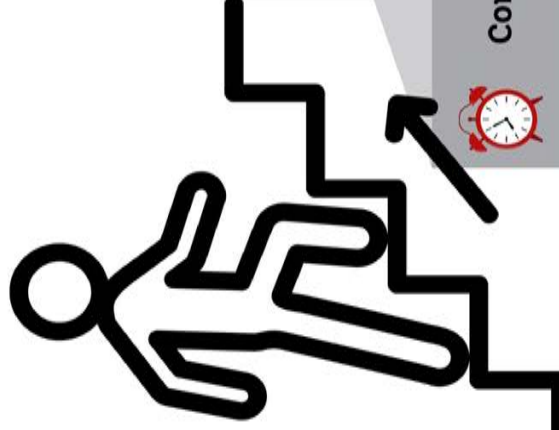
Grades + Work + Voice + Action all count

Attendance builds skills for jobs and life

EXCUSED VS UNEXCUSED

ABSENCES

EXCUSED	UNEXCUSED
Being Sick	In School but not in class
Medical Emergency - Family or Student	Skiping School or Leaving School Grounds
Bereavement	Family Trips or Vacations
Cultural Activity	Being Late to Class



Complete 110 Hours of Learning Time

Step 5: Earn Credit

Move
to Next Grade

Step 4: Be Observed

Teachers see your effort,
participation and practice

Step 3: Talk to Your Teacher

Talk about your ideas, ask
questions, and show you
understand

Step 2: Complete The Course Work

Assignments, projects, and
tests show your learning.

Step 1: Attend Class

IF A STUDENT IS AWAY WITH EXCUSED OR UNEXCUSED ABSENCES FOR MORE THAN 10 DAYS, A CREDIT MAY NOT BE GRANTED
A STUDENT MAY CONTINUE TO WORK ON THE CREDIT UNTIL THEY HAVE ACHIEVED THE REQUIREMENTS



MIKISEW SCHOOL

LEARNING THROUGH EVACUATION

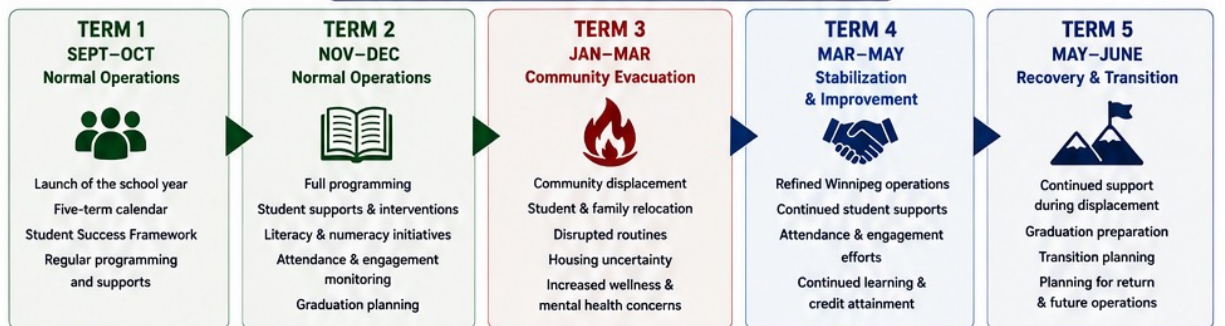
Educational Continuity During Community Evacuation
January–June 2026



OUR STUDENTS.
OUR FAMILIES.
OUR COMMUNITY.

We are all connected.

2025–2026 FIVE TERM CALENDAR OVERVIEW



★ Despite prolonged community displacement and disruption, student learning, support services, and school improvement initiatives continued.

OUR RESPONSE: PARTNERSHIP & INNOVATION

STRONG PARTNERSHIP

In collaboration with our established partnership with the **SEVEN OAKS SCHOOL DIVISION**, we developed a Winnipeg-based learning site to support displaced students.



WINNIPEG LEARNING SITE



Learning space for students



Collaboration between educational organizations



Continued access to educational programming

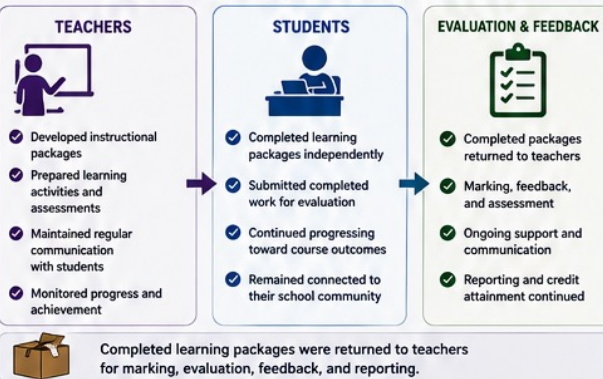


Stability and connection during displacement



FLEXIBLE LEARNING MODEL

Teacher-led learning packages ensured continuity of learning.



SUPPORTING OUR STAFF

Protecting teacher time and ensuring quality instruction.

DEDICATED MORNING TIME FOR:

- Lesson preparation
- Assessment & evaluation
- Student support planning
- Team collaboration
- Progress monitoring

STUDENT PROGRAMMING OPERATED FROM:



1:00 PM – 5:00 PM

This model allowed staff to balance instructional delivery, assessment responsibilities, and student support needs during an unprecedented period of disruption.

KEY SUCCESS FACTORS

STRONG PARTNERSHIPS



Seven Oaks School Division provided essential space and collaboration.

ADAPTIVE LEADERSHIP



Flexible scheduling and program redesign kept learning moving forward.

TEACHER COMMITMENT



Teachers developed, distributed, assessed, and provided feedback on learning packages.

STUDENT RESILIENCE



Students continued learning and stayed connected despite displacement.

COMMUNITY SUPPORT



Families, community partners, and organizations worked together to support our students.

IMPACT: LEARNING CONTINUED

- ✓ Educational programming continued
- ✓ Student-teacher relationships were maintained
- ✓ Assessment and reporting continued
- ✓ Graduation pathways remained active
- ✓ Student supports remained available
- ✓ School improvement efforts continued
- ✓ Students stayed connected to their school and community



LESSONS LEARNED



FLEXIBILITY MATTERS
The ability to adapt quickly ensured learning never stopped.



RELATIONSHIPS MATTER
Strong connections kept students engaged and supported.



TEACHER WELLNESS MATTERS
Protected prep time allowed teachers to focus on quality instruction.



STUDENT CONNECTION MATTERS
Students persevered because they felt seen and supported.



STRONG SYSTEMS CREATE STABILITY DURING CRISIS
Prepared systems and partnerships made continuity possible.



*Every student. Every day.
A pathway to graduation.*

LOOKING AHEAD

As we look toward our return and future operations, we will carry forward the strengths and lessons from this period to build an even stronger Mikisew School.

*Strong culture. Strong students.
Stronger futures together.*



EVERY STUDENT MATTERS.



**TOGETHER, WE OVERCOME CHALLENGES.
TOGETHER, WE BUILD FUTURES.**



BELONGING



WELL-BEING



IDENTITY

MIKISEW SCHOOL PLAN 2026-2027

SCHOOL DATA COMPARISONS

2024-2025 AND 2025-2026

Tracking growth, change, and progress across school years.



Every Student. Every Day. A Pathway to Graduation.



FROM BIRTH COHORT TO GRADUATION: TRACKING STUDENT SUCCESS THROUGH HIGH SCHOOL (CLASSES OF 2024–2028)

Understanding Our Student Pipeline, Grade 9 Challenges, and Graduation Outcomes Compared to Manitoba

EXECUTIVE SUMMARY



The greatest challenge is the transition into and through Grade 9. Approximately 20–22% of the age cohort is not entering Grade 9 on time, and nearly 40% of Grade 9 students are repeaters.



Students who successfully enter Grade 9 graduate at rates comparable to or exceeding Manitoba Indigenous benchmarks.



Current cohorts (2027–2028) are on track to achieve 51–65% graduation rates.

MANITOBA INDIGENOUS BENCHMARKS¹ Student-Tracked Graduation Rates¹



Indigenous 4-Year Graduation Rate **55.1%**



Indigenous 5-Year Graduation Rate **62.4%**



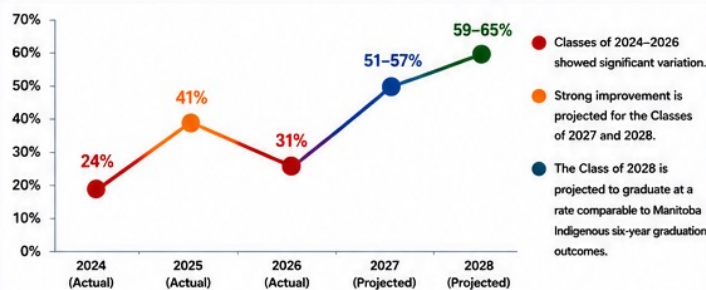
Indigenous 6-Year Graduation Rate **62.9%**

¹ Source: Manitoba Education – Student-Tracked High School Graduation Rate Dashboard (September 2021 Grade 9 Cohort Graduating to June 2025)

COHORT SUCCESS OVER TIME

Graduating Class	On-Reserve Birth Cohort (Cohort Year)	Graduates	Cohort Graduation Rate (Graduates + Birth Cohort)
2024 (Actual)	167 (2006)	40	24%
2025 (Actual)	193 (2007)	80	41%
2026 (Actual)	182 (2008)	57	31%
2027 (Projected)	175 (2009)	90 – 100	51 – 57%
2028 (Projected)	153 (2010)	90 – 100	59 – 65%

GRADUATION TREND: % OF ORIGINAL ON-RESERVE BIRTH COHORT



GRADE 9: THE CRITICAL TRANSITION POINT

FIRST-TIME GRADE 9 STUDENTS VS BIRTH COHORT

Cohort	On-Reserve Birth Cohort	First-Time Grade 9 Students	Capture Rate (First-Time Gr. 9 + Birth Cohort)
Class of 2027 (2009 Cohort)	175	139	79%
Class of 2028 (2010 Cohort)	153	120	78%



KEY FINDING: Approximately 20–22% of the age cohort is not entering Grade 9 on time. This represents the largest single loss point in the educational pipeline.

GRADE 9 REPEATERS: A SIGNIFICANT CHALLENGE

School Year	Total Grade 9 Enrollment	Grade 9 Repeaters	Repeat Rate (Repeaters + Enrollment)
2023–24	180	41	23%
2024–25	208	88	42%
2025–26	228	93	41%
2026–27	244	90	37%



KEY FINDING: Nearly 4 in 10 Grade 9 students are repeaters. Grade 9 enrollment growth is being driven partly by retention and repetition rather than population growth.

COHORT TRACKER: CLASS OF 2027 2009 BIRTH COHORT

175	On-Reserve Births
139	First-Time Grade 9 Students (79% of Cohort)
139	Grade 10 Students
123	Grade 11 Students
123	Grade 12 Students
90 – 100	Graduates (Projected)
GRADUATION EFFICIENCY (From Grade 9 Cohort)	
90 Graduates = 65%	100 Graduates = 72%

MANITOBA COMPARISON: STUDENTS WHO REACH GRADE 9

Graduation Outcome (from Grade 9 Cohort)	Manitoba Indigenous (2021 Gr. 9 Cohort) ¹	Class of 2027 (Projected)
Graduate in 4 Years	55%	65 – 72%
Graduate in 5 Years	62%	65 – 72%
Graduate in 6 Years	63%	65 – 72%

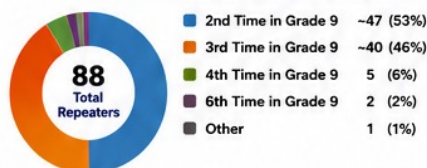


KEY TAKEAWAY: Once students successfully enter Grade 9, projected graduation outcomes are comparable to—or may exceed—current Manitoba Indigenous graduation benchmarks.

¹ Source: Manitoba Education – Student-Tracked High School Graduation Rate Dashboard (September 2021 Grade 9 Cohort Graduating to June 2025)

GRADE 9 REPEATERS ARE NOT ONE GROUP: CREDITS EARNED TELL AN IMPORTANT STORY

ANALYSIS OF 88 GRADE 9 REPEATERS (2025–2026)²



CREDITS EARNED BY REPEATERS

0 – 2 Credits (51 students 58%)	High-risk group. Very low credit accumulation and highest risk of dropping out long-term.
3 – 4 Credits (16 students 18%)	Transitional group. Needs targeted support to reach promotion.
5+ Credits (21 students 24%)	Near-passing group. Many are close to promotion with the right support.

EXAMPLES OF CREDITS EARNED BY REPEATERS

Low Credit Examples (0–2 credits)	Middle Credit Examples (3–4 credits)	Higher Credit Examples (5+ credits)
0 credits	3 credits	5 credits
1 credit	3.5 credits	7 credits
2 credits	4 credits	8 credits
		9 credits



KEY MESSAGE: Many repeaters earn few or no credits. Attendance, engagement, wellness, mobility and life circumstances appear to be larger barriers than academic ability alone for a significant number of students.

² Source: Repeat 9 Results (2025–2026)

ENROLLMENT VS POPULATION

ON-RESERVE COHORTS ARE SHRINKING			HIGH SCHOOL ENROLLMENT IS GROWING		
Cohort Group (Birth Years)	Total On-Reserve Births	Change	School Year (Total High School Enrollment)	Change from Previous Year	
2006 – 2009	717	—	2023–24	576	—
2009 – 2012	631	▼ -12%	2024–25	555	▼ -3.6%
			2025–26	553	▼ -0.4%
			2026–27	625	▲ +13.0%

STRATEGIC CONCLUSION: THREE PRIORITIES FOR IMPACT



1 IMPROVE GRADE 9 SUCCESS

- Reduce repeat rates.
- Increase first-time Grade 9 progression.
- Focus on credit achievement and engagement.



2 STRENGTHEN THE GRADE 8–9 TRANSITION

- Approximately 20% of each age cohort is not entering Grade 9 on time.
- Early interventions and transition supports are critical.



3 CONTINUE SENIOR YEARS SUPPORTS

- Students who reach Grade 10 and Grade 11 generally remain enrolled.
- Current cohorts are tracking toward Manitoba Indigenous graduation benchmarks.



THE BOTTOM LINE

The graduation challenge is created before students reach Grade 10. Cohort analysis shows that the largest losses occur before or during Grade 9. Once students successfully transition into high school, retention is strong and projected graduation outcomes approach or exceed Manitoba Indigenous benchmarks. Investments in Grade 9 success are likely to have the greatest impact on future graduation rates.

IMPORTANT NOTE

Manitoba graduation rates are student-tracked cohort rates adjusted for mobility and attrition. School rates shown here are calculated as graduates divided by the original on-reserve birth cohort and therefore represent a more conservative measure. Manitoba's published Indigenous graduation statistics also exclude many First Nations schools.





MIKISEW SCHOOL

SUPPORTING OUR TEACHERS. SUPPORTING OUR STUDENTS. OUR COMMUNITY.

A strong staffing model that supports educator well-being, instructional excellence, and **student success**.



OUR STUDENTS.
OUR FAMILIES.
OUR COMMUNITY.
We are all connected.

PREPARATION TIME (Planning & Collaboration)

2025-2026	2024-2025	MANITOBA MINIMUM*
360 min/week 72 min/day (on average)	250 min/week 50 min/day (on average)	210 min/cycle (Provincial minimum)

+110 minutes per week
(+44%) increase vs. 2024-2025

LUNCH TIME (Break) (Protected Meal Period)

2025-2026	2024-2025
150 min/week 30 min/day	250 min/week 50 min/day

-100 minutes per week
(-40%) decrease vs. 2024-2025

INSTRUCTIONAL TIME (Teacher Assigned)

Wednesdays have a shortened day (3 hours instructional).
Other days have 5 hours 30 minutes instructional.

2025-2026	2024-2025	MANITOBA MAXIMUM*
1,540 Minutes per week (Total)	1,375	-
308 Daily average (minutes/day)	275	330 min/day (5 hrs 30 min) Maximum teacher assignment (2025-2026)

+165 minutes per week (+12%)
+33 minutes per day (average) vs. 2024-2025

AVERAGE CLASS SIZE & ENROLLMENT MANAGEMENT

AVERAGE CLASS SIZE	2025-2026	2024-2025	ENROLLMENT MANAGEMENT
CORE ACADEMIC COURSES	25	23	Enrollment monitored throughout the year
ELECTIVE / PRACTICAL ARTS COURSES	14	16	Additional sections created when needed
			Students redistributed where possible
			Prioritizing instructional quality and manageable class sizes

ADDITIONAL SECTIONS CREATED RATHER THAN MAINTAINING OVERSIZED CLASSES.

TEACHER LOAD DISTRIBUTION (Number of Teachers by Sections Taught)

SECTIONS TAUGHT	2025-2026 (42 TEACHERS)	2024-2025 (36 TEACHERS)	CHANGE
11 sections	0	6	-6
10 sections	1	18	-17
9 sections	17	1	+16
8 sections	10	2	+8
7 sections	1	0	+1
6 sections	2	1	+1
5 sections	2	5	-3
Less than 5 / 1 section	9	3	+6
TOTAL TEACHERS	42	36	

- 2025-2026
 - 28 of 42 teachers (67%) teach 8-10 sections.
 - Most common load: 9 sections.
 - Only 1 teacher teaches 10 sections.
 - No teachers teach 11 sections.
- 2024-2025
 - 24 of 36 teachers (67%) taught 10-11 sections.
 - Most common load: 10 sections.
 - 6 teachers taught 11 sections.
 - 27 of 36 teachers (75%) taught 8 or more sections.

SUPERVISION DUTIES

Limited supervision allows teachers to focus on what matters most—teaching and supporting students.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Grade 9 Bus					
Grade 10 Bus					
Grade 11 Bus					
Grade 12 Bus					
Shared Rotation					

No daily lunch supervision
No break supervision
Minimal hallway supervision

PREPARATION STREAM DISTRIBUTION (Teacher Timetables)

PREPARATION STREAMS	2025-2026 (42 TEACHERS)	%	2024-2025 (36 TEACHERS)	%
1-2 Streams	25	60%	22	61%
3-4 Streams	15	35%	10	28%
5+ Streams	2	5%	4	11%

KEY FINDING
The proportion of teachers carrying 5 or more preparations decreased from 11% to 5%.

STAFFING STRENGTHS (Added Value of Our Model)

- 101 additional hours of annual prep & professional time
- \$3,000 annual PD allocation per teacher
- Annual investment in professional learning
- Limited supervision duties
- Weekly collaborative planning & professional learning block
- Manageable class sizes
- Responsive enrollment management
- Broad academic, cultural, Indigenous & vocational programming
- Vertically aligned programs that reduce prep burden
- Most teachers teach 8-9 sections (not a full 10)
- Strong support for Indigenous language, culture & land-based learning

MANITOBA COMPARISONS

- Provincial minimum prep time: 210 minutes per cycle
- Protected meal period required
- 5.5-hour teacher instructional assignment provision
- No provincial high school class size cap
- No provincial benchmark for preparation streams
- No provincial benchmark for teaching load distribution

WHEN OUR TEACHERS ARE SUPPORTED, OUR STUDENTS SUCCEED.

Strong teachers. Strong school.
Strong community.
Together, we remove barriers and build futures.

** Manitoba Provincial Teachers' Agreement - Minimum preparation time: 210 minutes per cycle; Maximum instructional assignment: 5.5 hours (330 minutes) per day for 2025-2026.
** Manitoba Education - Class size averages are for grades 9-12.



LITERACY, LEARNING SUPPORTS & GRADUATION: UNDERSTANDING STUDENT SUCCESS IN CONTEXT

A companion to the Graduation Cohort Analysis (Classes of 2024–2028)

Data Sources:
Reading Assessments
(Grades 8–11)
Inclusive Special Needs
Program Data (2025–2026)
Cohort Graduation Analysis
(2024–2028)

THE BIG PICTURE



Most Students Are Reading Well Below Grade Level

69% to 76% of assessed students read below Grade 4 level.



Learning Support Needs Are Widespread

Reading, writing, and numeracy supports are identified for nearly all students across Grades 9–12.



Graduation Outcomes Are Improving

More students are staying in school and reaching Grade 12.



Student Success Is Influenced by More Than Literacy

Retention, engagement, attendance, relationships, and supports are making a difference.

1. READING ASSESSMENT RESULTS BY COHORT

Adjusted – Excluding “No Data” Students

Current Grade	Assessed As (School Year)	Students Assessed (No Data Excluded)	READING COMPREHENSION LEVEL (% OF ASSESSED STUDENTS)				% Reading Below Grade 4 (Pre + 1–3)
			Pre-Reader (Below Early Reading)	Grade 1–3 (Below Grade 4)	Grade 4–6 (Approaching Grade Level)	Grade 7–9 (Near/At Grade Level)	
Current Grade 9	Grade 8 Assessment (2023–2024)	49	8.2% (4)	61.2% (30)	28.6% (14)	2.0% (1)	69.4%
Current Grade 10	Grade 9 Assessment (2024–2025)	88	10.2% (9)	65.9% (58)	22.7% (20)	1.1% (1)	76.1%
Current Grade 11	Grade 10 Assessment (2025–2026)	56	12.5% (7)	58.9% (33)	19.6% (11)	8.9% (5)	71.4%
Current Grade 12	Grade 11 Assessment (2025–2026)	86	10.5% (9)	65.1% (56)	23.3% (20)	1.2% (1)	75.6%



KEY TAKEAWAY:

Approximately 7 out of every 10 assessed students in Grades 9–12 are reading below Grade 4 level.

¹ Source: Grade 8, 9, 10, 11 Reading Assessment Scores & Comments

2. LEARNING SUPPORT NEEDS ARE WIDESPREAD

Inclusive Special Needs Program Students (2025–2026)¹

Grade	Total Students	Reading Support	Writing Support	Numeracy Support	Other Supports (Psych, SLP, OT, PT, Mental Wellness, etc.)
Grade 9	226	226	226	226	16
Grade 10	121	120	120	121	6
Grade 11	125	125	125	125	4
Grade 12	83	83	83	83	0
TOTAL	555	554	554	555	26



KEY TAKEAWAY:

Reading, writing, and numeracy supports are identified for virtually all students across Grades 9–12.

OTHER NEEDS IDENTIFIED (TOTAL STUDENTS)

- Autism (Au): 74
- Not Identified (NI): 133
- Behaviour (B): 4
- Self Regulation (SR): 4
- Anxiety (A): 0
- Dyslexia (DS): 18
- Expressive Language (EL): 19
- Speech Language Pathology (SLP): 4
- Occupational Therapy (OT): 0
- Physiotherapy (PT): 0
- Mental Wellness: 17
- Life Skills (LS): 0
- Active Substance Issues (AS): 0
- Other (Psychology, Trauma, ADHD, FAS, etc.): included in counts above

¹ Source: Cross Lake First Nation Inclusive Special Needs Program Students data for school year 2025–2026.

3. LITERACY CONTEXT COMPARED TO GRADUATION OUTCOMES

Cohort (Graduating Class)	Current Grade (2025–2026)	% Reading Below Grade 4 (Adjusted)	Graduation Outcome (% of Birth Cohort)	Trend
Class of 2026 (Graduated)	Grade 12	75.6%	31% (Actual)	↓ Lowest Graduation Rate
Class of 2027 (Projected)	Grade 11	71.4%	51% – 57% (Projected)	↑ Improving
Class of 2028 (Projected)	Grade 10	76.1%	59% – 65% (Projected)	↑ Improving
Class of 2029 (Future)	Grade 9	69.4%	TBD	—



KEY INSIGHT:

Literacy levels remain very low across all cohorts. However, graduation projections are improving. Retention, engagement, attendance, and support systems are helping more students stay in school and reach Grade 12.

4. WHAT THIS MEANS



LITERACY REALITY

The majority of students are reading at a Grade 1–3 level or below, even in high school.

7 out of 10
assessed students
read below Grade 4 level.



SUPPORT REALITY

Learning challenges are not limited to a small group. Supports are required across nearly the entire student body.

**Reading, Writing
& Numeracy supports**
identified for 554 of 555 students.



SUCCESS REALITY

Despite the academic challenges, more students are staying, persisting, and reaching graduation.

Graduation rates are improving for the classes of 2027 and 2028.



OUR RESPONSE

Continued focus on early literacy, targeted intervention, and whole-child support will create stronger outcomes for future cohorts.

**Invest in literacy.
Strengthen support.
Build brighter futures.**



THE BOTTOM LINE

Our students face significant literacy and learning challenges, but they are also showing resilience and progress. By combining strong academic intervention with culturally responsive support and relationships, we can continue to increase both literacy growth and graduation success.



TOGETHER, WE CAN

- ✓ Close literacy gaps
- ✓ Support every learner
- ✓ Improve graduation outcomes

STUDENT SUCCESS AT MIKISEW

Every Student. Every Day. A Pathway to Graduation.

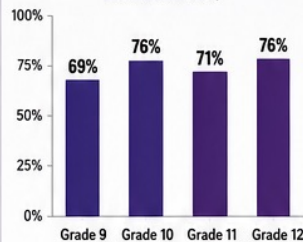


Our mission is to create a caring, supportive, and culturally grounded learning environment where every student can succeed.

1. WHERE OUR STUDENTS ARE TODAY

LITERACY CHALLENGE

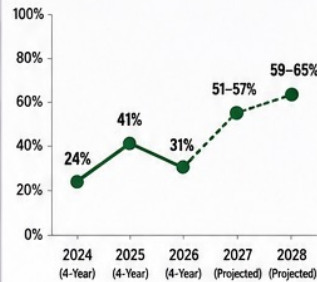
% of Students Reading Below Grade 4 Level (Fountas & Pinnell A-D | Lexile Below 500)



The majority of our students are reading below Grade 4 level. This highlights the need for targeted, differentiated literacy instruction.

GRADUATION TRENDS

Cohort Graduation Rates



Graduation outcomes are improving. Continued focus on early support, engagement, and pathways will help more students finish strong.

2. HOW WE COMPARE

MANITOBA INDIGENOUS GRADUATION RATES

(All Students)



4-Year Rate:	55.1%
5-Year Rate:	62.4%
6-Year Rate:	62.9%



Our projected 5-Year rates for the 2027 and 2028 cohorts are moving closer to the provincial Indigenous average. Our goal is to keep closing the gap.

THE GRADE 9 BOTTLENECK

Grade 9 Repeat Rate

37% – 42%



Many repeaters earn very few credits (0-2 credits).

The biggest loss of students happens before or during Grade 9.



Supporting a strong transition to Grade 9 is one of our highest priorities.

3. OUR WHOLE STUDENT SUCCESS FRAMEWORK

We take a whole-student approach. We identify needs early, coordinate supports, and create pathways so students can overcome barriers and achieve their goals.

IDENTIFY EARLY



- PowerSchool Alerts (Literacy, Numeracy, Mental Health, Attendance)
- Literacy & Numeracy Assessments
- Student Success Identifiers (13 categories)
- Behaviour Logs & Referrals

Data helps us act early.

COORDINATED SUPPORTS



- Student Success Team
- Resource Teachers (2.5)
- Educational Assistants (4)
- Life Skills Program
- Mental Health Counsellor
- Guidance & Administration

Many adults. One plan.

TARGETED INSTRUCTION



- Literacy Framework (East-South-West-North Zones)
- Numeracy Framework (In Progress)
- Mental Health Framework (In Progress)
- Differentiation, Accommodation & Modification Guidance

Instruction for where students are.

STUDENT NAVIGATION



- Student Liaison / Registrar
- MyBlueprint (Pathway Planning)
- Career Studies & Employment Credit
- Foundations 9 & 10
- Bridging the Gap
- Distance Learning Options

Helping students see a path and a purpose.

WELL-BEING & BELONGING



- Mental Health Supports
- Behaviour Support Plans
- Trauma-Informed Practices
- Cultural Connection
- Family & Community Partnerships

A safe, supportive place where every student belongs.

4. OUR LITERACY FRAMEWORK

Independent reading is not the goal — meaning is.

EAST BEGINNING

Lexile: Below 500
F&P: A-D (Gr 0-2)

Access meaning without independent reading pressure.

- Read Say Connect
- Audio Pairing
- Reading Pens
- Oral Processing First
- Chunk, Talk, Mark

Goal: Access Meaning

SOUTH EMERGING

Lexile: 501-800
F&P: E-H (Gr 3-4)

Stabilize comprehension across short sections of text.

- Read Say Connect with Paraphrasing
- Audio Pairing
- Story as Structure
- Guided Short Text
- Vocabulary Teaching

Goal: Short Text Comprehension

WEST BECOMING

Lexile: 801-1000
F&P: I-M (Gr 5-7)

Teach long text survival explicitly.

- Purpose Mapping
- Chunking
- Vocabulary Teaching
- Teacher Bridging with Summaries

Goal: Long Text Survival

NORTH INSPIRING

Lexile: 1000+
F&P: N-Q (Gr 8-9)

Integrate thinking across extended text.

- Annotation
- Comprehension Questions
- Metacognition Skills
- Anchor Questions
- Collaborative Summaries

Goal: Integrated Thinking

Students move between zones as they grow. Our goal is meaning, understanding, and critical thinking at every stage.

5. OUR ORGANIZATION FOR STUDENT SUCCESS

Working together across the school to support every student.



ACADEMIC DEPARTMENTS
Science, Math, Social Studies, English, Physical Education, Experiential Learning & Apprenticeships



STUDENT SUCCESS TEAM

Literacy & Numeracy Support Coordinators, Life Skills, EAs, Counsellor, Administration



STUDENT NAVIGATION

Student Liaison/Registrar, Guidance, MyBlueprint, Career Studies, Employment Credit



ALTERNATIVE PATHWAYS

Foundations 9 & 10, Bridging the Gap, Distance Learning, Course Packages, Life Skills



WELL-BEING SUPPORTS

Mental Health Counsellor, Behaviour Supports, Trauma-Informed Care, Cultural & Community Partnerships

13 STUDENT SUCCESS IDENTIFIERS

- ✓ Academic
- ✓ Speech-Language (SLP)
- ✓ Behaviour
- ✓ Behaviour + Communication
- ✓ Clinical
- ✓ SLP + Clinical
- ✓ Mental Health
- ✓ Trauma
- ✓ Inconsistent Attendance / Learning Gaps
- ✓ Active Addictions
- ✓ Justice System Involvement
- ✓ One-on-One Support
- ✓ Life Skills



These identifiers help us understand barriers and connect students to the right supports.



BETTER ENGAGEMENT

Students feel connected, respected, and supported.



IMPROVED ATTENDANCE

Consistent attendance leads to more learning and more credits.



STRONGER ACHIEVEMENT

Targeted instruction builds skills, confidence, and independence.



HIGHER GRADUATION RATES

More students stay on track and reach their goals.



OUR GOAL

Every student graduates with skills, confidence, and hope for their future.

“When we support the whole child, we build strong learners and strong communities.”

BELONGING • WELL-BEING • PURPOSE • POSSIBILITY • GRADUATION



MIKISEW SCHOOL PLAN 2026-2027

THE STRATEGIC WHEEL

The eight strategic systems guiding school growth and student success.



Every Student. Every Day. A Pathway to Graduation.

HISTORIC INTERGENERATIONAL TRAUMA

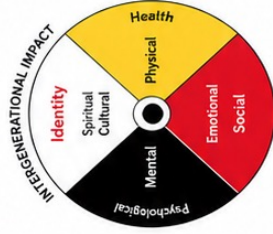
COMPLEX POST TRAUMATIC
STRESS DISORDER

CULTURAL "GENOCIDE"



GOVERNMENT INTERVENTION

Policies and actions that disrupted
Indigenous cultures, families,
and communities.



OUR SOLUTIONS

Holistic, culturally grounded
approaches to healing
and restoration.

HEALING STEPS



Integration

Bringing together mind,
body, spirit, and community.



Reconciliation

Building relationships and
restoring trust.



Revival

Strengthening culture,
language, and identity.



Restoration

Healing communities
and the land.

GOVERNMENT SOLUTIONS



Prevention

Address root causes before
harm occurs.



Intervention

Take action to reduce and
stop ongoing harm.



Treatment

Provide resources and
support for healing.



CHANGES NEEDED



Revitalization

Renew culture, language,
and traditions.



Recovery

Support community and
individual wellness.



Rediscover

Reclaim identity, history,
and strengths.



Uncover

Raise awareness and
acknowledge truth.



500 YEARS



CULTURAL TRANSITION



CULTURAL DISPOSSESSION

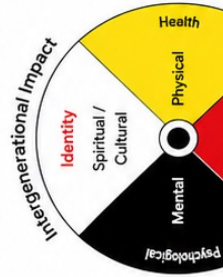


CULTURAL OPPRESSION



CULTURAL RENEWAL

CHANGES NEEDED



- ✓ **Revitalization**
Renew culture, language, and traditions.
- ✓ **Recovery**
Support community and individual wellness.
- ✓ **Rediscover**
Reclaim identity, history, and strengths.
- ✓ **Uncover**
Raise awareness and acknowledge truth.



OUR SOLUTIONS



Opportunities
Create pathways for growth and participation.



Connection
Build relationships and foster belonging.



Support
Provide resources for healing and success.



Identity
Strengthen self-identity and cultural pride.



Holistic, Innovation Approach to Student Centred Culturally Responsive Teaching
 "Coming Out of the Box" - An upgraded School System.





MIKISEW HIGH SCHOOL STRATEGIC SYSTEM 1 BUILDING A DATA-INFORMED SCHOOL DATA DRIVEN DECISION MAKING

WHY IT MATTERS

- Better decisions through accurate data.
- Earlier identification of students requiring support.
- Stronger collaboration across departments.

OUR STRATEGIC COMMITMENTS

COMMITMENT	STATUS	EVIDENCE OF PROGRESS
Planned Interventions for Students at Risk	✓	Identified 100 Grade 9 students at risk. Intervention plans developed for all 100 students.
Hire In-School PowerSchool Coordinator	✓	PowerSchool Coordinator hired and leading school-wide implementation and training.
Use of PowerSchool & PowerTeacher Pro	✓	90% of staff using PowerSchool and PowerTeacher Pro regularly.
Baseline Literacy & Numeracy Student Testing	✓	500+ of approximately 600 students completed literacy and numeracy baseline assessments.
PowerSchool Leadership Team	✓	PowerSchool Leads for each department and a PowerSchool Liaison for Mikisew established.
Student Monitoring	✓	Easier monitoring of attendance and marks with real-time data in PowerSchool.
Additional Tutoring Supports	✓	Planning and development underway.

● Completed ● In Progress ● Future Development ● Not Started

KEY ACHIEVEMENTS 2025-2026

90%
of staff using PowerSchool and PowerTeacher Pro regularly.

500+
students completed literacy and numeracy baseline assessments.

100
Grade 9 students identified at risk and intervention plans completed.

1
PowerSchool Coordinator hired.

Department PowerSchool Leads
established in every department.

PowerSchool database
cleaned and standardized.

“Better data. Better decisions. Better supports. Better outcomes. All in service of our students.”

DIGITAL STUDENT INFORMATION SYSTEM POWERED BY POWERSCHOOL

STUDENT RECORDS

- Official Transcripts
- Historical Record of Marks (ROM)
- Graduation Plans

STUDENT SUPPORTS

- Student Resource Portal
- Teacher Logs
- Student Monitoring

DATA QUALITY & LEADERSHIP

- Cleaned & Standardized Database
- Department PowerSchool Leads
- PowerSchool Liaison



WHAT CHANGED?

BEFORE

Manual records in multiple places

Limited use of PowerSchool

Fragmented student data

Limited ability to monitor students

TODAY

Clean, centralized database

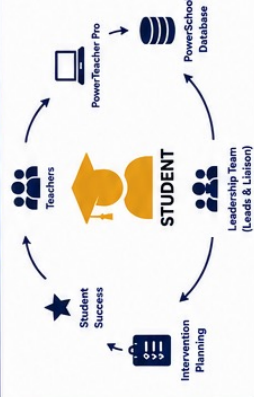
90% staff using PowerSchool

Real-time monitoring of attendance and marks

Leadership team using data to guide decisions

Digital transcripts, ROMs & graduation planning in one system

THE MIKISEW DATA CYCLE



IMPACT ON STUDENTS

- Early identification of students who need additional support.
- 100 Grade 9 students identified and intervention plans completed.
- Improved monitoring of attendance and achievement through real-time data.
- Better collaboration among teachers, administration and student supports.
- Stronger foundation for student success and graduation.

PROGRESS SCORECARD

Hire PowerSchool Coordinator	● EXCEEDED
Use of PowerSchool & PT Pro	● EXCEEDED
PowerSchool Leadership Team	● EXCEEDED
Student Monitoring	● EXCEEDED
Baseline Testing	● ADVANCED
Planned Interventions	● ADVANCED
Tutoring Supports	● BEGINNING

NEXT STEPS (2026-2027)

- Complete baseline assessments for all students.
- Develop a formal student intervention and referral process.
- Introduce and expand additional tutoring supports.
- Continue using data to measure outcomes and improve programming.

OVERALL EVALUATION

HIGHLIGHTS

- 90% staff using PowerSchool & PowerTeacher Pro
- 500+ students assessed
- 100 Grade 9 students identified early
- Department PowerSchool Leadership established
- Cleaned and modernized student information system



Together, we are creating a future of learning, growth, and opportunity for our students.

OUR COMMITMENTS. OUR ACTIONS. OUR FUTURE.

Mikisew High School has built a strong data infrastructure that supports evidence-informed decision making. With a dedicated PowerSchool Coordinator, leadership team, clean data systems and school-wide monitoring, we are better equipped to identify student needs early and provide the supports that lead to success.



MIKISEW HIGH SCHOOL STRATEGIC SYSTEM 2 BUILDING A CULTURE OF BELONGING School Culture

WHY IT MATTERS

- Stronger relationships build stronger schools.
- When staff and students feel valued, everyone thrives.
- A culture of respect and collaboration supports student success.



OUR STRATEGIC COMMITMENTS

COMMITMENT	STATUS	EVIDENCE OF PROGRESS
Collaborative Approach	●	- Department meetings - Virtual collaboration with Seven Oaks School Division - Interdisciplinary collaboration
Reflective Teaching Model	●	- Teachers developed scope and sequence together - Shared instructional planning and reflection
Teacher Voice Valued	●	- Staff meetings - Teacher surveys - Teacher committees for events and initiatives
Focus on Lateral Kindness	●	- Respectful Workplace Training - Christmas Staff Dinner - Staff Talent Show - Focus on respect, belonging and professionalism
Continue Student Voice & Student Council	●	- Student surveys and consultation - Student feedback informs decisions - Planning for a formal Student Council for 2026-2027

● Completed / Advanced ● In Progress / Beginning ● Future Priority



OUR CULTURE OF BELONGING

PROFESSIONAL COLLABORATION

- Department meetings held throughout the year
- Virtual collaboration with Seven Oaks School Division
- Cross-curricular collaboration
- Collaborative scope and sequence development

PROFESSIONAL CULTURE

- Respectful Workplace Training completed
- Christmas Staff Dinner
- Staff Talent Show
- Teacher committees leading school events and initiatives
- Focus on belonging and respect

TEACHER & STUDENT VOICE

- Staff meetings that encouraged input and collaboration
- Teacher surveys completed
- Student surveys collected feedback on school environment and initiatives
- Planning for a formal Student Council (2026-2027)

BUILDING CONNECTIONS AND COMMUNITY



WHAT CHANGED?

BEFORE	TODAY
Collaboration occurred primarily within individual departments.	Department and cross-curricular collaboration strengthened.
Professional learning opportunities were less connected.	Virtual collaboration with Seven Oaks School Division.
Teacher input into school initiatives was less structured.	Teachers collaboratively developed scope and sequence documents.
Student voice was gathered informally.	Teacher committees led school events and initiatives.
	Professional culture emphasizes respect, collaboration and belonging.
	Student voice is actively sought through surveys and consultation.
	A formal Student Council is planned as our next step for 2026-2027.

IMPACT ON OUR SCHOOL COMMUNITY

- Stronger collaboration among teachers and across departments.
- Greater consistency in instructional planning.
- Increased teacher participation in school improvement.
- Positive professional relationships strengthen our school culture.
- Student feedback helps inform decisions that support learning and well-being.

LESSONS LEARNED

- Collaboration strengthens instructional consistency.
- Partnerships accelerate professional learning opportunities.
- Teacher engagement increases when their voices shape decisions.
- A respectful, supportive workplace culture improves team spirit and benefits students.
- Student voice is essential to building a school where everyone belongs.

NEXT STEPS (2026-2027)

- Establish a formal Student Council.
- Continue strengthening department and cross-curricular collaboration.
- Expand professional learning partnerships with Seven Oaks School Division.
- Continue Respectful Workplace practices and lateral kindness.
- Increase opportunities for teacher and student voice in decision-making.

Together, we build a school where everyone belongs.

OVERALL EVALUATION ADVANCED

- HIGHLIGHTS**
- Department collaboration established
 - Virtual collaboration with Seven Oaks School Division
 - Collaborative scope and sequence development

- Teacher committees leading initiatives**
- Respectful Workplace Training completed
 - Positive staff culture strengthened
 - Student voice gathered through surveys and consultation





MIKISEW HIGH SCHOOL STRATEGIC SYSTEM 3 EXPANDED LEARNING PROGRAM

Expanding Student Learning Through Culture, Career Pathways, Wellness, and New Learning Opportunities



OUR PURPOSE

Expand learning opportunities by providing students with culturally grounded, hands-on, and career-connected experiences that extend learning beyond the traditional classroom and prepare them for future success.

EVIDENCE SNAPSHOT

- Cultural Exploration hour-based course
- Exercise Science / Health & Wellness
- Employment for Credit and NorthMart internship
- CLEA Career Fair hosted at Mikisew High School

EVALUATION MATRIX		EVIDENCE OF IMPLEMENTATION	
#	STRATEGIC COMMITMENT	STATUS	
1	Offer Land Based Classes	IMPLEMENTED	• Cultural Exploration (hour-based course) • Chainsaw Training • Goose preparation / land-based learning • Fishing Derby • Mini-Trapper's Festival
2	Expand Physical Education to Include Health & Wellness Courses	BEGINNING	• Exercise Science • Health & Wellness Course • Canoeing integrated into PE 12
3	Add Skills-Based Activities to Existing Programming	IMPLEMENTED	• History dioramas • Beading • Blanket making • Ribbon making • Arts & Crafts, Cree Studies, Clothing & Design
4	Focus on Future Opportunities in Life with the Community	IMPLEMENTED	• Employment for Credit • NorthMart internship / Life-Work • Exploration • Courthouse visit • CLEA Career Fair • Student career conversations

● Implemented ● Beginning ● Future Priority

EXPANDED OPPORTUNITIES ESTABLISHED

- ✓ Cultural Exploration
- ✓ Employment for Credit
- ✓ Esthetics
- ✓ Law
- ✓ Exercise Science / Health & Wellness
- ✓ Leadership
- ✓ Family Studies
- ✓ Psychology

WHAT CHANGED?

- BEFORE**
- Limited elective choices
 - Fewer land-based experiences
 - Limited opportunities for hands-on skills
 - Limited exposure to careers and pathways

- TODAY**
- Expanded elective opportunities
 - Cultural Exploration course in place
 - Skills-based learning across courses
 - Employment for Credit and internship experiences
 - Career conversations with students

EXPANDED LEARNING FRAMEWORK

- LAND-BASED LEARNING**
- Cultural Exploration
 - Fishing Derby
 - Mini-Trapper's Festival
 - Goose preparation
 - Chainsaw training
- SKILLS-BASED LEARNING**
- Dioramas
 - Beading
 - Blanket making
 - Ribbon skirts

- HEALTH & WELLNESS**
- Exercise Science
 - Health & Wellness
 - PE 12 canoeing
- FUTURE OPPORTUNITIES**
- Employment for Credit
 - NorthMart internship
 - CLEA Career Fair

SCORECARD

- 3 IMPLEMENTED
- 1 BEGINNING
- 0 FUTURE PRIORITY

Progress shown only from validated commitments and confirmed evidence.

DOCUMENTED LEARNING EXPERIENCES



OVERALL EVALUATION



ESTABLISHED AND EXPANDING

Mikisew High School has expanded learning through land-based courses, health and wellness programming, skills-based activities, and community-connected future opportunities. Continued growth is needed in expanded physical education and wellness pathways.

TOGETHER, WE LEARN. WE GROW. WE SUCCEED.

CULTURE IS OUR FOUNDATION.

LEARNING IS OUR JOURNEY.

STUDENTS ARE OUR FUTURE.



STRATEGIC SYSTEM 4

EXPANDED STUDENT SUPPORT

Building a Coordinated Foundation of Support for Every Student



OUR PURPOSE

Strengthen student support by improving access tools, clarifying expectations, supporting transitions, and coordinating literacy and numeracy interventions while identifying next-year priorities.

EVALUATION MATRIX			
#	STRATEGIC COMMITMENT	STATUS	EVIDENCE
1	Technology Use	BEGINNING	Immersive Reader, dictionary tools, predictive text, dictation and talk-to-text, IXL, and Desmos are being used to support access and learning.
2	Student Handbook Outlining Expectations	ADVANCED	A Student and Families Handbook was developed to outline expectations, procedures, attendance, and school information.
3	Development of Individual Learning Plans	FUTURE PRIORITY	Individual Learning Plans are identified as a next-year goal.
4	Grade 9 Orientation Programming	BEGINNING	This year's Grade 9 students participated in orientation to support their transition into high school.
5	Mental Health Supports / Hiring of Mental Health Coordinator	FUTURE PRIORITY	The need for structured mental health supports and a Mental Health Coordinator has been identified.
6	Creation of a Student Support Team in Literacy and Numeracy	ADVANCED	Foundation classes for Grades 9 and 10 and targeted literacy and numeracy supports are in place.
7	Community Liaison Officer	FUTURE PRIORITY	A Community Liaison Officer is identified as a future goal to strengthen school-home-community support.

STUDENT SUPPORT FRAMEWORK



CURRENT STATUS



ADVANCED

- Student Handbook Outlining Expectations
- Student Support Team in Literacy and Numeracy



BEGINNING

- Technology Use
- Grade 9 Orientation Programming



FUTURE PRIORITY

- Development of Individual Learning Plans
- Mental Health Supports / Mental Health Coordinator
- Community Liaison Officer

EVIDENCE PHOTOS



Student and Families Handbook



School Environment

SYSTEMS ESTABLISHED

- Student and Families Handbook
- Grade 9 Orientation
- Technology access tools beginning to be used
- Foundation classes for Grades 9 and 10
- Student Support Team in Literacy and Numeracy

LESSONS LEARNED

- Clear expectations support students and families.
- Literacy and numeracy interventions matter.
- Technology tools can improve access to learning.
- Transition support is important for Grade 9 students.
- The next phase requires more coordinated supports.

NEXT STEPS

- Develop Individual Learning Plans
- Expand access technology use
- Strengthen Grade 9 transition supports
- Build mental health supports
- Develop a Community Liaison Officer role

OVERALL EVALUATION



ESTABLISHED

Expanded Student Support has established a strong foundation through the handbook, early access technology, Grade 9 orientation, and coordinated literacy and numeracy supports. This area will remain a focus next year as the school develops Individual Learning Plans, mental health supports, and a Community Liaison Officer role.



STRATEGIC SYSTEM 5

ALTERNATE STUDENT PROGRAMMING

Creating Flexible Pathways to Graduation, Re-Engagement, and Future Success



OUR PURPOSE

Provide flexible pathways for students who need alternate routes to credits, graduation, re-engagement, and future planning.



EVALUATION MATRIX			
#	STRATEGIC COMMITMENT	EVIDENCE	EVALUATION
1	Bridging the Gap	Program in place for older students 16+ needing Grade 9 and Grade 10 credits.	Provides a structured re-engagement pathway.
2	Online & Digital Programming	IXL and Brightspace online learning used as alternate programming options.	Expands options to flexible learning.
3	Paths to Success	Credit Recovery, Course Challenge, Distance Education, Grad Coach support, early identification of graduates, career planning, and post-secondary visits.	Multiple pathways support graduation and future planning.
4	Mature Student Program	Temporary school number application submitted; strategic planning underway.	Foundational work has begun.
5	Life Skills Programming	Expansion requires additional space and future program development.	Important next step for system growth.



SCORECARD

- 1 Advanced
- 2 Established
- 1 Beginning
- 1 Future Priority

BY THE NUMBERS

- 5 strategic commitments
- 2 established pathway areas
- 1 advanced pathway area
- 1 developing mature student pathway
- 1 future-priority program area

60% OF COMMITMENTS ESTABLISHED OR ADVANCED

Older students 16+ supported through Bridging the Gap

SYSTEMS ESTABLISHED

- ✓ Bridging the Gap
- ✓ IXL support
- ✓ Brightspace online learning
- ✓ Credit Recovery pathways
- ✓ Course Challenge options
- ✓ Distance Education access
- ✓ Grad Coach support
- ✓ Career planning supports

WHAT CHANGED?

BEFORE	TODAY	NEXT STEPS
Limited alternate pathways	Bridging the Gap established	Launch Mature Student Program
Fewer flexible options for students off-track	IXL and Brightspace in use	Expand Life Skills programming
Less formal career and graduation pathway support	Multiple Path to Success options available	Continue strengthening flexible pathways
	Career planning and graduation support strengthened	



GRADUATES — PATH TO SUCCESS IN ACTION

CAREER FAIR 2025

Community & Student Advisory

Planned in hybrid format, opening both in-person and virtual options

THURSDAY DECEMBER 4

- Career Exploration
- Career Coaching
- Career Planning
- Career Support

Visit Our Website: www.coastalstudentsuccess.ca

For more information, contact: Jacqueline.Miles@coastalstudentsuccess.ca

LESSONS LEARNED

- Students need flexible options to stay connected to school.
- Re-engagement pathways are essential for older students.
- Graduation planning works best when supports are individualized.
- Career exploration helps students connect school to their future.

OVERALL EVALUATION

BEGINNING

Alternate Student Programming is in the beginning stage overall. Key pathways are now in place through Bridging the Gap, IXL, Brightspace, and Path to Success supports. Mature Student programming is beginning, while Life Skills expansion remains a future priority. The foundation is in place for continued growth.

TOGETHER, WE ARE BUILDING FLEXIBLE PATHWAYS TO GRADUATION, RE-ENGAGEMENT, AND FUTURE SUCCESS FOR EVERY STUDENT.



STRATEGIC SYSTEM 6 COMMUNITY INITIATIVES

Strengthening School, Family, and Community Connections



OUR PURPOSE

Build stronger communication and partnerships between school, families, and community so students experience support, identity, opportunity, and connection.



EVALUATION MATRIX			
#	STRATEGIC COMMITMENT	STATUS	EVIDENCE
1	Create an Elder's Council	FUTURE PRIORITY	Identified as an important next step; not yet established.
2	Create a Parent's Council	FUTURE PRIORITY	Identified as an important next step; not yet established.
3	Bring in Guest Speakers	ESTABLISHED	Dale Awasis, Wilfred Buck, and Live Different supported student learning and engagement.
4	Improve Parent School Communications	BEGINNING	Parent-Teacher Night, teachers using social media to provide information, and memos to the radio station.
5	Use Our Community Resources	BEGINNING	Community communication partnerships with Cross Lake Health Authority, First Nations Safety Officers, and the Aitkin School and Ombudsman and Winnipeg School Division during recreation.



SCORECARD

1 **ESTABLISHED**

2 **BEGINNING**

2 **FUTURE PRIORITY**

BEGINNING & BUILDING

BY THE NUMBERS

5 strategic commitments

2 featured guest speakers shown

1 Parent-Teacher Night featured

2 future advisory goals

Multiple community partnerships

SYSTEMS ESTABLISHED / ACTIVE

- Parent-Teacher Night
- Guest speaker experiences
- Social media communication
- Radio station memos
- Emerging community partnerships

WHAT CHANGED?

BEFORE

- Family communication was less formalized.
- Guest speaker experiences were less structured.
- Partnerships were less coordinated.

TODAY

- Parent engagement events have begun.
- School messages are shared through social media and radio.
- Guest speakers are part of the learning environment.
- Community partnerships are taking shape.

BUILDING NEXT

- Formalize Elder's Council.
- Formalize Parent's Council.
- Deepen community partner collaboration.

LESSONS LEARNED

- Family respond to clear and visible communication.
- Guest speakers strengthen identity, inspiration, and engagement.
- Community partnerships expand what school can offer students.
- Advisory structures need time and planning to build well.

OVERALL EVALUATION

Community Initiatives is in the Beginning and Building stage. Important work is underway in family communication, guest speakers, and community partnerships. The system is growing, while Elder's Council and Parent's Council remain future priorities.



STRATEGIC SYSTEM 7 UPGRADED STUDENT SCHEDULING

Building a More Organized and Flexible Scheduling System



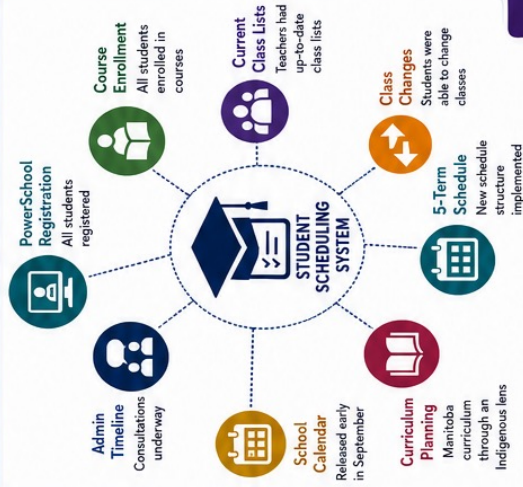
OUR PURPOSE

Ensure students are registered, enrolled, scheduled, and supported through an organized school calendar, a 5-term schedule, and coordinated planning.



EVALUATION MATRIX			
#	STRATEGIC COMMITMENT	EVIDENCE	EVALUATION
1	Scheduled Registration of Students	- All students were registered in PowerSchool. - All students were enrolled into courses in PowerSchool. - Teachers had up-to-date class lists. - Students were able to change classes.	 ADVANCED
2	5-Term Schedule Implemented	The school changed to a 5-term schedule.	 ADVANCED
3	School Course Curriculum Built	The school decided to use the Manitoba course curriculum and present materials using an Indigenous lens with the 8 Ways of Knowing and the Creator's Gifts.	 ESTABLISHED
4	Creation of School Calendar	The school calendar was brought out early in September.	 ADVANCED
5	Creation of Administration Team Task Timeline	Administration started consultations with other schools to figure out an administration team task timeline.	 BEGINNING

STUDENT SCHEDULING HUB — SYSTEMS AROUND EVERY STUDENT



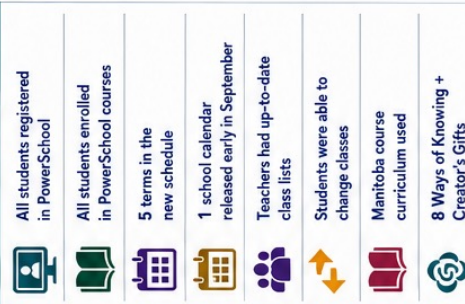
SCORECARD



80%

OF COMMITMENTS ARE ADVANCED OR ESTABLISHED

BY THE NUMBERS



SYSTEMS ESTABLISHED

- Student registration in PowerSchool
- Course enrollment in PowerSchool
- Teacher class lists
- Student class change process
- 5-term schedule
- School calendar
- Curriculum direction with Indigenous lens

WHAT CHANGED?

- | BEFORE | TODAY |
|--|--|
| <ul style="list-style-type: none">Student registration, enrollment, and scheduling needed stronger organization.Calendar and administrative planning needed more coordination.Course planning needed a clearer shared direction. | <ul style="list-style-type: none">All students were registered in PowerSchool.All students were enrolled into courses.Teachers had up-to-date class lists.Students were able to change classes.School calendar was released early in September.A 5-term schedule was implemented.Manitoba curriculum was used with an Indigenous lens. |

LESSONS LEARNED

- Accurate registration and enrollment improve school organization.
- Teachers need current class lists to support students.
- Flexible schedule changes help place students where they need to be.
- Early calendars improve communication with staff and families.
- Strong scheduling depends on planning, coordination, and shared curriculum direction.

OVERALL EVALUATION



Upgraded Student Scheduling became a strong organizational system this year. PowerSchool registration and course enrollment were in place for all students, teachers had current class lists, the school calendar was released early, and a 5-term schedule was implemented. Curriculum planning was grounded in Manitoba curriculum and an Indigenous lens. Administrative timeline planning has begun and will continue to strengthen the system.



TOGETHER, WE ARE CREATING A FUTURE OF LEARNING, GROWTH, AND OPPORTUNITY FOR OUR STUDENTS.

Our Commitments. Our Actions. Our Future.





STRATEGIC SYSTEM 8

SHIFT IN TEACHING PEDAGOGY

Building Culturally Responsive, Student-Centred Learning Across Classrooms



OUR PURPOSE

Strengthen classroom practice through collaboration, culturally responsive teaching, interactive learning strategies, and shared student support frameworks.



EVALUATION MATRIX			
#	STRATEGIC COMMITMENT	STATUS	EVIDENCE
1	Grade Specific Team Collaboration	ESTABLISHED & BUILDING	Teachers in the same course worked together across grade levels, including Family Studies and Career Studies.
2	Interdisciplinary Team Collaboration	ESTABLISHED & BUILDING	Departments met regularly to discuss teaching and programming.
3	Gamification of Materials	ESTABLISHED & BUILDING	Teachers used Kahoot, scavenger hunts, Blooket, and interactive bingo.
4	Blended Teaching	ESTABLISHED & BUILDING	Teachers used activities, duotangs, and mixed instructional approaches.
5	Teacher Support for Student Success	ESTABLISHED & BUILDING	Student Success Frameworks were developed for literacy, numeracy, and mental health.
6	Project-Based Learning in the Classroom	BEGINNING	Project-based learning approaches are emerging in classrooms.

INSTRUCTIONAL PRACTICES IN ACTION

Teaching practice is growing through student-centred and culturally responsive approaches.



Collaboration. Engagement. Responsiveness. Growth.

SCORECARD

- Established & Building: Grade specific collaboration
- Established & Building: Interdisciplinary collaboration
- Established & Building: Gamification of materials
- Established & Building: Blended teaching
- Established & Building: Teacher support for student success

Beginning: Project-based learning



OVERALL: ESTABLISHED & BUILDING

SYSTEMS ESTABLISHED

- Course collaboration across grade levels
- Department meetings
- Gamification strategies
- Blended teaching approaches
- Student Success Frameworks

WHAT CHANGED?

- BEFORE**

 - Teaching strategies were less coordinated across classrooms.
 - Interactive engagement practices were less consistent.
- TODAY**

 - Teachers collaborate more across courses and departments.
 - Interactive tools and engagement strategies are being used in classrooms.
 - Student Success Frameworks now guide support planning.

- BUILDING ON OUR SUCCESS**
- Expand project-based learning.
 - Continue strengthening culturally responsive practice.
 - Increase consistency across all classrooms.

LESSONS LEARNED

- Teacher collaboration strengthens instruction.
- Interactive learning increases student engagement.
- Shared frameworks support targeted student success.
- Project-based learning needs time and continued development.

OVERALL EVALUATION



ESTABLISHED & BUILDING

Mikisew High School has established a strong foundation for shifting teaching pedagogy through collaboration, interactive strategies, blended teaching, and shared student success frameworks. The next stage is to deepen these practices and continue expanding project-based learning.



TOGETHER, WE ARE STRENGTHENING TEACHING, ENGAGEMENT, AND STUDENT SUCCESS.



MIKISEW SCHOOL PLAN 2026-2027

STRATEGIC FOCUS FOR 2026-2027

STRENGTHENING PRIORITIES, SYSTEMS,
AND SUPPORTS FOR THE YEAR AHEAD.



Every Student. Every Day. A Pathway to Graduation.

The Student Pledge

Our Commitment to our Students

I belong here.

I am supported here.

My culture and identity matter here.

There are adults here who will not give up on me.

I have strengths.

I have choices.

I have a pathway forward.



Relationships ♦ Language ♦ Culture ♦ Land ♦ Responsibility ♦ Wellness ♦ Graduation ♦ Student Success

Every Student. Every Day.
A Pathway to Graduation.



HIGH SCHOOL

FOUNDATIONS FOR STUDENT SUCCESS

— PRIORITIES FOR 2026–2027 —

Strengthening Student Success, Support, and Pathways at Mikisew High School

◆ MAJOR PRIORITY ◆

Restructure and Expand the Student Success & Support Department

The major focus for next year is building a stronger, more coordinated system of support so students are identified earlier, connected to interventions faster, and better supported on their pathway to graduation.

- ✓ Clarify and strengthen student success and student support roles
- ✓ Expand intervention capacity for literacy, numeracy, attendance, and student well-being
- ✓ Build stronger referral, tracking, and follow-up processes
- ✓ Coordinate supports more effectively across the school
- ✓ Strengthen early identification and student monitoring

1



GRADE 9 TRANSITION & ORIENTATION

- Strengthen Grade 9 orientation and transition planning
- Identify needs early
- Support students as they enter high school

2



LITERACY & NUMERACY INTERVENTION

- Expand targeted intervention
- Strengthen student support team work in literacy and numeracy
- Use data to guide supports

3



MENTAL HEALTH & WELLNESS

- Continue building trauma-informed and culturally responsive supports
- Plan for expanded mental health support capacity
- Improve coordination of student wellness supports

4



ALTERNATE PATHWAYS & PROGRAMMING

- Strengthen Bridging the Gap and mature student pathways
- Expand options for students needing flexible pathways to graduation
- Continue building Path to Success opportunities

5



FAMILY, COMMUNITY & AGENCY PARTNERSHIPS

- Strengthen communication and partnership with families and community agencies
- Build coordinated support around students
- Continue collaboration with education and community partners

6



SPACE, STAFFING & PROGRAM CAPACITY

- Address space and staffing needs to expand student supports
- Strengthen the foundation for Life Skills and future program growth
- Build capacity for a more comprehensive support department



WHY THIS MATTERS

The next stage of school improvement is not simply adding programs. It is building a stronger, more coordinated system of support so students can access help earlier, stay engaged, and move toward graduation.

Every Student. Every Day. *A Pathway to Graduation.*

2026 – 2027 IMPLEMENTATION ROADMAP

From Priorities to Action

IDENTIFY EARLY → RESPOND QUICKLY → MONITOR PROGRESS → ADJUST SUPPORT → BUILD PATHWAYS

Mikisew's 2026–2027 School Plan is built around a clear commitment: every student will be identified early, supported consistently, connected to caring adults, and guided toward graduation with dignity, purpose, and hope.

1

SEPTEMBER–
OCTOBER



1. LAUNCH, IDENTIFY & PLAN

Start the year knowing where students are, what they need, and where they are going.

Grade 9 — Transition into High School

- Welcome and orient Grade 9 students
- Identify repeaters and students requiring additional transition support
- Complete baseline literacy and numeracy assessments
- Review attendance, engagement, academic and wellness needs
- Connect early with families
- Establish individual supports where required

Grade 12 — Graduation Readiness

- Complete a graduation audit for every Grade 12 student
- Confirm credits earned, credits required and compulsory course standing
- Identify students requiring credit recovery, flexible programming or alternate pathways
- Develop graduation plans for students at risk
- Begin post-secondary, training and employment transition planning

Whole School

- Review academic, attendance, wellness and pathway indicators
- Establish Student Success caseloads
- Confirm referrals, interventions and coordinated supports

KEY QUESTION: *Do we know where every student is starting and what they need to move forward?*

2

NOVEMBER–
JANUARY



2. INTERVENE & CONNECT

Move from identification to coordinated action.

- Deliver targeted literacy and numeracy intervention
- Respond to attendance concerns and reconnect students to learning
- Provide academic coaching, credit recovery and course-completion supports

- Coordinate mental health and wellness supports
- Expand flexible and alternate pathways where needed
- Review Student Success cases regularly
- Maintain family communication and meetings

- Coordinate with community agencies and partners
- Follow up on Grade 12 graduation plans and credit progress

KEY QUESTION: *Are students receiving the supports identified at the beginning of the year?*

3

FEBRUARY



3. MONITOR & RESET

Mid-Year Student Success Review

Use Semester 1 results and student data to determine who is on track, who needs additional support, and what must change.

Grade 9

- Review Semester 1 credits, attendance and engagement
- Review literacy and numeracy progress
- Identify students at risk of repeating Grade 9
- Adjust intervention and support plans

Grade 12

- Complete a second graduation audit
- Confirm Semester 1 credits and remaining graduation requirements
- Identify students whose graduation status has changed
- Intensify credit recovery or alternate pathway supports as required
- Review post-secondary, training and employment transition plans

Whole School

- Review Student Success caseloads
- Evaluate intervention effectiveness
- Reassess attendance, academic and wellness concerns
- Adjust supports and communicate with families

WHO IS ON TRACK, WHO IS NOT, AND WHAT ARE WE CHANGING NOW?

4

MARCH–
APRIL



4. ADJUST & ACCELERATE

Respond to the February review with focused action.

- Intensify supports for students identified through the mid-year review
- Adjust literacy and numeracy intervention groups
- Re-engage students experiencing attendance difficulties
- Expand flexible and alternate pathways where required

- Strengthen Grade 9 recovery and transition supports
- Accelerate Grade 12 credit completion
- Increase family, community and agency coordination where needed
- Begin transition planning for students requiring continued support

KEY QUESTION: *What must change now to keep students moving toward success and graduation?*

5

MAY–
JUNE



5. COMPLETE, TRANSITION & EVALUATE

Finish strong, celebrate progress and prepare the next pathway.

Grade 12

- Complete final graduation audits
- Support completion of outstanding credits
- Confirm graduation eligibility
- Support transitions to post-secondary education, training and employment
- Celebrate graduation and student achievement

Grade 9

- Review credit completion and progress
- Identify students requiring summer or fall transition support
- Develop plans for students at risk of repeating
- Carry support information forward into Grade 10 planning

Whole School

- Review literacy and numeracy growth
- Review attendance and engagement outcomes
- Review graduation and credit outcomes
- Evaluate Student Success interventions
- Identify staffing, space and program needs
- Establish priorities for 2027–2028

KEY QUESTION: *What did our students achieve, what did we learn, and what must we carry forward?*



GRADE 9 • LITERACY & NUMERACY • WELLNESS • ALTERNATE PATHWAYS • FAMILY & COMMUNITY • GRADUATION



EVERY STUDENT. EVERY DAY. A PATHWAY FORWARD.

2026–2027 MEASURES OF STUDENT SUCCESS

✦ How We Will Know We Are Succeeding ✦

We will monitor progress throughout the year, respond when students are not on track, and adjust supports based on evidence.

✦ OUR REVIEW CYCLE ✦



SEPTEMBER —
Establish the Baseline
Where are our students starting?



FEBRUARY —
Monitor & Reset
*Who is on track? Who is not?
What are we changing?*



JUNE —
Measure & Reflect
*What improved? What did we learn?
What carries forward?*

1



GRADE 9 SUCCESS

We will look for:

- Fewer Grade 9 repeaters
- More students earning expected credits
- Improved attendance and engagement
- Earlier identification of students at risk
- Successful transition into Grade 10

Evidence:

Grade 9 credits • attendance • repeat rate • Student Success monitoring

2



LITERACY & NUMERACY

We will look for:

- Growth in student reading levels
- Fewer students reading significantly below grade level
- Increased participation in targeted intervention
- Demonstrated numeracy growth

Evidence:

Baseline assessments • intervention data • progress assessments • classroom evidence

3



ATTENDANCE, WELLNESS & BELONGING

We will look for:

- Improved regular attendance
- Earlier response to chronic absence
- Increased connection to caring adults
- Timely access to mental health and wellness supports
- Increased student engagement and belonging

Evidence:

Attendance data • referrals • support plans • student feedback • family contact

4



GRADUATION & PATHWAYS

We will look for:

- Every Grade 12 student receiving a graduation audit
- More students remaining on track for graduation
- Increased credit completion and effective credit recovery
- Students connected to post-secondary, training, employment, or other pathways

Evidence:

September audit • February audit • credit accumulation • graduation status • transition plans

5



STUDENT SUCCESS & SUPPORT

We will look for:

- Students identified earlier
- Clear Student Success caseloads
- Referrals followed through consistently
- Intervention plans reviewed regularly
- Better coordination between teachers, supports, administration, and families

Evidence:

Student Success records • referrals • intervention reviews • case meetings • follow-up data

6



FAMILY, COMMUNITY & SYSTEM CAPACITY

We will look for:

- Stronger communication with families
- Increased family participation in planning
- Effective community and agency partnerships
- Improved coordination of supports
- Identified staffing, space, and program needs

Evidence:

Family contacts • meetings • partnerships • program participation • staffing/program review



✦ DATA IS NOT THE GOAL. STUDENT SUCCESS IS THE GOAL. ✦

We use evidence to identify needs, improve supports, and create stronger pathways for every student.



GRADE 9



LITERACY & NUMERACY



WELLNESS



PATHWAYS



STUDENT SUPPORT



FAMILY & COMMUNITY

✦ EVERY STUDENT. EVERY DAY. A PATHWAY TO GRADUATION. ✦

Our Promise for 2026-2027

Our shared commitment to our school community

May we continue to listen to one another.

May we continue to learn from our Elders and our young people.

May we strengthen our language, culture,
relationships, and connection to the land.

May we hold one another accountable
with kindness and courage.

And may every decision we make
bring us back to the reason we are here:

Our Students.



Relationships ♦ Language ♦ Culture ♦ Land ♦ Responsibility ♦ Wellness ♦ Graduation ♦ Student Success



Every Student. Every Day.
A Pathway to Graduation.





Every Student. Every Day. A Pathway to Graduation.