

Prairie Rose School Division

Report of Continuous Improvement 2016-17



As requested by Manitoba Education and Training



Prairie Rose School Division Annual Report on Continuous Improvement 2016-17

OVERVIEW

Prairie Rose School Division has a population of 2265 students and employs 395 staff members. The schools in the Division include 17 Hutterian and 9 community schools and an Adult Learning Center. The Division offers a variety of programs to meet the needs of its students. These include English Language, French Immersion, Technology Studies and Adult Education. The schools provide enrichment programs and supports for students with special needs within the child's "home school". Prairie Rose School Division extends north and south from the community of St. Laurent to Roland and east and west from the community of St. François Xavier to Eagle Creek Colony. It encompasses an area of approximately 1400 square miles or 3580 square kilometers.

Senior Admin Team

Prairie Rose School Division Senior Administrative Team consists of: Superintendent/CEO, Assistant Superintendent, Secretary Treasurer/CFO, Director of Student Services, Human Resource Manager, Transportation Supervisor, and Facilities Supervisor.

Mission

Prairie Rose School Division is dedicated to developing lifelong learners for responsible global citizenship.

Vision

As learners advance through early, middle and senior years in Prairie Rose School Division they will experience a broad education relevant to their individual needs; enabling them to thrive in an increasingly complex world.

Learners will be emotionally invested, actively engaged, and reflective in their learning.

Division Staff Profile

Positions	FTE	Position	FTE	Position	FTE
Principals	8.85	Vice-Principals	2.05	Teachers	144
Counsellors	5.1	Resource Teachers	10.5	Teacher Leaders	4.0
Educational Assistants	80.8	Speech/Language Pathologists	2.3	Psychologists	2.0
Occupational Therapists	0.3	Physiotherapists	0.1	High School Apprenticeship/Career Dev. Coordinator	0.5
Social Workers	3.5	Career Development teachers	1.65		



Disaggregated data for students designated as English as an Additional Language

Disaggregation	Number of students	Percentage of student population
English as an Additional Language	135	6%
Self-declared Aboriginal	269	12%

(EAL) and self-declared Aboriginal Students.

Education for Sustainable Development (ESD)

Number of schools in the Division:	26
Number of schools with an ESD plan:	26

2017-2018 Education Plan Highlights

The main focus for Prairie Rose School Division is to increase student achievement in numeracy and literacy, and enhance student well-being through a plan for diversity.

Priorities

- Literacy Improvement – Kindergarten to Grade 12
- Numeracy Improvement – Kindergarten to Grade 12
- Planning for Diversity

Goals

- All priority area goals are listed in the Prairie Rose Continuous Plan for Improvement 2017-18, which can be accessed from the Prairie Rose School Division Website.



Website: www.prsdmb.ca Divisional Plan: [2017-2018 Division Profile and Annual Planning](#)

LITERACY DATA INQUIRY PROCESS

The division has utilized a data inquiry process for decisions about planning at the division and school level. The division and schools use their own assessment tools (PRIME, Fountas and Pinnell, and classroom based assessments) and provincial data (Grade 3,4,7,8, provincial disaggregated data, grade 9 completion rates, grade 12 standard exams, and grad rates) to help triangulate data to decide on best instructional practices and strategies that effect and improve student learning in the classroom.

Accomplishments

- All instructional leaders have been trained in the data inquiry process (2016-17)
- The division has developed a “Data Inquiry Process” for Numeracy, Literacy, and Planning for Diversity, and has completed at least one cycle in each priority area at the Early, Middle, and Senior Years levels
- All Schools in PRSD are using the data inquiry process to create school plans for the 2017-18 school year
- Schools co-construct school profiles to inform professional development and resource allocations
- Teacher leaders, assistant superintendent, and principals from each school met to review each school plan and discuss instructional supports and resources needed

Next Steps

- The division and schools will continue to practice and develop the data inquiry process and focus on literacy, numeracy, and planning for diversity
- Continuous school visits by senior administration in support of school planning and resources

Indicators

- Division and school planning documents indicate focussed attention in the area of data inquiry, assessment practices, and instruction.



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LITERACY

Accomplishments

- Continued Training (Fountas and Pinnell) for K-8 teachers, resource teachers, and principals provided, September 2016- June 2017
- Professional development (“Supporting Literacy”) for 87 educational assistance provided, September 2016
- Observation Survey training provided for grade 1 teachers, September 2016
- Identification of struggling readers and guided reading PD offered to all k-4 teachers, October 2016
- Student voice and book choice (focus on engaging resources for reluctant readers); resources provided for k-6 classrooms
- OverDrive digital library introduced to all schools to provide resources for diverse learners
- Divisional book study, “Moving Comprehension Forward” for all k-8 teachers (2016-17 school year) and a divisional PD day with author Tanny McGregor (100 teachers attended) to discuss best instructional practices for reading comprehension, February 2017
- Senior Years English Language Arts teachers met September and November 2016 to develop an assessment tool for grades 9-12 specific to GL4 (enhancing the clarity and artistry of communications), and reviewed exemplars
- Literacy Leader and teacher attended training for Reading Apprenticeship offered by the department
- Teacher leaders introduced a teacher learning website to provide access to instructional resources for literacy including digital resources
- Early Literacy Intervention data indicates that of the 207 grade one students, 86 students were identified as ELI students; of the 86 identified students for ELI, 45 students were at level in June 2017
- Divisional reading comprehension data grade 2, indicates that 55.2% of students were at level in 2015, and 65.6% are at level in 2017
- Divisional reading comprehension data grade 6, indicates that 61.4% of students were at level in 2016, and 62.2% are at level in 2017



LITERACY

Next Steps

- Continued training in the area of assessment (Grade 3,4,8 provincial assessment and divisional assessments) with focus on identification, analysis of data, intervention and instructional practices
- Continuation of data inquiry cycle at all levels
- Divisional team meetings with schools to review school plans and discuss detailed supports needed, and develop a structure for supports
- Further development of school profiles to identify instructional needs
- Continue to develop, promote, and expand, a teacher learning website for access to instructional resources and information
- Professional development for Grade 3 and 8 provincial assessment will be offered in 2017-18
- Grade 9 ELA will be a full year single credit in 2017-18
- Grade 9 ELA teachers will meet to discuss and identify key foundations, assessment tools, and instructional practices that increase student success
- Instructional pedagogy, specifically literacy will be a focus for all high school teachers
- Miami School will be part of the south central regional pilot for the implementation of the ELA K-8 curriculum with ELA department consultant
- Continue to utilize the philosophy of the Literacy with Information Technology Continuum (LwICT) to enhance and engage students in a safe environment
- The division will develop a structure to support teacher collaborative learning

Indicators

Through the divisional data inquiry process the division recognizes several gaps in the area of reading and writing (literacy). The division will be tracking provincial desegregated data (grade 3,4,7,8, grade 12 standards exams, and grad rates) for male and female, self-declared aboriginal and non-aboriginal, EAL and non EAL and CFS and non CFS learners. Specific outcomes and targets are indicated in the divisional plan.



NUMERACY

Accomplishments

- Continued training (PRIME) for K-8 teachers, resource teachers, and principals provided, October 2016 to June 2017
- Implementation of data inquiry cycle at all levels
- Middle years teachers participated in mental math, problem solving, and math engagement professional development (instructional practices)
- Each school received manipulative kits to be utilized with instruction
- Early years teachers participated in mental math and math communication professional development
- Senior years Pre-Cal math teachers met to identify and discuss areas in the curriculum that challenge students, and identify instruction that supports student learning
- A team of leaders, teachers, and administrators attended “Mamatiwisiwin” sessions provided by the department (aboriginal instructional perspective)
- Introduction of the “Leaps and Bounds” resource in several school
- Divisional Number Sense and Basic Operations grade 2 data indicate 76.2% of students are meeting expectations in 2016, and 74.36% are meeting in 2017
- Divisional Number Sense and Basic Operations grade 6 data indicate 70.1% of students are meeting expectations in 2016, and 74.84% are meeting in 2017



NUMERACY

Next Steps

- Continued training in the area of assessment (Grade 3 and 7 provincial assessment and divisional assessments grade 2 and 6) with focus on identification, analysis of data, and instructional practices
- Continuation of data inquiry cycle at all levels
- PRIME training, with a focus on identification, analysis, and instructional practices (fall 2017)
- Divisional team meetings with schools to review school plans and discuss detailed supports needed, and develop a structure for supports
- Further development of school profiles to identify instructional needs
- Continue to develop, promote, and expand, a teacher learning website for access to instructional resources and information
- Career counsellors will provide career pathways for high school students, and identify the pathways for Essentials, Applied, and Pre-Cal
- Grade 9 math will be a full year single credit in 2017-18
- All grade 9 math teachers will meet to discuss identify key math foundations, assessment tools, and instructional practices that increase student success
- Continue to utilize the philosophy of the Literacy with Information Technology Continuum (LwICT) to enhance and engage students in a safe environment
- Continuation of the introduction and training of “Leaps and Bounds” resource
- A focus on the use of grade 3 and 7 provincial assessment and instruction

Indicators

Through the divisional data inquiry process the division recognizes several gaps in the area of Numeracy. The division will be tracking provincial desegregated data (grade 3 and 7, grade 12 standards exams, grade 9 credit attainment and grad rates) for male and female, self-declared aboriginal and non-aboriginal, EAL and non EAL and CFS and non CFS learners. Specific outcomes and targets are indicated in the divisional plan.



ABORIGINAL ACADEMIC ACHIEVEMENT:

(Also see Numeracy and Literacy accomplishments and next steps)

Accomplishments

- Teachers and the literacy leader at St. Laurent school have assessed and identified students who are reading and comprehending below level and are providing interventions
- Teachers are providing guided reading strategies for all learners
- Teachers and the numeracy leader at St. Laurent school have assessed and identified students who are performing basic operations in math below level and are providing interventions
- Support provided for the St. Laurent Fiddling program
- St. Laurent School continues to develop the Alternative /Credit Recovery program
- Treaty education training was provided for all teachers in PRSD
- Support for aboriginal reading resources provided to schools
- St. Laurent School continues to utilize grant allocations from the province to support a full time position (k-6 literacy and numeracy coach and alternative education supports)

Next Steps

- Continued additional learning support to school(s) for literacy and numeracy achievement among indigenous learners
- Continue to embed aboriginal perspectives into teaching and learning
- Provide staff with professional learning opportunities re: Indigenous learners, TRC Recommendations, Blanket Exercise, and others
- Implement aboriginal course options at the high school level

Indicators

Through the divisional data inquiry process the division recognizes several gaps in the area of numeracy and literacy for self-declared aboriginal students. The division will be tracking provincial desegregated data (grade 3, 7, 8, and grade 12



standards exams, grade 9 credit attainment and grad rates) for self-declared aboriginal learners. Specific outcomes and targets are indicated in the divisional plan.

ENGLISH AS AN ADDITIONAL LANGUAGE:

(Also see Numeracy and Literacy accomplishments and next steps)

Accomplishments

- Representation of Admin Council, Senior Admin, and the EAL Consultant from the department met and discussed an EAL plan for the division
- EAL provincial grant allocations are being utilized to support a divisional EAL teacher leader for the 2017-18 school year, starting in September

Next Steps

- Review of divisional data and the development of a plan to support teacher instruction for EAL learners
- Development of an IEP template for all PRSD EAL learners
- A majority of supports will be provided to EAL students identified in both our Hutterian Colony Schools and Community Schools

Indicators

The division will be tracking provincial desegregated data (grade 3 and 8, grade 12 standards exams, grade 9 credit attainment and grad rates) for EAL learners. Specific outcomes and targets are indicated in the divisional plan.



FRENCH IMMERSION

Accomplishments

- French immersion administration at St. Eustache and St. Paul's school and senior admin met to review French Immersion data, select outcomes and actions for French Immersion schools

Next Steps

- Provide information sessions and open house events that promote the French Immersion program in Prairie Rose School Division
- Develop a tracking tool for retention of students and rationale for exiting the Immersion Program
- Support professional development of teachers to ensure quality French instruction and an understanding of the philosophy and methodology of second language learning in order to develop and strengthen student learning

Indicators

The division will continue to track retention of students in the French Immersion program. The division will track grade 4 and 8 provincial data in the area of reading comprehension in French. Specific outcomes and targets are indicated in the divisional plan.



ENHANCING INSTRUCTIONAL LEADERSHIP

Accomplishments

- All administrators completed a book study “Coherence”, by Michael Fullan
- Divisional and school plans indicate strong linkage of outcomes and strategies for literacy and numeracy
- All schools developed school plans using a data inquiry process to identify outcomes and strategies for the 2017-18 school year
- Divisional workshop on the use of provincial and other data to support instructional change in the classroom (May 2017)

Next Steps

- Continued discussions about focus and coherence in planning (“Coherence” Book study)
- Book Study “Intentional Interruption” by Steven Katz and Lisa Ain Dack, discussion about instructional leadership
- Professional Development in area of aboriginal education; TRC Recommendations and other PD
- Continued development of school profiles to inform professional learning, resource allocation and supports
- Support school instructional leadership practice using school and classroom data

Indicators

- Strong planning and implementation of instructional strategies will indicate progress in literacy, numeracy, EAL, Aboriginal Academic Achievement, and French Immersion outcomes