



Prairie Rose School Division  
Division Annual Planning 2017/2018

Superintendent: Terry Osiowy

Date of Report: October 2017

Division Plan Website: [www.prsdmb.ca](http://www.prsdmb.ca)

**DIVISION PROFILE**

**Overview**

Prairie Rose School Division has a population of 2200 students and employs 395 staff members. Prairie Rose School Division has 16 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 Miami Colony. It encompasses an area of approximately 1400 square miles or 3580 square kilometers.

**Senior Administrative Team**

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

**Staffing ( FTE as of September 30, 2017)**

Positions	FTE	Position	FTE	Position	FTE
Principals	8.85	Vice-Principals	2.05	Teachers	144.25
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	0.25
Social Workers	3.5	Career Development	1.65		FTE
Other:	FTE				FTE

**Education for Sustainable Development (ESD)**

Number of schools in the Division:	25
Number of schools with an ESD plan:	25

**Disaggregated Data**

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



Prairie Rose School Division  
Division Annual Planning 2017/2018

**PLANNING 2017 - 2018**

**Planning Process**

Prairie Rose School Division has utilized the information from “Got Data, Creating and Leading Cultures of Inquiry”, By Laura Lipton and Bruce Wellman to create discussion, identify actions, and develop strategies. Inquiry of data at all levels (early years, middle years, and senior years), inclusive of teaching staff and administration have been considered.

Currently, PRSD utilizes annual public consultation sessions on various topics. PRSD is currently developing and implementing a Superintendent’s Student Advisory Committee that will be made up of students from grades 10-12 from each school. This committee will provide student feedback on various PRSD topics.

PRSD plans data inquiry sessions cyclically, for literacy and numeracy. In 2016-17 the committees met 7 times in total.

Local PRSD data (reading comprehension and basic numeracy skills) are collected at grade 2 and 6. PRSD uses provincial data from Tell Them from Me, Grade 1 ELI data, Grade 3, 7, and 8 provincial data, grade 12 standards tests data, and the provincial disaggregated data.

**Division Priorities 2017-2018**

1. Literacy
2. Numeracy
3. Planning for Diversity

**School Division Plan 2017-18 Literacy/Numeracy/Planning for Diversity**

Expected Outcomes	Strategies/Timelines	Roles/Responsibility	Monitoring Systems	Data Collection
<p><b><u>Literacy and Numeracy</u></b> 1) By June 2022, 85% of PRSD grade 2 and 6 students will be reading at/or above grade level with regard to their ability to read and comprehend text in a variety of forms.</p>	<p>1) Fountas and Pinnelle cyclical training for grades K-8 teachers, resource, and principals will continue fall 2017</p> <p>2) Observation Survey training, and advanced training (analysis and intervention) offered for</p>	<p>Literacy Leader, Assistant Superintendent, Principals</p> <p>Literacy Leader, Assistant Superintendent, Principals</p>	<p>Divisional data (F and P) 3,4,7,and 8 provincial data; provincial disaggregated data; grade 12 standards exams, Grade 9 completion rates; grad rates.</p>	



Prairie Rose School Division  
Division Annual Planning 2017/2018

	<p>grade 1 teachers, resource, principals September and November 2017; Grade 3 provincial assessment training will be offered for grade 2 and 3 teachers in October and November 2017</p> <p>3) Continuation of the Data Inquiry Cycle Middle , Early, and Senior Years, Literacy and Numeracy, dates TBA</p> <p><b>Early Years</b></p> <p>a) Develop a structure for Early Years teachers to meet divisionally and at their own schools to work collaboratively on interventions, instruction, and transitions</p> <p>b) Develop a support program for Early Years students that meets the needs of students and allows students to feel safe</p> <p>4) Diversify and Identify resources for Overdrive digital library through a data inquiry process fall 2017</p>	<p>Literacy Leader, Assistant Superintendent, Principals, Teachers, Resource Teachers</p> <p>Literacy, Numeracy, Lwict, EAL Leaders, Student Services, Teachers, Librarians, Principals, and Senior Admin</p>		
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Prairie Rose School Division  
Division Annual Planning 2017/2018

<p>2) By June 2022, the PRSD grade 12 divisional mean score in the grade 12 Language Arts Standards Test will be at 70%</p>	<p>5) A divisional team will meet with principals to review school plans, profiles, and teacher professional growth plans to discuss detailed supports needed, and develop a detailed structure for supports in fall of 2017; PD for the development of school profiles will be provided in spring of 2017</p> <p>6) Continue to develop, promote, and expand, a teacher learning website for access to resources and information</p> <p>7) Senior Years English Language Arts Committee will continue to develop an assessment tool for grades 9-12, (GL4). Assessment Data will be utilized to inform instruction (best practice).</p> <p>8) All PRSD High Schools will offer all grade 9 students full year ELA 2017-18. A cohort of Grade 9 teachers will meet to develop</p>	<p>Literacy, Numeracy, EAL, Lwict Leaders, Student Services, Principals, and Senior Admin</p> <p>Literacy, Numeracy, Lwict, EAL Leader, Student Services, Teachers, Librarians, Principals, and Senior Admin Senior Years teachers, Literacy Leader, Student Services, Principal</p> <p>Senior Years teachers, Literacy Leader, Student Services, Principal</p> <p>Literacy and EAL Leaders, Teachers, Principals, and Senior Admin</p>		
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Prairie Rose School Division  
Division Annual Planning 2017/2018

<p>3) By June 2022, 85% of PRSD grade 2 and 6 students will demonstrate numeracy skills at/or above grade level</p>	<p>divisional assessment tools and instructional strategies</p> <p>9) Reading Is Thinking will be a priority for all high schools (9-12) in PRSD. Reading Is Thinking professional development will be provided by the Division on the Senior Years PD Day.</p> <p>10) Miami school will pilot the K-8 ELA curriculum with a South Central Regional cohort group in collaboration with Shelly Warkentin (ELA Department Consultant)</p> <p>11) Cyclical training for K-8 teachers, resource teachers, and principals in PRIME, will be offered in fall 2017; Grade 3 provincial assessment training will be offered to grade 2 and 3 teachers in October and November 2017</p>	<p>Literacy and EAL Leaders, Teachers, Principals, and Senior Admin</p> <p>Literacy and EAL Leaders, Teachers, Principals, Resource, and Senior Admin</p> <p>Numeracy Leader, teachers, Student Services, Senior Admin, Principals</p>		
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Prairie Rose School Division  
 Division Annual Planning 2017/2018

<p>4) By June 2022, the PRSD grade 12 divisional pass rate for Pre-Calculus will be higher than the provincial pass rate; PRSD mean score in the grade 12 Mathematics Standards Tests Pre-Calculus, Applied, and Essential will be at 70% average</p> <p>5) By June 2022, 60% of grade 12 students will complete Pre-Cal and Applied Math</p>	<p>12) Continuation of the Data Inquiry Cycle (Math) Middle , Early, and Senior Years, dates TBA</p> <p>13) All PRSD High Schools will offer all grade 9 students full year math 10F 2017-18. A cohort of Grade 9 teachers will meet to develop divisional assessment tools and instructional strategies</p> <p>14) Career Counselling staff will provide career pathway information for students, staff, and parents annually. Career Counsellors will develop a division information brochure for all high schools.</p> <p>15) Continuation of Blended learning strategies and using digital to enhance deep learning; Continued Professional Development of the Lwict continuum to support inquiry based pedagogy.</p>	<p>Numeracy Leader, Student Services, Teachers, Senior Admin, Principals</p> <p>Numeracy Leader, Student Services, Teachers, Senior Admin, Principals</p> <p>Career Counsellors, Divisional Leader, Student Services, Teachers, Principals, and Senior Admin</p> <p>Literacy, Numeracy, Lwict, EAL Leader, Student Services, Teachers, Principals, and Senior Admin</p>		
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<u>Planning For Diversity</u>	Strategies/Timelines	Roles/Responsibility	Monitoring System	Data Collection
<p>1) <u>Personal Safety</u></p> <p><b>By September 2022, all PRSD kindergarten through grade 10 students will annually engage with Kids in the Know Program, an interactive safety education program for increasing the personal safety of children and reducing their risk of victimization.</b></p> <p>*To reduce child/youth victimization by teaching children effective personal safety strategies.</p> <p>*To build resiliency skills (i.e. assertiveness, self-awareness, social-emotional competence, problem-solving, critical thinking, and low-risk choice making skills).</p> <p>*To encourage children to report concerning experiences and behaviours.</p> <p>*To provide messaging to those who have experienced abuse that they are not to blame.</p> <p>*To enhance communication between parents and children about personal safety</p>	<p>1) June 19, 2017 all guidance counsellors will participate in the Kids in the Know program implementation training</p> <p>2) By August 31, 2017 ten Kids in the Know program kits for kindergarten through grade 10 will be purchased for fall implementation (9 community schools &amp; 1 HCS)</p> <p>3) September 2017 PRSD schools will commence annual delivery of the kindergarten through grade ten – 7 lesson Kids in the Know program; team taught by the guidance counsellor and identified classroom teacher</p> <p>4) By January 2018 PRSD In-School teams (Admin, GC &amp; RT) will communicate Kids in the Know programming with their parents/guardians; encouraging parents and educators work together with children to make</p>	<p>PRSD Guidance Counsellors</p> <p>Director of Student Services</p> <p>Program overseen by PRSD Guidance Counsellors, team taught with classroom teacher</p> <p>Principal, Guidance Counsellor &amp; Resource Teacher, Parents/guardians</p>	<p>TTFM survey results indicate improved student comfort to seek help from a safe adult, to be assertive and low-risk decision making</p> <p>GC team-teaching timetables</p> <p>Kids in the Know outcome matrices align with Manitoba Physical Education/Health Education Curricula</p>	



Prairie Rose School Division  
 Division Annual Planning 2017/2018

<p>2) <u>Supporting students with challenging behaviours</u></p> <p><b>By January 2018, PRSD CPS coaches will support staff to engage with our students facing behaviour challenges to create a safe and inclusive classroom climate that invites and supports positive behaviour and skilled problem solving.</b></p>	<p>safety strategies an integral part of their everyday lives.</p> <p>1) Team of PRSD staff will attend advanced Collaborative Problem Solving (CPS) workshop April 2017</p> <p>2) 2017-2018 Student services group PLC studies of Greene’s Collaborative Problem Solving (CPS) intervention – Books: Lost at School, Raising Human Beings</p> <p>3) PRSD student services will collaborate with PSSD to share resources and training opportunities regarding CPS.</p> <p>4) Student services personnel offer CPS training and support for staff and parents</p> <p>5) PRSD will commit funds to train a divisional CPS provider to conduct and coach assessment of lagging skills and unsolved problems (ALSUP)</p>	<p>GCs, RTs, EAs</p> <p>Student services team, CPS Advanced workshop attendees</p> <p>Student services of PRSD &amp; PSSD</p> <p>Student Services</p> <p>Director of Student Services</p>	<p>Reduction in requests for FBA/BIPs</p> <p>Fewer provocative student behaviour referrals to admin</p>	
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Prairie Rose School Division  
 Division Annual Planning 2017/2018

<p><u>3) Responding to the diverse cognitive/academic needs of our students:</u></p> <p><b>By October 27, 2017, each PRSD school will submit classroom/grade profile plans that establish priority goals, actions and resources required to implement the plan.</b></p> <p>When establishing effective classroom goals through profiling, a variety of aspects of the classroom must be considered. These aspects include the:</p> <ul style="list-style-type: none"> <li>*application of engaging, mindful instructional practices responsive to the needs of diverse learners</li> <li>*classroom learning environment in a physical sense</li> <li>*classroom as a community including aspects of atmosphere and relationship building, and</li> <li>*a variety of classroom management techniques.</li> </ul>	<p>6) Teachers align their classroom management practices with the school-wide approach to positive behaviour supports</p> <p>1) April 28, 2017 PRSD administrative council will attend SSAAM workshop pertaining to class/grade/school profile development</p> <p>2) In-school team (admin, RT, GC) use classroom profiles to plan for efficient distribution of school resources based on the specific needs of each classroom/grade. Responsive and adaptive to changing needs.</p> <p>3) In-school team use classroom profiles to plan for scheduled team teaching/coaching opportunities between classroom teacher, resource teacher and guidance counsellor within classrooms</p> <p>4) PRSD Continuum of Services framework used to respond to the</p>	<p>School communities</p> <p>Administrative council, DSS</p> <p>Senior administrators, In-school team</p> <p>In-School Support Team</p> <p>In-school team, teacher, parent/guardian, clinician</p>	<p>Enhanced learning environments within the school community and positive relationships among staff members and between staff and administration</p> <p>Curriculum materials, digital tools, and the range of human and other resources are provided purposefully and effectively to support student strengths and needs</p> <p>Timetable development for student services personnel; GC, RT, into classrooms (in accordance with PRSD job descriptions)</p> <p>Improved learning supports through teachers improved</p>	
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Prairie Rose School Division  
 Division Annual Planning 2017/2018

<p><b>By June 2018, PRSD RT Team will build capacity within a classroom and across the division to support all learners and improve achievement for all.</b></p> <p><u>4) Wellbeing: Responding to the diverse social and emotional needs of our students to improve academic success:</u></p> <p><b>By June 2018, PRSD will improve program linkages and transitions for students between elementary and high school</b></p>	<p>presenting individual student needs: establishing IEP, LAP, EAL, BIP</p> <p>5) Working with divisional leaders for documentation, pedagogy and implementation strategies</p> <p>1) re-examine the PRSD resource model, looking at classroom co-teaching models that address all three tiers        2) address system approaches that support learners        3) examine how to strengthen tier 1 supports</p> <p>1) develop and implement a transition protocol between feeder schools and high schools</p>	<p>Senior administration, divisional leaders, administrators, teachers</p> <p>Resource teachers and teachers responsible for programming and reporting for students with special needs</p> <p>Senior administrators, student support staff and principals</p>	<p>understanding of student/class needs and strengths through effective profiles</p> <p>Improved marks on provincial assessments and TTFM surveys. A variety of relevant and meaningful assessment data are used by students and educators to continuously monitor learning, to inform instruction and to determine next steps</p> <p>Students transitioning from elementary school to high schools will identify reduced</p>	
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Prairie Rose School Division  
Division Annual Planning 2017/2018

<p><b>By June 2018, a student success plan for each child in care registered in PRSD will be developed; addressing academic, social/emotional success, as well as support post-secondary planning.</b></p>	<p>1) Administrative council will examine the issue of the overrepresentation of Indigenous children in care through education and training about Reclaiming Connections: Understanding Residential School Trauma Among Aboriginal People and of Canada's Treaty obligations.</p> <p>2) A PRSD case manager is established for each child in care</p> <p>3) Student Services department will develop student success planning document</p> <p>4) Through regular and purposeful conversations with children about their perceptions of school and their motivations and aspirations the PRSD case manager will ensure the youth in care is heard; their opinions about their own lives are taken seriously, actively involved in all planning and</p>	<p>Senior administrators, trustees, administrators, divisional leaders</p> <p>SSW, RT, GC, Admin, guardian</p> <p>Student services team</p> <p>Case manager, student, guardian &amp; care giver, school staff, administration</p>	<p>anxiety and greater connectedness to the receiving school community</p> <p>Survey indicates improved/increased cultural competence</p> <p>PRSD grad rates for children in care will be that of children who have not been in care</p>	
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Prairie Rose School Division  
 Division Annual Planning 2017/2018

<p><b>By June 2022, professional development and support for teachers and other school staff will be provided divisionally and school based to enable them to meet the diverse cognitive, academic, emotional, cultural and social needs of children and adolescents in care</b></p> <p><b>By June 2022, PRSD professional and support staff will provide inclusive, non-punitive responses to externalizing behaviours of students who have been maltreated as children: Trauma-Informed Practice</b></p>	<p>decision making processes related to their care</p> <p>1) PRSD student services personnel will develop workshops and presentations for implementation division wide</p> <p>2) DSS &amp; SSW team will explore programs that show promise for improving outcomes for children and their families; the Families First Home Visiting program, Towards Flourishing project</p> <p>1) PRSD student services personnel will develop workshops and presentations for implementation division wide on the Principles of Trauma-informed Practice consistent with the five guiding principles of trauma-informed practice:</p> <ul style="list-style-type: none"> <li>• Safety</li> <li>• Trustworthiness</li> <li>• Choice</li> <li>• Collaboration</li> <li>• Empowerment</li> </ul>	<p>Student services department</p> <p>DSS &amp; SSW</p> <p>DSS, SSW, Psych &amp; GC</p>	<p>Anecdotal evidence of meaningful empathy for the experiences of children in care and a strong understanding to the practical, systemic, and socio-economic needs and barriers that many of our children face</p> <p>Staff opinions and behaviours reflect the value that children who have been taken into care deserve the highest degree of care and compassion</p>	
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<p><b>By January 2018, PRSD will develop attendance policy that sets expectations for a student's full and regular participation in learning</b></p>	<p>1) Policy goals will be:</p> <ul style="list-style-type: none"><li>• to support greater student success and achievement</li><li>• to share responsibility: Everyone has a role to play and interest in improving attendance</li><li>• applied fairly and equitably, in ways that do not cause students who need support to fall further behind</li></ul>	<p>Senior administration</p>		
<p><b>By June 2018, PRSD will develop a baseline of school absences for all students and PRSD administrators will identify those students requiring Attendance Success Plan intervention for their school</b></p>	<p>1) Create a positive, engaging school climate that explicitly supports attendance:</p> <ul style="list-style-type: none"><li>• Promote a sense of belonging and connection including noticing when students show up</li><li>• Make learning so engaging students don't want to miss class while creating understanding of how easily absences can add up</li><li>• Engage in restorative practice not punishment</li><li>• Help our most economically challenged families</li></ul>	<p>Administrators, teachers, support staff</p>	<p>Increased social capital, outcomes associated with MET assessment collection for literacy and numeracy in grade 2, 3, 6, 12 will reflect improvement</p> <p>Accurate Maple Wood attendance records</p> <p>(Automated system for calling parents/guardians for missing/absent children)</p>	



Prairie Rose School Division  
Division Annual Planning 2017/2018

	<p>and students meet their basic needs so all have the opportunity to get to school</p> <p>2) Build community awareness of how absences add up:</p> <ul style="list-style-type: none"><li>• Messages about 'absences' are more motivating than messages about 'attendance'; parents associate absence with what the child is missing when not in school</li><li>• Send home information and tips about attendance</li></ul> <p>3) Make attendance a priority; administrators submit monthly student attendance summaries to DSS and weekly attendance will be shared with foster parents and monthly with caseworker</p> <p>4) Examine which students need intervention, connect these students and families to positive supports; SSW</p> <p>5) SSW create positive linkages and engagement for students and families:</p> <ul style="list-style-type: none"><li>• Offer plan or contacts for health support</li></ul>	<p>Administrators, parents, students, staff</p> <p>Administrators, DSS</p> <p>Administrators, DSS &amp; SSW</p>		
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Prairie Rose School Division  
Division Annual Planning 2017/2018

<p><b>By the end of high school, students should be able to be aware of and monitor their own internal psychological states, manage day-to-day stresses, be able to manage personal and school/work relationships and to be actively engaged in school/community. They are also expected to recognize</b></p>	<ul style="list-style-type: none"><li>• Connect to get-to-school individualized plan</li><li>• Recruit for engaging before or after school activities</li><li>• Partner with families/students to develop Student Attendance Success Plan</li></ul> <p>6) Automatic system to contact parents regarding absent children Other support strategies include:</p> <ul style="list-style-type: none"><li>• Prevention and early intervention programs to help students with behavioural issues;</li><li>• SSW working with families to bring programs and services into schools;</li><li>• Focus on individual student needs;</li><li>• Flexible program choices and options; and</li><li>• Cultural awareness</li></ul> <p>1) grade 10 students of PRSD will participate in a MH-Universal Prevention Education Day</p> <p>2) the focus of the day will be "Healthy Relationships"</p>	<p>SSW</p> <p>All grade 10 students within the division, teachers, administration, SS members</p>		
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<p><b>emerging mental health issues in themselves and those around them as well as know when and how to seek help.</b></p> <p><u>5) Addressing Barriers to Learning:</u></p> <p><b>By January 2018, PRSD will further develop initiatives and innovative approaches addressing special needs and accessibility requirements, mental health concerns, and nutritional needs.</b></p>	<p>1) maintain and defend the best learning environments, the Continuum of Services and clinical support services</p> <p>2) maintain established PRSD standard of professional practice; WEVAS, PLAY Project</p> <p>3) address nutrition for vulnerable students as a basic human need, which includes maintaining and expanding nutrition programs</p> <p>4) enhance partnerships with healthcare and other organizations to build on programming created to improve awareness and address mental health and wellness</p> <p>5) LGBTQ students have access to relevant supports; gender neutral bathroom, staff training, GSA development</p>	<p>Student Services department</p> <p>SSW, SLP</p> <p>Principals</p> <p>Student services department</p> <p>GCs, SSW, administrators</p>		
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Prairie Rose School Division  
Division Annual Planning 2017/2018

	6) continue the phase-in of capital projects to ensure all facilities are physically accessible	Facility Maintenance/Capital Project Supervisor, Accessibilities Committee		
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**Grant Planning 2017-18**

Expected Outcomes	Strategies/Timelines	Roles/Responsibility	Monitoring Systems	Data Collection
<p><b>English as an Additional Language</b> By fall of 2022, EAL students in grade 3, in all 3 sub categories for reading on the Provincial Grade 3 assessment will increase by 5%</p>	<p>1) Spring 2017, the division will hire a full time EAL teacher leader.</p> <p>2) A review of divisional data and plan for support in all schools will be developed and shared with all schools in September 2017. A divisional brochure will be developed outlining EAL services PRSD provides</p> <p>3) Student Services will develop an IEP template for all PRSD EAL students</p>	<p>Assistant Superintendent, Principals (HCS, Carman Elementary) EAL Consultant, Teachers, Principals</p> <p>Student Services team, EAL Leader, Principals, and Senior admin</p>	<p>Grade 3 Prov. Assessment reading comprehension all 3 sub competencies (disaggregated provincial data EAL)</p>	



Prairie Rose School Division  
 Division Annual Planning 2017/2018

Aboriginal Academic Achievement				
1) By June 2022 Grade 3 provincial data for PRSD (reading, all 3 competencies meeting), self-declared aboriginal will be at 40%.	1) See Literacy, Numeracy and Planning for Diversity strategies	PRSD Leaders, Teachers, Principals, Student Services, and Senior Admin	Grade 3 Provincial data PRSD all 3 competencies meeting, and graduation rates for self-declared aboriginal students	
2) By June 2022, Self-declared Aboriginal Grad rates in PRSD will be the same as non-aboriginal grad rates	2) See Literacy, Numeracy and Planning for Diversity strategies	PRSD Leaders, Teachers, Principals, Student Services, and Senior Admin		
3) By June 2022, grade 3 provincial data PRSD (numeracy 4 competencies meeting), self-declared aboriginal students in PRSD will be 35%	3) See Literacy, Numeracy and Planning for Diversity strategies	Teacher Leaders, Teachers, Principals, Student Services, and Senior Admin	Grade 3 provincial data PRSD (numeracy all 4 sub competencies meeting) self-declared aboriginal students	
4) By June 2018, the number of teachers who embed aboriginal perspectives (specifically treaty education) into teaching and learning will be 100%.	4) 2-3 teachers from each school in PRSD will be trained in Treaty Education November 17 <sup>th</sup> and 18 <sup>th</sup> , 2016. The trained teachers will provide PD for teachers at their schools. A survey will be used to calculate the percentage of teachers (2016, 2017, and	Principals, Teachers, Assistant Superintendent	Divisional Survey	<b>Data fall 2016:</b> 57% of teachers embed treaty education into their teaching and learning,



Prairie Rose School Division  
Division Annual Planning 2017/2018

	<p>2018) who embed treaty education into their teaching and learning.</p> <p>5) High School teachers and administrators will research and recommend aboriginal course options to be offered in 2018</p>	<p>Principals, Teachers, Assistant Superintendent</p>		
<p><b>French Immersion</b></p> <p>1) Prairie Rose School Division will retain 80% of students in the French Immersion Program in kindergarten to grade 6, and grade 7 to grade 12 by June 2023.</p> <p>2) 80% of Students in grades 4, and 8 will be meeting grade level expectations for reading comprehension in French by 2023</p>	<p>Schools will provide information sessions or open house events that promote the French Immersion program in Prairie Rose School Division</p> <p>Schools will develop a tool to track retention and rationale for exiting the Immersion Program</p> <p>Support the 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.</p>	<p>Principals, Teachers, and Assistant Superintendent</p> <p>School Administration, Teachers, Assistant Superintendent</p> <p>School Administration, Resource, Teachers and Assistant Superintendent</p>	<p>Number of students retained in K-6, and 7-12 from 2017-2023</p> <p>Grade 4 and 8 French Provincial data reading</p>	



Prairie Rose School Division  
 Division Annual Planning 2017/2018

<b>Literacy and Numeracy</b>	<b>See Division Literacy and Numeracy Plan</b>			

**Enhancing Instructional Leadership 2017-18**

<b>Expected Outcomes</b>	<b>Strategies/Timelines</b>	<b>Roles/Responsibility</b>	<b>Monitoring Systems</b>	<b>Data Collection</b>
1) Increase knowledge and skills in the area of instructional leadership	1) Continued discussions around the notion of Coherence in PRSD (Coherence, Michael Fullan) 2017-18. New Book Study "Intentional Interruption" by Steven Katz and Lisa Ain Dack.  2) Cyclical Data Inquiry process will continue both at the divisional and school levels.  3) Professional Development in the area of Aboriginal Education and Culture	Assistant Superintendent, Admin Council	Anecdotal Survey: Increased focus on school planning, classroom assessment practices, and instruction in the classroom. Divisional data (F and P, PRIME) 3,4,7,and 8 provincial data; provincial disaggregated data; grade 12 standards exams, Grade 9 completion rates; grad rates.	



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Prairie Rose School Division  
Division Annual Planning 2017/2018

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**Stakeholder Involvement**

The divisional plan will be highlighted at each of the divisional data inquiry cycle meetings for numeracy, literacy, and all grants. Admin council will review the divisional plans throughout the school year at Admin Council Meetings. The Divisional Plan will be linked to the Divisional Web page.

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