

Prairie Rose School Division

Report of Continuous Improvement 2018



As requested by Manitoba Education and Training



Prairie Rose School Division Annual Report on Continuous Improvement

OVERVIEW

Prairie Rose School Division has a population of 2302 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, 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 | 9.0 | Vice-Principals | 2.25 | Teachers | 143.25 |
| Counsellors | 5.8 | Resource Teachers | 12.2 | Teacher Leaders | 3.5 |
| Educational Assistants | 63.15 | Speech/Language Pathologists | 2.3 | Psychologists | 1.7 |
| Occupational Therapists | 0.3 | Physiotherapists | 0.1 | High School Apprenticeship Coordinator | 0.2 |
| Social Workers | 2.0 | Career Development teachers | 1.65 | | |



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Disaggregated data for students designated as English as an Additional Language (EAL) and self-declared Aboriginal Students

| Disaggregation | Number of students | Percentage of student population |
|-----------------------------------|--------------------|----------------------------------|
| English as an Additional Language | 213 | 8.52% |
| Self-declared Aboriginal | 272 | 10.88% |

Education for Sustainable Development (ESD)

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

2018-2019 Education Plan Highlights

The focus for Prairie Rose School Division is to increase student achievement in numeracy and literacy. Professional Learning Groups will be a focus divisionally.

Priorities

- Literacy Improvement – Kindergarten to Grade 12
- Numeracy Improvement – Kindergarten to Grade 12



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

- The division’s instructional leaders and administrators have been trained in the data inquiry process (2016-17-18)
- The division has developed a “Data Inquiry Process” for Numeracy, Literacy, and has completed at least three 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 2018-19 school year
- Schools co-construct school profiles to inform professional development and resource allocations (2017-18-19)
- Teacher leaders, assistant superintendent, and principals from each school met to review each school plan and discuss instructional supports and resources needed (2017-18-19)
- Senior admin met with school leaders, administrators, cyclically throughout the year to track progress and support planning and reporting
- Schools have applied the use of digital tools to provide immediate formative feedback to guide instruction, and track school goals

Next Steps

- The division and schools will continue to practice and develop the data inquiry process and focus on literacy, numeracy
- Continuous school visits by senior administration in support of school planning and resources
- Continue to develop divisional and school plans that have common goals and provide a focus for success
- The division and schools will implement Professional Learning Groups and Response to Intervention strategies



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Indicators

- Continue comparing and reporting on divisional set targets from year to year to improve student achievement
- Division and school planning documents indicate focussed attention in the area of data inquiry, assessment practices, and instruction
- Reporting on progress in student achievement through triangulation
- Detailed data (provincial, divisional, and school) will be used to monitor and indicate progress within divisional and school plans and reports for continuous improvement
- A review of divisional and school plans will indicate common goals and focus
- Division and school plans will indicate a focus on Professional Learning Groups and response to Interventions as a strategy to improve teacher and student learning success

LITERACY

Accomplishments

- Continued Training (Fountas and Pinnell) for K-8 teachers, resource teachers, and principals provided, September 2017- June 2018
- Observation Survey training provided for grade 1 teachers, November, 2017
- OverDrive digital library introduced and enhanced at all schools to provide resources for all learners
- Senior Years English Language Arts teachers met fall of 2017, and have developed and are using a common assessment tool for grades 9-12 specific to GL4 (enhancing the clarity and artistry of communications)
- Grade 9 ELA teachers completed a book study "Visible Learning", focussing on feedback
- Teacher leaders introduced a teacher learning website to provide access to instructional resources for literacy including digital resources
- Grade 1 teachers developed a cohort to analyze assessment results and plan for instruction
- ELA Curriculum implementation at Miami School (year one of a 3 year cohort complete)
- Collaboration in the area of assessment (Grade 3, 4, 8, provincial assessment and divisional assessments) with focus
- Grade 9 ELA full year single credit in 2017-18, and development of digital assessment tools that provide students with productive feedback for writing
- Common Professional Learning Groups (PLG) formed at schools and across the division; other structures (roaming sub/in school PD/after school webinars) are being implemented



LITERACY

Next Steps

- Continuation of data inquiry cycle at all levels divisionally
- Divisional team meetings with schools to review school plans and discuss detailed supports needed, and develop a structure for supports
- 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
- 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 to support ELA pilot
- Grade 9 ELA teachers will meet to discuss and identify key foundations, assessment tools, and instructional practices that increase student success for writing
- Miami School will be part of the south central regional pilot (year 2) for the implementation of the ELA K-8 curriculum with the ELA department consultant
- Miami School will expand the implementation of the ELA K-8 curriculum with all k-8 staff
- Familiarize administrators with the new ELA Curriculum and develop a plan for implementation k-8 and 9-12
 - 1.) 2018-19- Roland, Carman Elementary, Carman Collegiate, Elm Creek
 - 2.) 2019-20- HCS, St. Eustache, St. Francois Xavier, St. Paul's Collegiate, St. Laurent
 - 3.) 2018-2020- High School inquiry and implementation
- 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 (Professional Learning Groups and Response to Intervention)

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 and report.

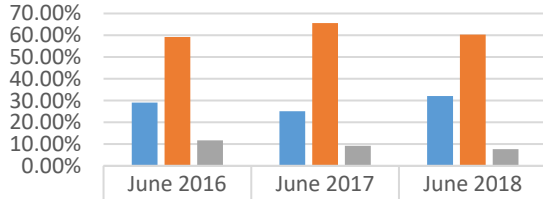


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Goal 1: By June 2022, 75% of PRSD grade 2 and 6 students will be reading at/or above grade level with regard to their ability to read and comprehend text in a variety of forms (divisional data); provincial grade 3 and 8 data will indicate 75% meeting and 10% approaching reading comprehension.

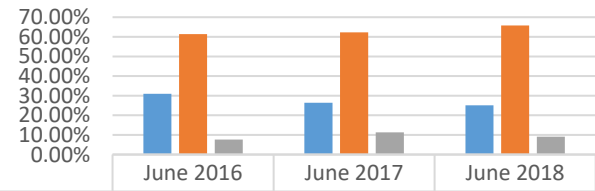
Divisional Data – Grade 2 & 6 Reading Comprehension

Grade 2



| | June 2016 | June 2017 | June 2018 |
|--------------------------|-----------|-----------|-----------|
| Approaching Expectations | 29.10% | 25.10% | 32.10% |
| Meeting Expectations | 59.20% | 65.60% | 60.30% |
| Exceptional Learners | 11.70% | 9.20% | 7.70% |

Grade 6

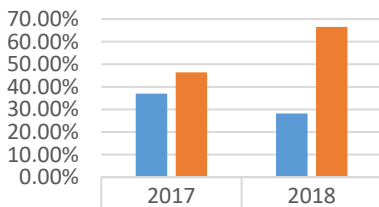


| | June 2016 | June 2017 | June 2018 |
|--------------------------|-----------|-----------|-----------|
| Approaching Expectations | 31.00% | 26.40% | 25.10% |
| Meeting Expectations | 61.40% | 62.30% | 65.80% |
| Exceptional Learners | 7.60% | 11.30% | 9.10% |

Student Comprehends Grade Appropriate Texts

Grade 3

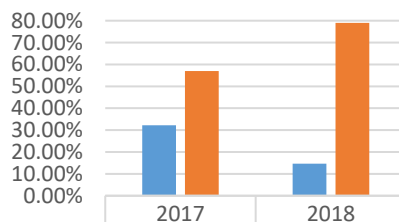
Student demonstrates comprehension



| | 2017 | 2018 |
|--------------------------|--------|--------|
| Approaching Expectations | 37.00% | 28.20% |
| Meeting Expectations | 46.40% | 66.50% |

Grade 8

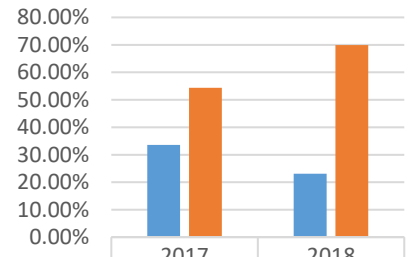
Student understands key ideas and messages in a variety of texts



| | 2017 | 2018 |
|--------------------------|--------|--------|
| Approaching Expectations | 32.20% | 14.70% |
| Meeting Expectations | 57.00% | 79.00% |

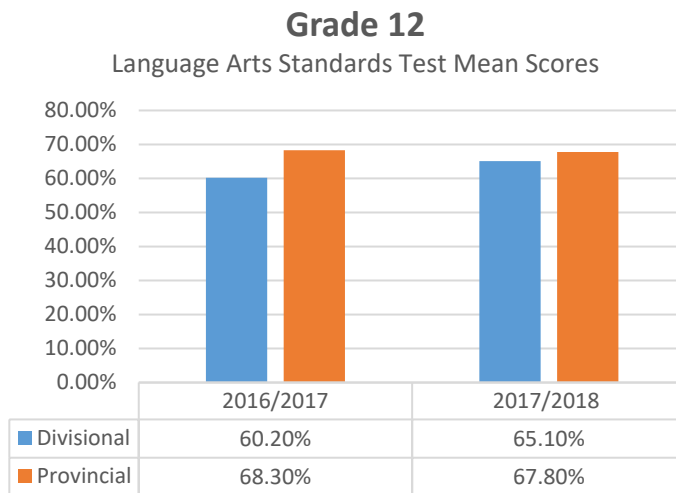
Grade 8

Student interprets a variety of texts



| | 2017 | 2018 |
|--------------------------|--------|--------|
| Approaching Expectations | 33.60% | 23.10% |
| Meeting Expectations | 54.40% | 69.90% |

Goal 2: By June 2022, the PRSD grade 12 divisional mean score in the grade 12 Language Arts Standards Test will be at or above the provincial mean score.



NUMERACY

Accomplishments

- Continued training (PRIME) for K-8 teachers, resource teachers, and principals provided, October 2017 to June 2018
- Implementation of data inquiry cycle at all levels completed
- All EA's were provided with a PD session in September 2017, "Supporting Numeracy"
- 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 practice
- 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 developed a handbook, "PRSD Course Guide", identifying the pathways for Math and careers
- Grade 9 math was a full year single credit in 2017-18



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- All grade 9 math teachers met to discuss and identify key math foundations, assessment tools, and instructional practices that increase student success; continued pilot project with Manitoba Rural Learning Consortium (mRLC)
- 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
- Introduction of digital resources (3-D printer, robotics, coding) to enhance engagement and understanding of numeracy concepts

NUMERACY

Next Steps

- Continuation of Grade 9 mRLC pilot (year 2)
- 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
- A renewed focus on grade 2 and 6 divisional assessment that identifies a common tool and process for teachers
- Continuation of data inquiry cycle at all levels
- PRIME training, with a focus on identification, analysis, and instructional practices (fall 2018)
- 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
- Focus on course selection for career pathways
- 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



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- Continued introduction of digital resources (3-D printer, robotics, coding) to enhance engagement and understanding of numeracy concepts
- Common Professional Learning Groups (PLG) formed at schools and across the division; other structures (roaming sub/in school PD/after school webinars) being implemented
- Grade 6 PLG focussing on identification of foundations, assessment, and instructional strategies
- Development of a grade 10 math cohort to identify foundations, common assessments and strategies for intro to Pre-Cal and Applied

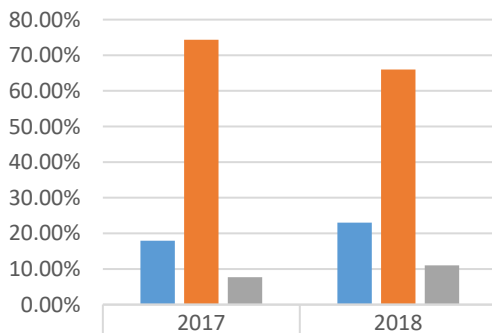
Indicators

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 and report.

Goal 1: By June 2022, 85% of PRSD grade 2 and 6 students will demonstrate numeracy skills at/or above grade level (divisional data); provincial grade 3 and 7 data will indicate 75% meeting and 10% approaching in all competencies.

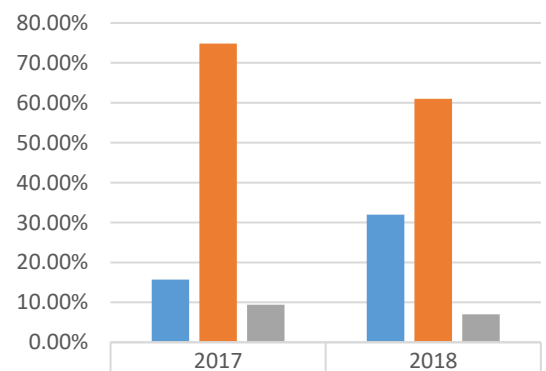
Divisional Data

Grade 2



| | | |
|----------------------------|--------|-----|
| ■ Approaching Expectations | 17.95% | 23% |
| ■ Meeting Expectations | 74.36% | 66% |
| ■ Exceptional Learners | 7.69% | 11% |

Grade 6



| | | |
|----------------------------|--------|-----|
| ■ Approaching Expectations | 15.72% | 32% |
| ■ Meeting Expectations | 74.84% | 61% |
| ■ Exceptional Learners | 9.43% | 7% |

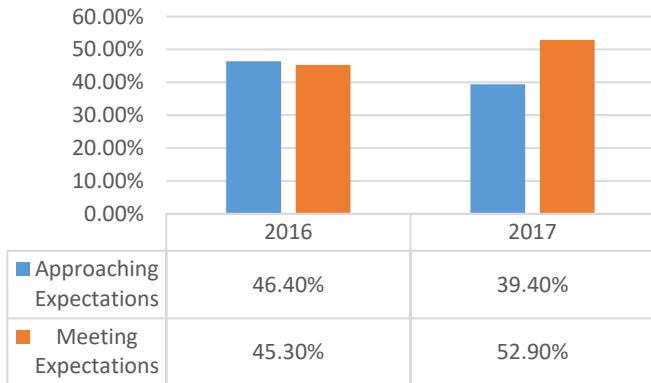


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Algebraic Reasoning

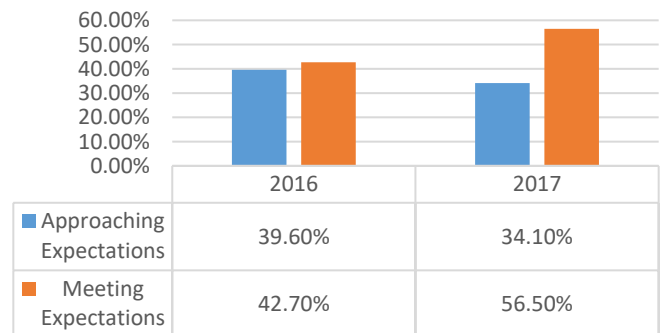
Grade 3

Student predicts an element in a repeating pattern



Grade 3

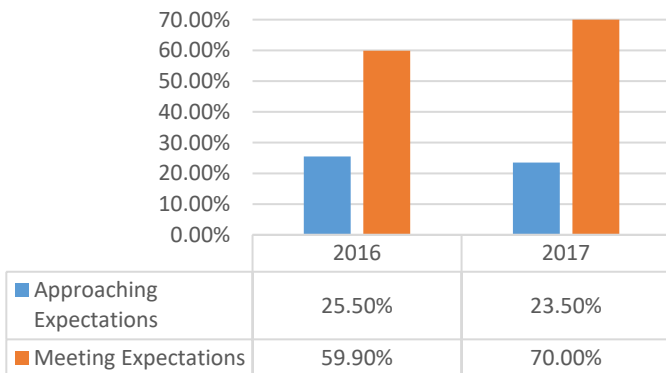
Student understands that the equal symbol represents an equality of the terms found on either side of the symbol



Number Sense

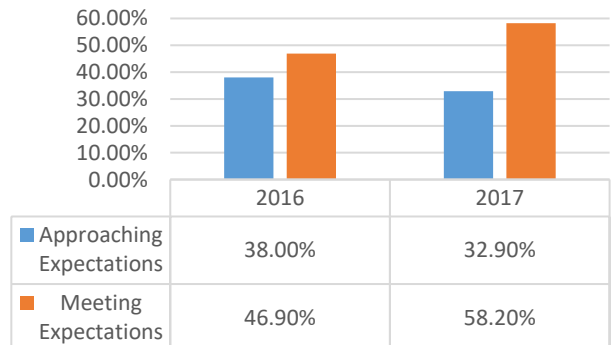
Grade 3

Student understands that a given whole number may be represented in a variety of ways (to 100)



Grade 3

Student uses various mental math strategies to determine answers to addition and subtraction questions to 18



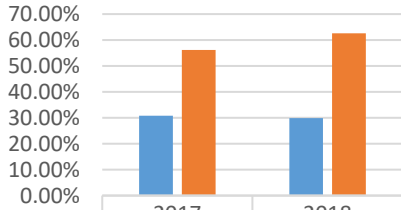


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Number Sense: Student has a conceptual understanding of number and of some of its representations

Grade 7

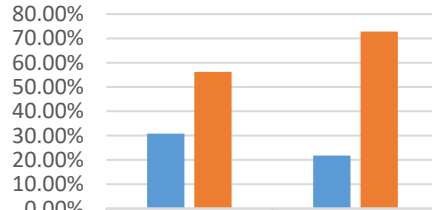
Student orders fractions



| | | |
|--------------------------|--------|--------|
| Approaching Expectations | 30.80% | 29.90% |
| Meeting Expectations | 56.20% | 62.60% |

Grade 7

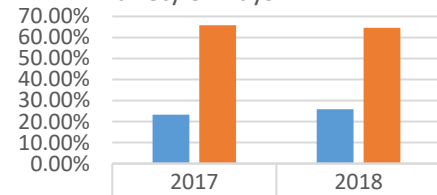
Student orders decimal numbers



| | | |
|--------------------------|--------|--------|
| Approaching Expectations | 30.80% | 21.80% |
| Meeting Expectations | 56.20% | 72.80% |

Grade 7

Student understands that a given number may be presented in a variety of ways

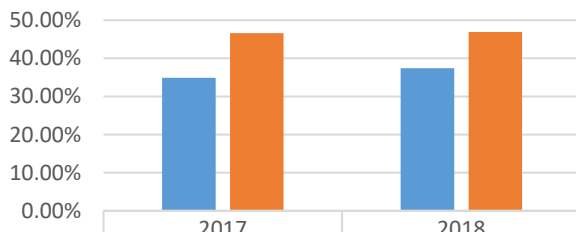


| | | |
|--------------------------|--------|--------|
| Approaching Expectations | 23.30% | 25.90% |
| Meeting Expectations | 65.80% | 64.60% |

Number Skills: Student solves mathematical problems using knowledge of number patterns and mental math strategies

Grade 7

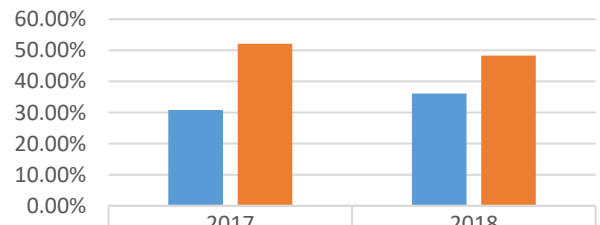
Student uses number patterns to solve mathematical problems



| | | |
|--------------------------|--------|--------|
| Approaching Expectations | 34.90% | 37.40% |
| Meeting Expectations | 46.60% | 46.90% |

Grade 7

Student uses a variety of strategies to calculate and explain a mental math problem



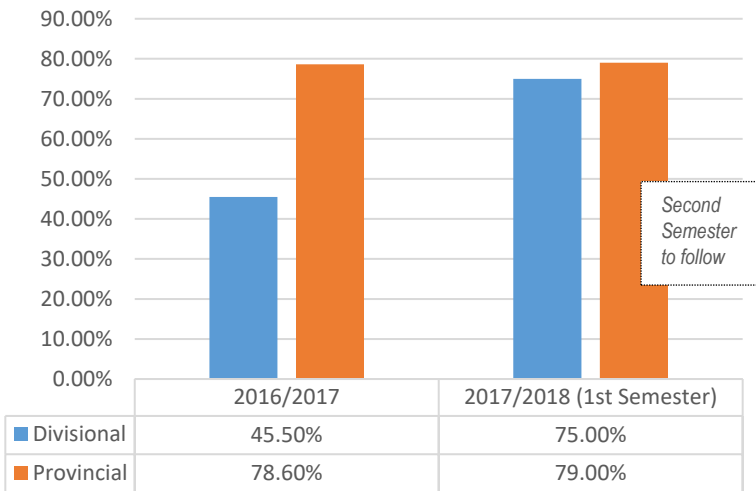
| | | |
|--------------------------|--------|--------|
| Approaching Expectations | 30.80% | 36.10% |
| Meeting Expectations | 52.10% | 48.30% |



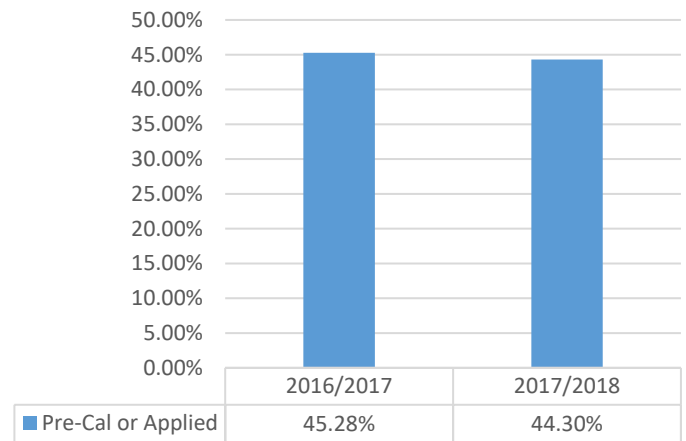
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Goal 2: By June 2022, the PRSD grade 12 divisional pass rate for Pre-Calculus will be higher than the provincial pass rate; PRSD mean score in the grade 12 Mathematics Standards Tests Pre-Calculus, Applied, and Essential will be at 70% average. By June 2022, 60% of grade 12 students will complete Pre-Cal or Applied Math.

Pre-Calculus Pass Rates

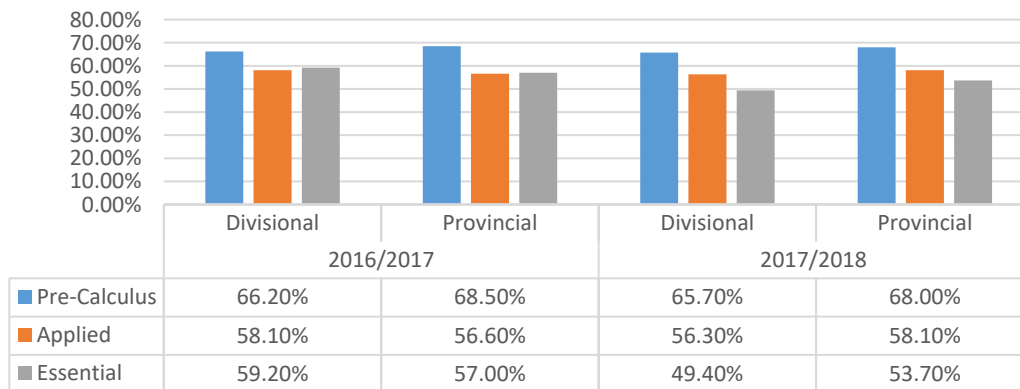


Students Completing Pre-Calculus or Applied



Mean Scores

Pre-Calculus, Applied & Essential





ABORIGINAL ACADEMIC ACHIEVEMENT:

(Also see Numeracy and Literacy accomplishments and next steps)

Accomplishments

- Teachers and the literacy leader have assessed and identified Aboriginal 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 have assessed and identified Aboriginal students who are performing basic operations in math below level and are providing interventions
- Support provided for the St. Laurent Fiddling program
- Schools 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 all schools in PRSD

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

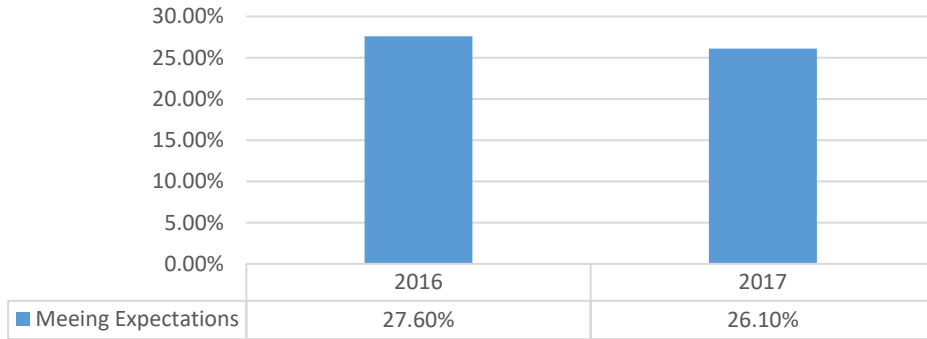
Through the divisional data inquiry process the division recognizes several gaps in the area of numeracy and literacy for self-declared aboriginal students. The division will be tracking provincial desegregated data (grade 3, 7, 8, and grade 12 standards exams, grade 9-credit attainment and graduation rates) for self-declared aboriginal learners. Specific outcomes and targets are indicated in the divisional plan and report.



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Goal 1: By June 2022 Grade three provincial data for PRSD (reading, all three competencies meeting), self-declared aboriginal will be at 40%.

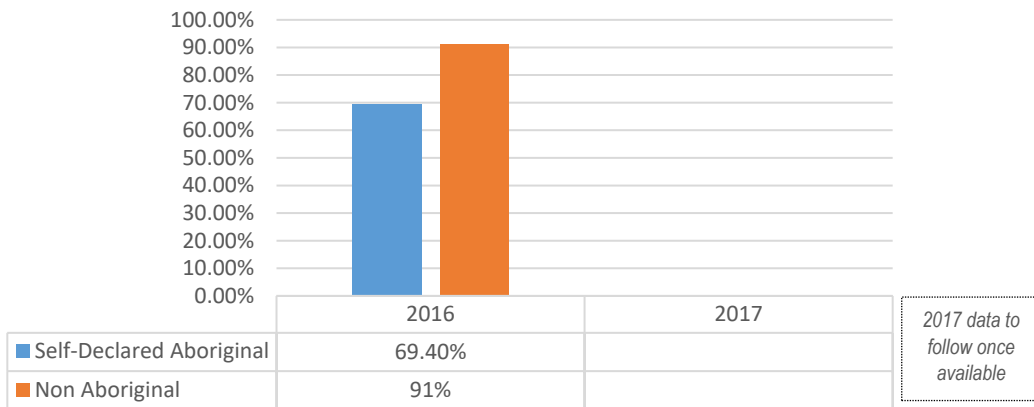
Self Declared Aboriginal Students All 3 Reading Competencies



Goal 2: By June 2022, self-declared Aboriginal graduate rates in PRSD will be the same as non-aboriginal graduate rates.

Grad Rates

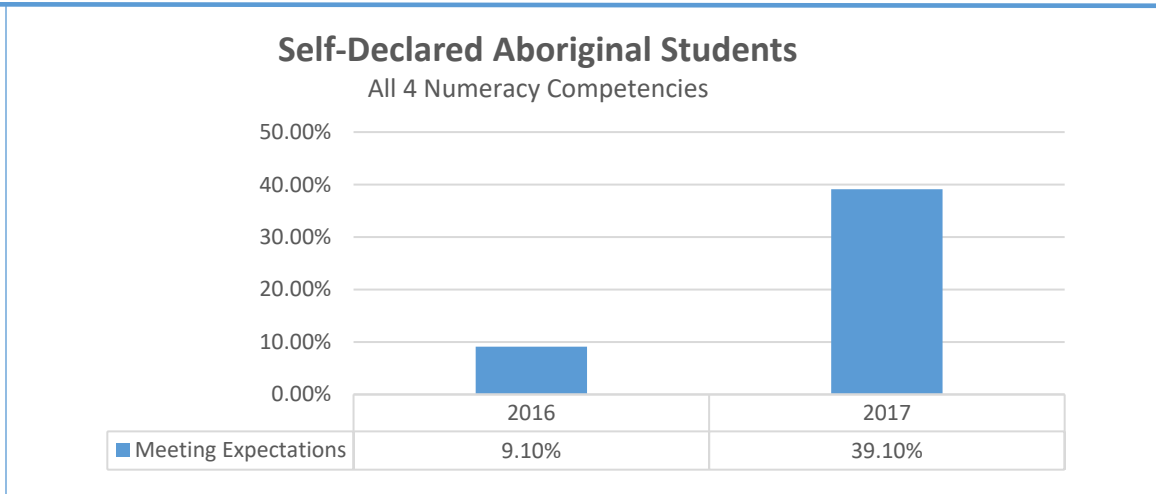
Self-Declared Aboriginal and Non-Aboriginal



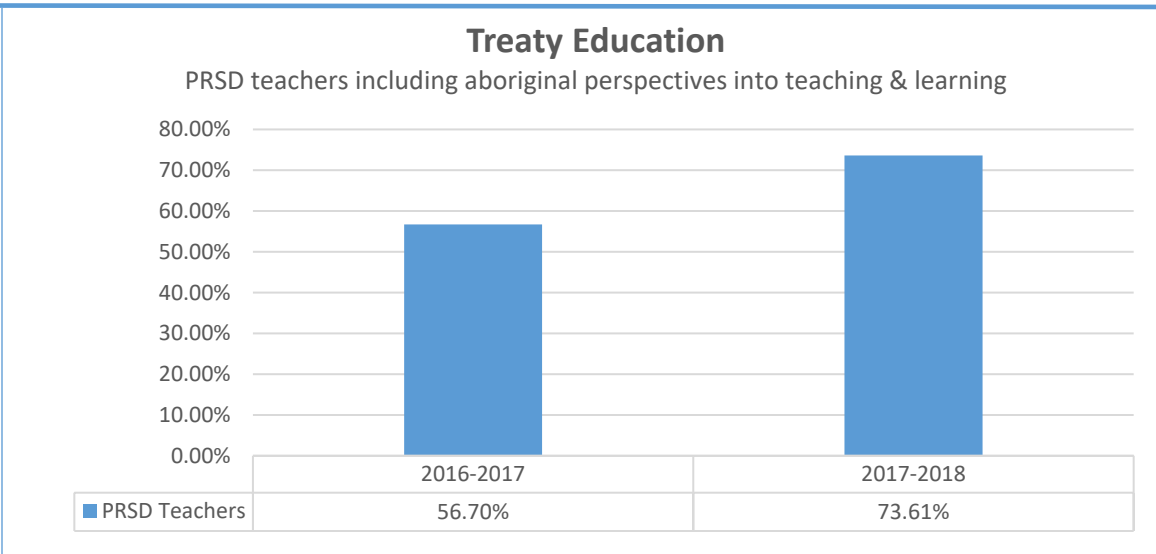


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Goal 3: By June 2022, grade three provincial data PRSD (numeracy 4 competencies meeting), self-declared aboriginal students in PRSD will be at 35%.



Goal 4: By June 2018, the number of teachers who include aboriginal perspectives (specifically treaty education) into teaching and learning will be 100%.





ENGLISH AS AN ADDITIONAL LANGUAGE:

(Also see Numeracy and Literacy accomplishments and next steps)

Accomplishments

- Additional resources for the learning centre
- Created an EAL divisional brochure
- All EAL students in the division have been assessed (speaking, reading, writing) and placed along the language continuum
- Developed a divisional language LAP template for all students
- All EAL students have a language LAP in place
- Principals, resource teachers, and teachers of EAL students have been informed on reporting, and implementation of the LAP, and the formula for grading
- Regular PD during Early Dismissals at HCS
- Continued teacher support for instruction (co-teaching)
- Development of a data collection tool to measure progress (Domain 1)
- An EAL teacher leader was hired 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
- Develop a welcome centre for new families
- Familiarize staff with the EAL curriculum
- Continue support for teacher instruction
- Expand data collection tool to include all domains
- Teacher training to utilize data collection tool, to monitor student progress
- Creating a collection of lesson plans that align with Canadian Language Benchmarks
- Collecting writing samples (Grade level/stages)
- Implementation of Professional Learning Groups and Response to Intervention Strategies



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Indicators

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

1. **Goal 1:** 85% of all EAL students from the Hutterian Colony School sites will demonstrate consistency and control of the Stage 3 targets by the end of grade 3. Baseline data will be collected in the 2018-19 school year.
2. **Goal 2:** By 2022, 70% of all students from the Hutterian Colony School sites will demonstrate Appropriate Achievement on the reading competencies (1-3) of the Grade 8 ELA provincial reading and writing assessment. By 2022, 60% of all students from the Hutterian Colony School sites will demonstrate Appropriate Achievement on the writing competencies (4-6) of the Grade 8 ELA provincial reading and writing assessment. Baseline data will be collected in the 2018-19 school year.
3. **Goal 3:** 85% of all EAL students within Prairie Rose School Division will complete the targets of one stage during one academic year. Baseline data will be collected in the 2018-19 school year.

FRENCH IMMERSION

Accomplishments

- French Immersion administration at Ecole St. Eustache and St. Paul's Collegiate and the Senior Admin met to review French Immersion data, select outcomes and actions for French Immersion schools

Next Steps

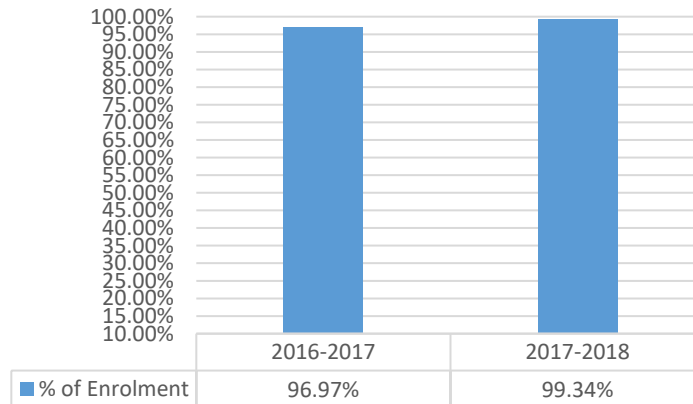
- Provide information sessions and open house events that promote the French Immersion program in Prairie Rose School Division
- Implementation of the new ELA curriculum K-8 at Ecole St. Eustache, St. Paul's Collegiate and Carman Elementary.
- Develop a tracking tool for retention of students and rationale 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 and report.



PRSD French Immersion Enrolment Retention



ENHANCING INSTRUCTIONAL LEADERSHIP

Accomplishments

- All administrators completed a book study “Intentional Interruption” by Steven Katz and Lisa Ain Dack
- 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 2018-19 school year
- A Divisional workshop focusing on structures and strategies that support school plans
- Professional development in the area of aboriginal education; TRC Recommendations and blanket exercise

Next Steps

- Continued development of school profiles to inform professional learning, resource allocation and supports
- Professional development offered in the area of Professional Learning groups and Response to Intervention
- Support school instructional leadership practice using school and classroom data



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Indicators

- Strong planning and implementation of instructional strategies will indicate progress in literacy, numeracy, EAL, Aboriginal Academic Achievement, and French Immersion outcomes
- Development of Professional Learning Groups and Response to Intervention strategies will be prevalent throughout PRSD