

# Prairie Rose School Division

Report of Continuous Improvement 2018-2019

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# Prairie Rose School Division Annual Report on Continuous Improvement 2018-19

## OVERVIEW

Prairie Rose School Division has a population of 2346 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, Assistant Secretary-Treasurer, Human Resource Manager, Transportation Supervisor, Facilities Supervisor, and Information Technology 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	5.3	Resource Teachers	12.2	Teacher Leaders	3.0
Educational Assistants	70.3	Speech/Language Pathologists	2.3	Psychologists	2.0
Occupational Therapists	0.3	Physiotherapists	0.1	High School Apprenticeship Coordinator	0.2
Social Workers	2.0	Career Development teachers	1.65		



## 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	210	9%
Self-declared Aboriginal	317	13.6%

## Education for Sustainable Development (ESD)

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

## 2019-2020 Education Plan Highlights

The focus for Prairie Rose School Division is to increase student achievement in numeracy and literacy. Professional Learning Communities (PLC) and Response to Intervention (RTI) 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. Schools in the division 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 and schools continue to practice and develop the data inquiry process with a focus on literacy, and numeracy
- All schools in PRSD are using the data inquiry process to create school plans and “Reports of Continuous Improvement” for the 2018-19 school year
- Schools have co-constructed school profiles to inform professional development and resource allocations
- Teacher leaders, the assistant superintendent, principals, and school instructional leadership teams continue to review each school plan and discuss instructional supports and resources needed
- Senior administration continually meet with school leaders, administrators, cyclically throughout the year to track progress and support planning and reporting
- Each school, and the division has linked their “Report of Continuous Improvement “ on their school webpage

### Next Steps

- Continue school visits by senior administration in support of school planning, reporting, resources, and instructional leadership
- Continue to develop divisional and school plans and reports that have common goals and provide a focus for success
- The division and schools will continue to implement Professional Learning Groups and Response to Intervention strategies
- “Continuous Improvement Reports” will be posted on the division and school websites by the first week in September annually
- Student Services will provide a “Pyramid of Interventions” for each school; identifying the number of students in tier 1-3, and the general supports required for students identified



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### Indicators

- Divisional set targets from year to year to improve student achievement will be compared and reported on
- Division and school planning and reporting documents indicating focussed attention in the area of data inquiry, assessment practices, and instruction
- Each school will have a plan and “Report of Continuous Improvement”
- Reports 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
- 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

## PROFESSIONAL LEARNING COMMUNITIES AND RESPONSE TO INTERVENTION

PRSD firmly believes “that the best way to ensure high levels of learning for both students and educators is for schools or divisions to function as a professional learning community (PLC)” (Buffum, Mattos, Malone 2018, p. 11). PRSD introduced PLC’s to all professional staff in October 2018 along with Response to Intervention (RTI).

“PLC at Work process requires educators to work collaboratively to: (1) Learn together about the practices, policies, procedures, and beliefs that best ensure student learning; (2) Apply what they are learning; (3) Use evidence of student learning to evaluate, revise, and celebrate their collective efforts to improve student achievement.

These outcomes are captured in the three big ideas of the PLC at work process: (1) a focus on learning, (2) a collaborative culture, and (3) a result orientation” (Buffum, Mattos, Malone 2018, p. 11).

RTI is a systematic process to ensure every student receives: “The additional time and support needed to learn at high levels. RTI’s underlying premise it that schools should not delay providing help for struggling students until they fall far enough behind to qualify for special education, but instead should provide timely, targeted, systematic interventions to all students who demonstrate the need” (Buffum, Mattos, Weber, 2012, p. 3).



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# Prairie Rose School Division

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### In a PLC, Collaborative Teams Focus on Four Critical Questions

1. What do we expect students to learn?
2. How do we know they are learning it?
3. How do we respond when they do not learn?
4. How do we respond when they have already learned?

### Accomplishments

- All PRSD administrators have attended a workshop on PLC and RTI implementation
- All PRSD professional staff attended a PD session on PLC and RTI in October 2018
- PLC tracking templates and posters have been developed to support PLC and RTI work
- All PRSD administrators are working in PLC groups with a focus on PLC and RTI work (Book Study: *Taking Action*)
- PRSD have implemented and supported several PLC groups:
  1. Senior High Math
  2. Senior High ELA
  3. Grade 9 and 6 math
  4. K-8 New ELA Curriculum
  5. English as an Additional Language
  6. K-6 Music
  7. Speech and Language

### Next Steps

- PRSD school and division administrators continue to establish PLC and RTI work
- All professional staff in PRSD will belong to at least one PLC
- Middle (Gr. 4-8) and Early Years (Gr. K-3) PLC's are developed for literacy and numeracy
- Innovatively create time for staff and students within the school system for PLC and RTI work (Early Dismissals)

### Indicators

- All professional staff belong to a PLC
- Student services staff, teacher leaders, teachers and principals meet regularly as an instructional leadership team to review student progress with a focus on literacy and numeracy
- Data will indicate high levels of learning for students and staff



## LITERACY

### Accomplishments

- Continued Training (Fountas and Pinnell) for K-8 teachers, resource teachers, and principals provided, September 2018
- Observation Survey training provided for grade 1 teachers, October 2018
- Early years teachers (PLC) developed a reading continuum to analyze assessments (Early Literacy Intervention, ELI) and plan for instruction
- Senior Years English Language Arts teachers (PLC) developed “Reading and Viewing Achievement Standards” and “Writing Achievement Standards” for grades 9-12
- ELA Curriculum implementation completed at Miami School; Miami School will expand the implementation of the ELA K-8 curriculum with all k-8 staff; and year one implementation completed at Roland, Elm Creek, and Carman Schools
- Teacher leaders introduced a teacher learning website to provide access to instructional resources for literacy including digital resources
- Continued professional development (PLC) in the area of assessment (Grade 3, 4, 8, provincial assessment and divisional assessments)
- 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

### Next Steps

- Continue data inquiry cycle at all levels divisionally
- Continue divisional team meetings with school instructional leadership teams to review school plans and discuss detailed supports needed, and develop a structure for supports
- Continue 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
- Continue development of school profiles to identify instructional needs
- Continue to develop, promote, and expand, a teacher learning website for access to instructional resources, common assessment tools, writing rubrics, and information to support ELA pilot



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- Common writing rubrics will be developed and implemented K-12
- Grade 7-10 teacher professional development and training of Ontario Comprehension Assessment
- Roland, Carman, Elm Creek and Colony Schools 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
- St. Eustache, St. Francois, St. Paul's, and Colony Schools will be part of the south central regional pilot (year 1) for the implementation of the ELA K-8 curriculum with ELA department consultant

## 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.

## Provincial Aspirational Targets

Prairie Rose School Division has reviewed the aspirational targets identified in the document *Literacy and Numeracy Manitoba: Setting the Context* (January 2019), and has considered these targets in the development of literacy goals:

### Grade 3/4 Provincial Assessment

By fall of 2027, 80 percent of students will meet expectations in all sub-competencies in the Grade 3/4 provincial assessments for reading.

### Middle Years Provincial Assessment

By January 2028, 80 percent of students will meet mid-grade performance in all sub-competencies in the Grade 7/8 provincial assessments for reading comprehension, and expository writing.

### Grade 9 Successful Credit Completion

By June 2023, 95 percent of all Grade 9 students will receive appropriate educational programming to ensure they successfully complete their Grade 9 credits in English Language Arts (ELA).

### Grade 12 Provincial Tests

By June 2028, the average mark on Grade 12 provincial tests in Language Arts will be 80 percent.

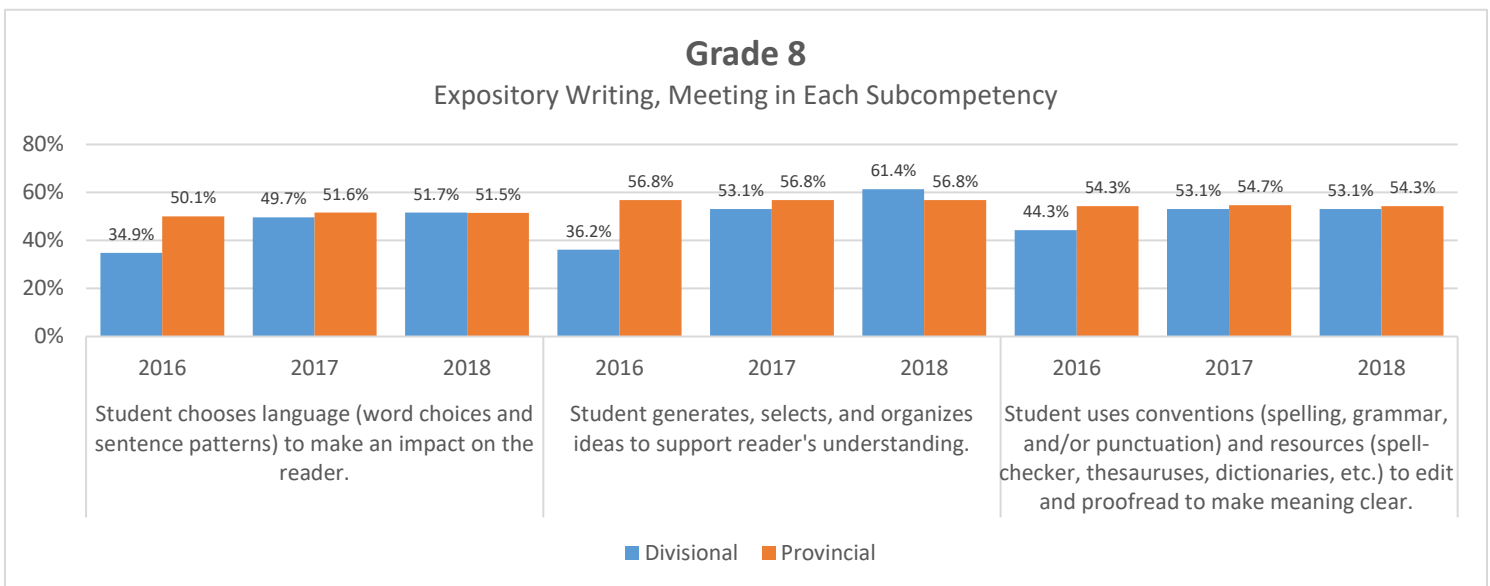
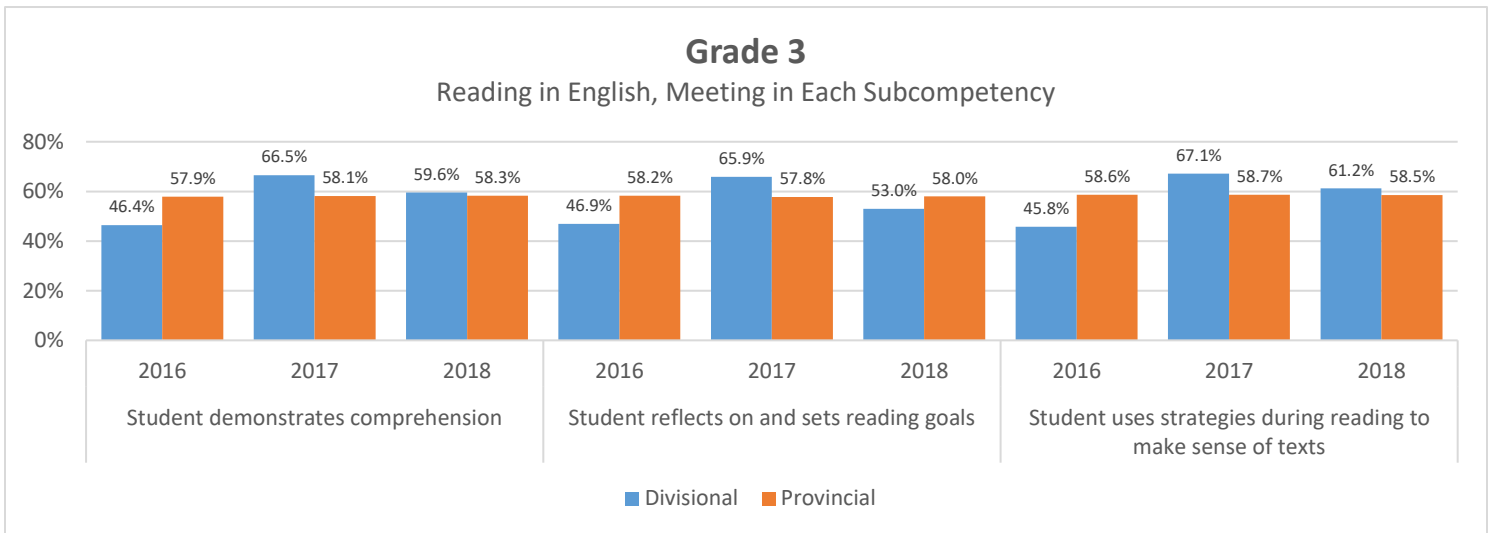
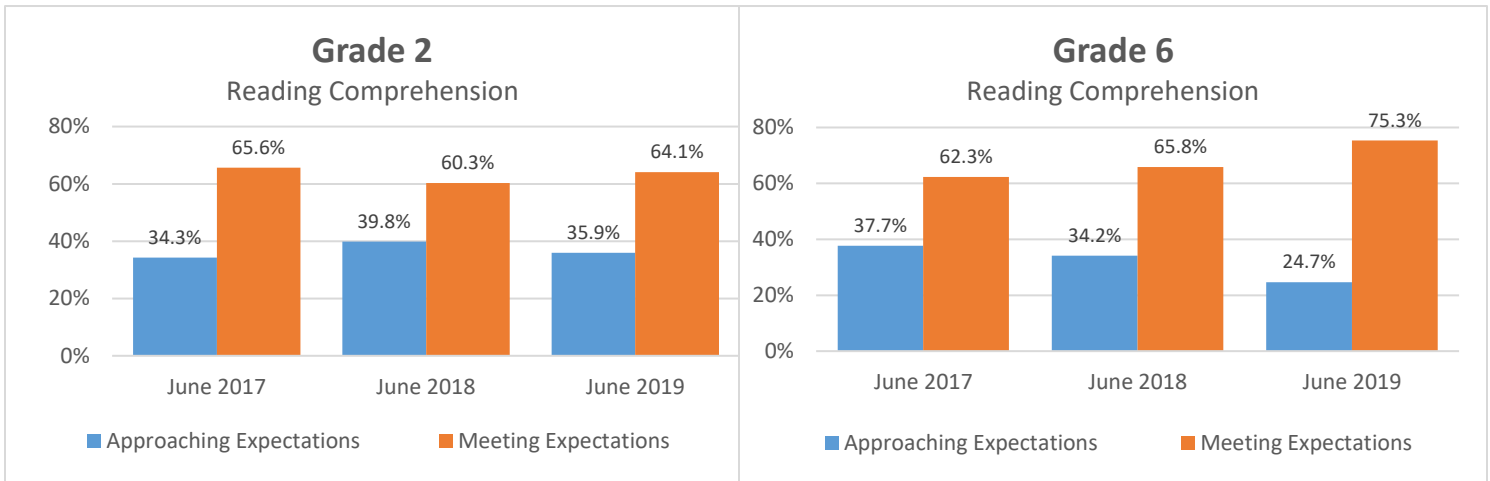
## Divisional Goals

**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.



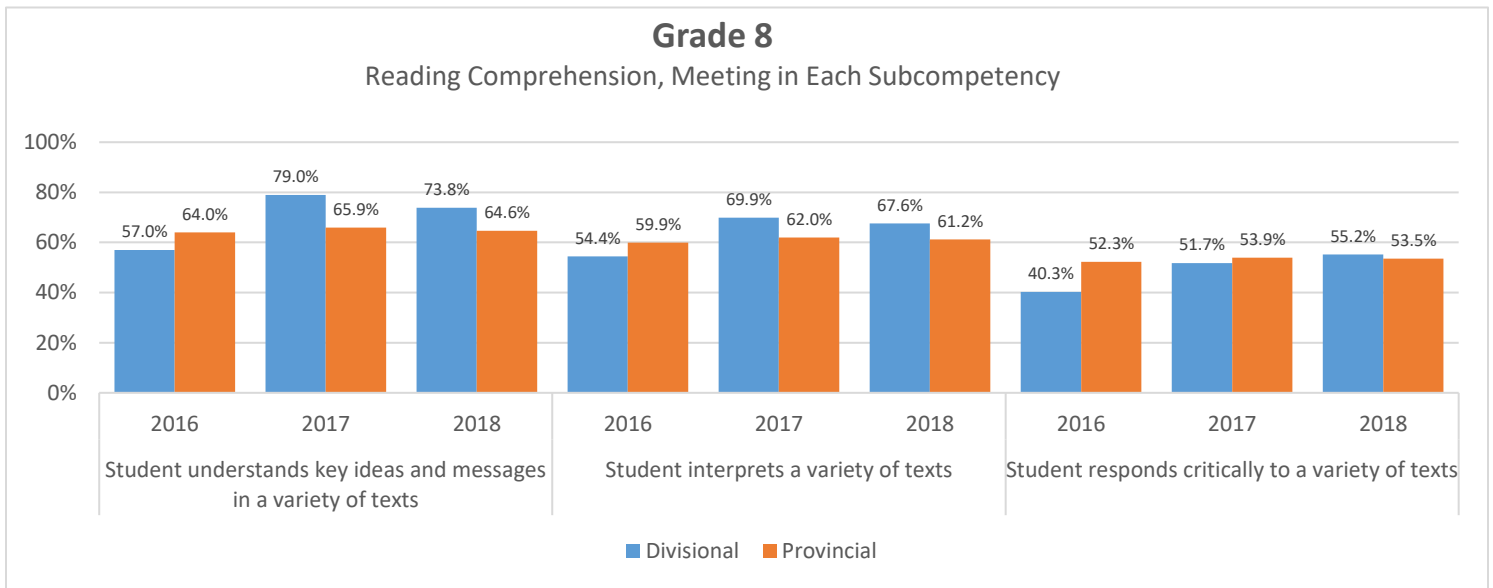


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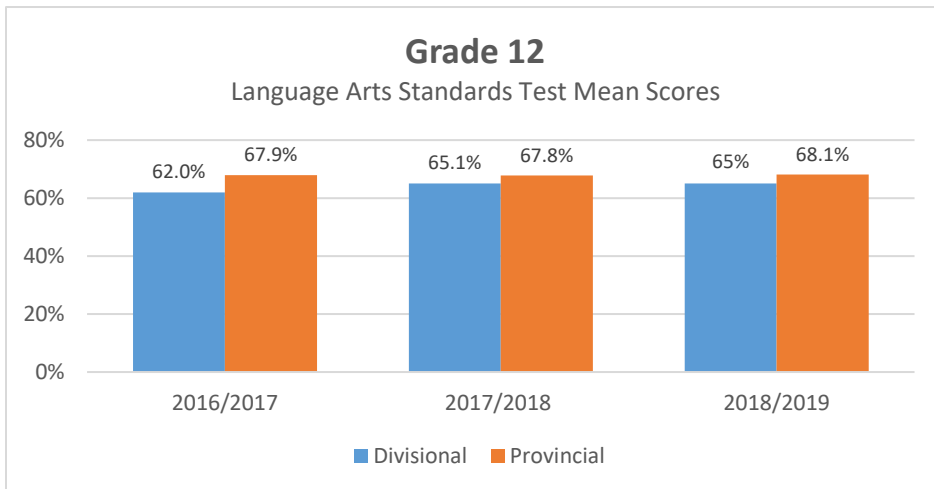




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**Goal 2:** By June 2022, the PRSD grade 12 divisional mean score in the grade 12 Language Arts Standards Test will be at or above the provincial mean score.





# NUMERACY

## Accomplishments

- Training (PRIME) for K-8 teachers, resource teachers, and principals provided, October 2018, to June 2019
- Implementation of data inquiry cycle at all levels completed
- 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
- Teacher leaders introduced a teacher learning website to provide access to instructional resources for numeracy including digital resources
- All grade 9 math teachers (PLC) 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, second year (mRLC)
- 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
- All grade 6 math teachers (PLC) met to discuss and identify key math foundations, assessment tools, and instructional practices that increase student success
- High school math teachers developed course outline templates for grades 9-12 and formative and summative assessment samples

## Next Steps

- All grade 9 math teachers (PLC) will sustain practices from the mRLC project
- Continue 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



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- All grade 6 math teacher (PLC) will continue to meet and discuss and identify key foundations, common assessment tools, and instructional practices that increase student success
- All Grade 7 and 8 math teachers (PLC) will be part of a MRLC project to identify key foundations, common assessment tools, and instructional practices that increase student success
- Develop an early years (Gr. K-3) and middle years (Gr. 4-8) math PLC to identify key foundations at all levels
- Continuation of data inquiry cycle at all levels
- Continuation of PRIME training, with a focus on identification, analysis, and instructional practices (fall 2018)
- Continue team meetings with school instructional leadership teams to review school plans, 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
- Continue the introduction and training of “Leaps and Bounds” resource
- Continue introduction of digital resources (3-D printer, robotics, coding) to enhance engagement and understanding of numeracy concepts
- Common PLC’s will be implemented at schools and across the division

### 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.



## Provincial Aspirational Targets

Prairie Rose School Division has reviewed the aspirational targets identified in the document *Literacy and Numeracy Manitoba: Setting the Context* (January 2019), and has considered these targets in the development of numeracy goals:

### Grade 3/4 Provincial Assessment

By fall of 2027, 80 percent of students will meet expectations in all sub-competencies in the Grade 3/4 provincial assessments for numeracy.

### Middle Years Provincial Assessment

By January 2028, 80 percent of students will meet mid-grade performance in all sub-competencies in the Grade 7/8 provincial assessments for number sense, and number skills.

### Grade 9 Successful Credit Completion

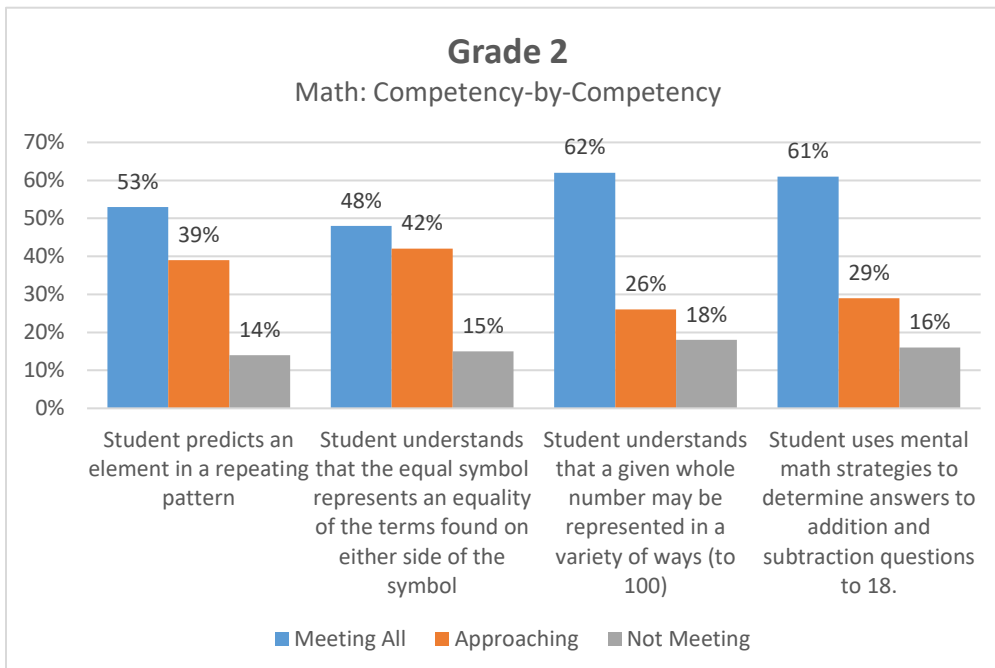
By June 2023, 95 percent of all Grade 9 students will receive appropriate educational programming to ensure they successfully complete their Grade 9 credit in Mathematics.

### Grade 12 Provincial Tests

By June 2028, the average mark on Grade 12 provincial tests in Mathematics will be 80 percent.

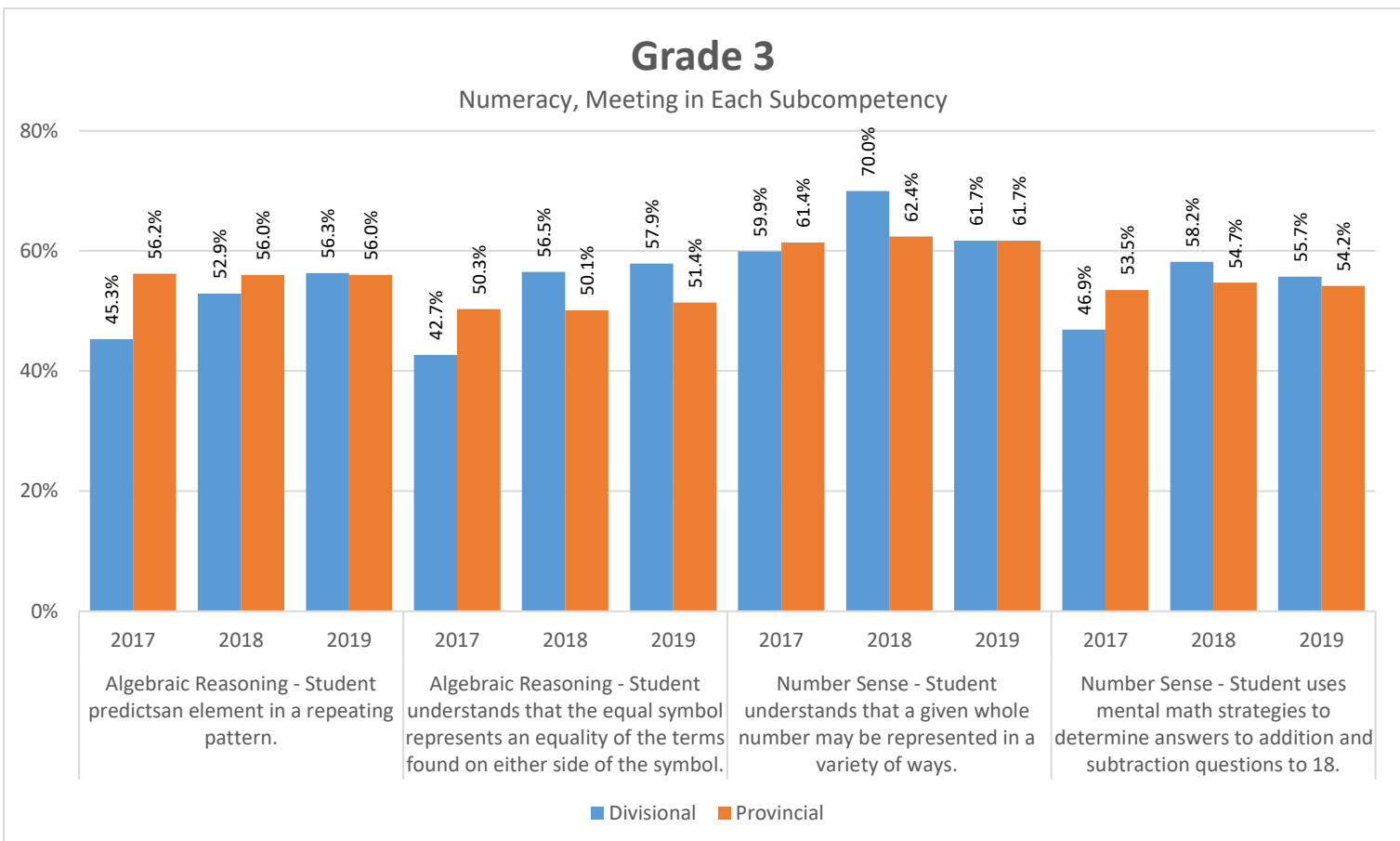
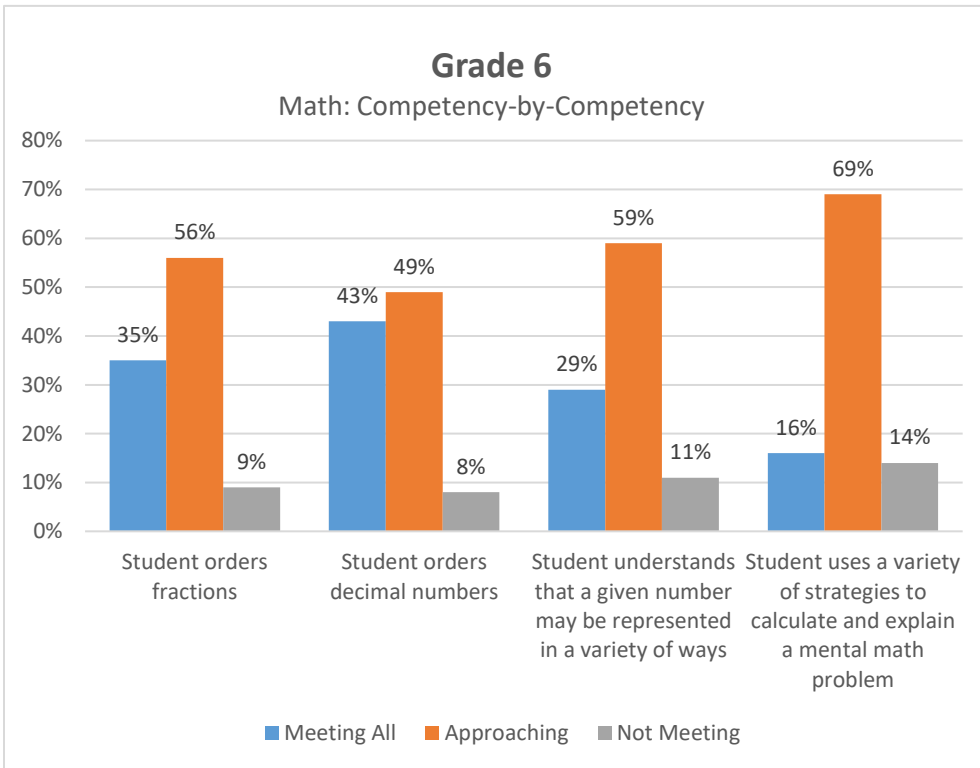
## Divisional Goals

**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.



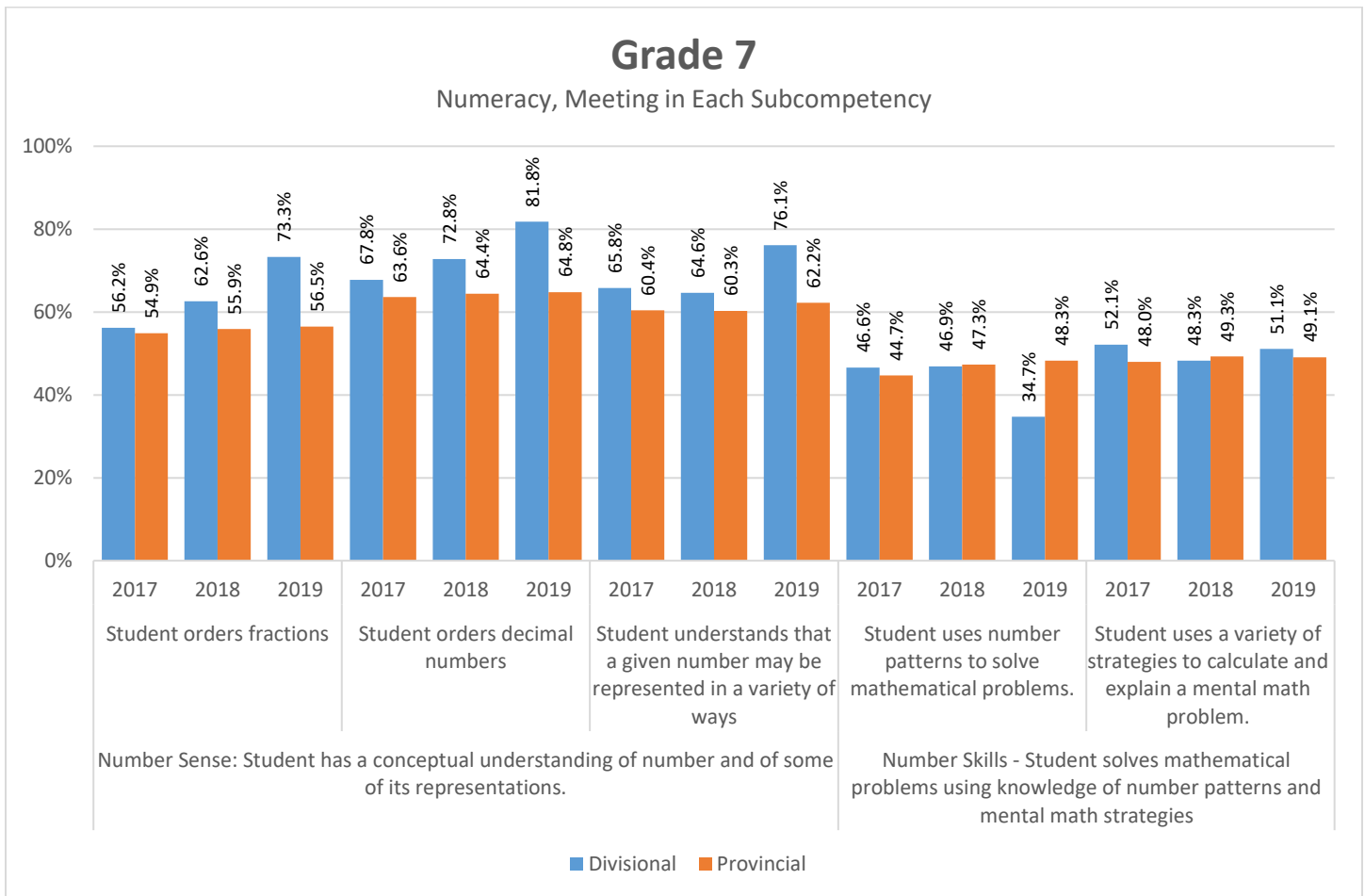


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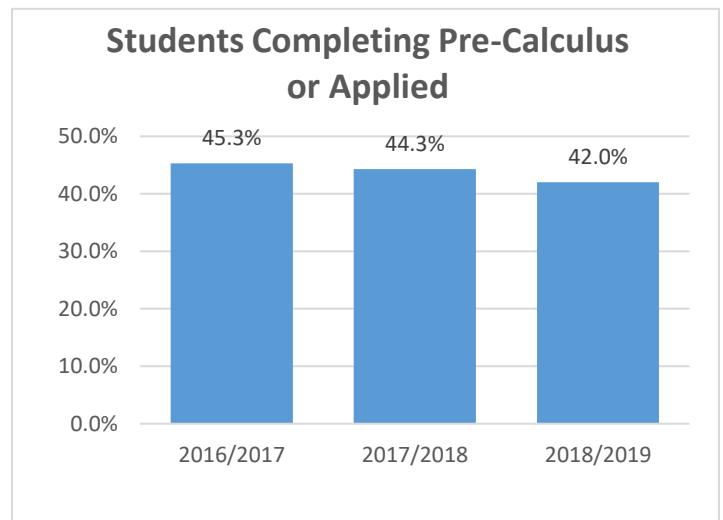
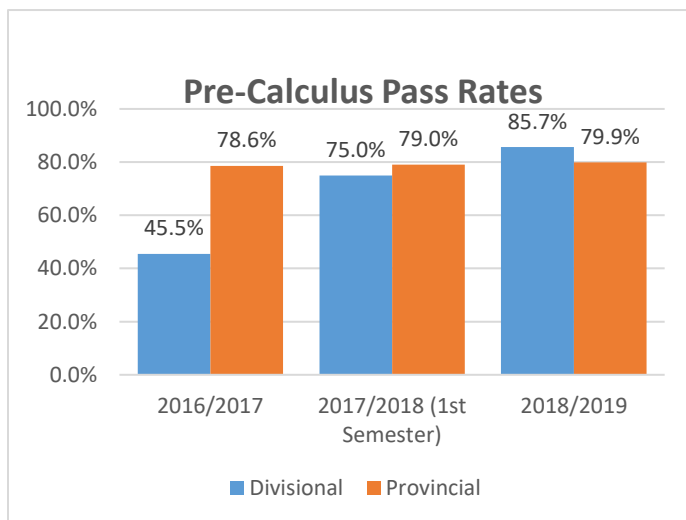




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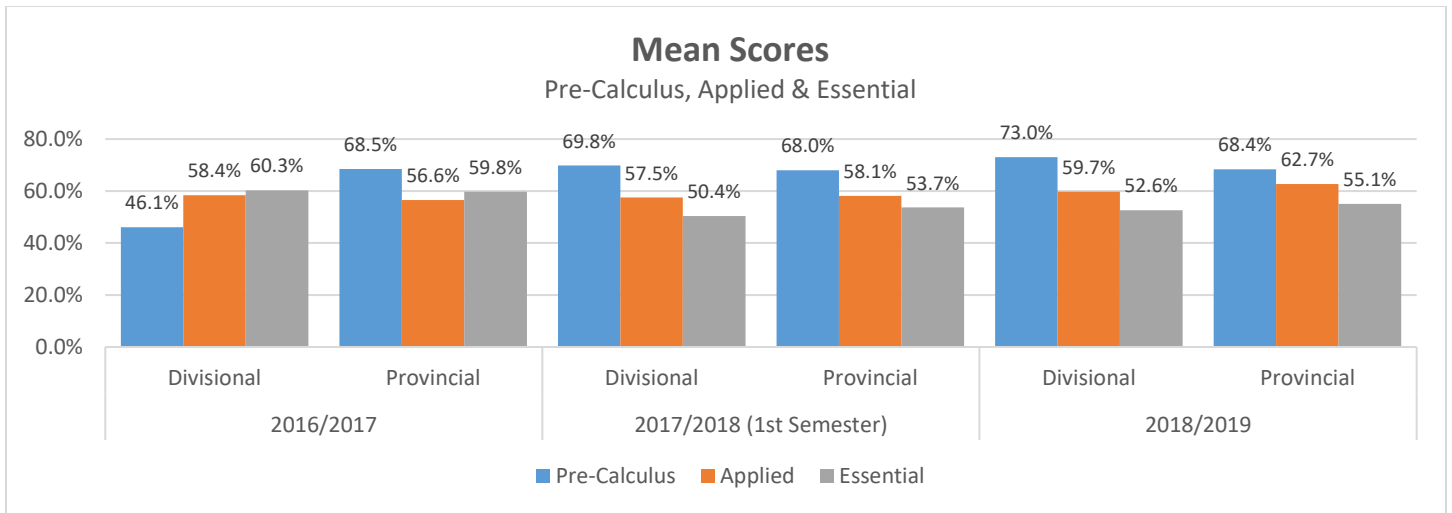


**Goal 2:** By June 2022, the PRSD grade 12 divisional pass rate for Pre-Calculus will be higher than the provincial pass rate; PRSD mean score in the grade 12 Mathematics Standards Tests Pre-Calculus, Applied, and Essential will be at 70% average. By June 2022, 60% of grade 12 students will complete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





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## 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 was 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

- Continue 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
- Implement an Indigenous Education Leadership Committee (teachers, admin, community stake holders) that will review , develop, and implement divisional goals and initiatives for PRSD
- Divisional PD session with Niigaan Sinclair, reviewing the educational challenges and future opportunities for Indigenous Educational programming in PRSD (September 2019)



# Prairie Rose School Division Annual Report on Continuous Improvement 2018-19

## 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.

## Provincial Aspirational Targets

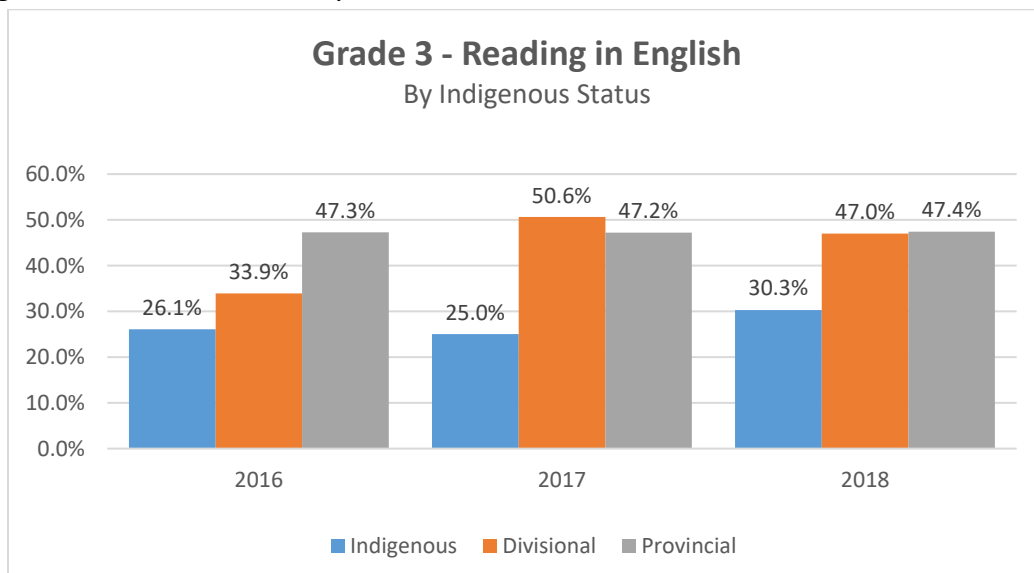
Prairie Rose School Division has reviewed the aspirational targets identified in the document *Literacy and Numeracy Manitoba: Setting the Context* (January 2019), and has considered these targets in the development of literacy goals:

### On-Time Provincial High School Graduation Rate

By June 2028, 80 percent of Indigenous and 90 percent of students overall will graduate high school “on-time”.

## Divisional Goals

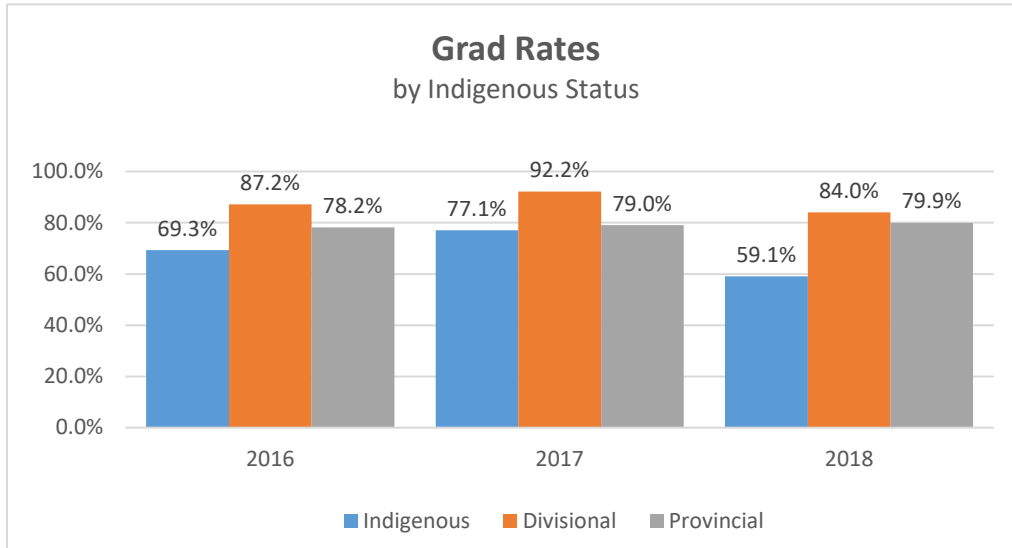
**Goal 1:** By June 2022 Grade three provincial data for PRSD (reading, all three competencies meeting), self-declared aboriginal will be at 40%, and by June 2024 55%.



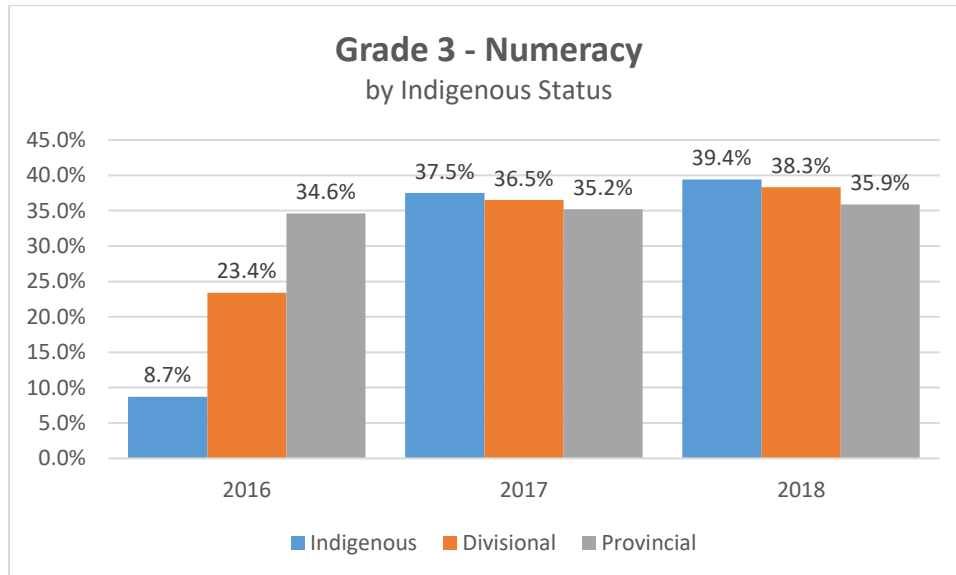


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**Goal 2:** By June 2022, self-declared Aboriginal graduate rates in PRSD will be the same as non-aboriginal graduate rates.



**Goal 3:** By June 2022, grade three provincial data PRSD (numeracy 4 competencies meeting), self-declared aboriginal students in PRSD will be at 35%, and by June 2024 at 55%.





## 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
- Continue teacher support for instruction (co-teaching)
- A data collection tool developed 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
- Create a collection of lesson plans that align with Canadian Language Benchmarks



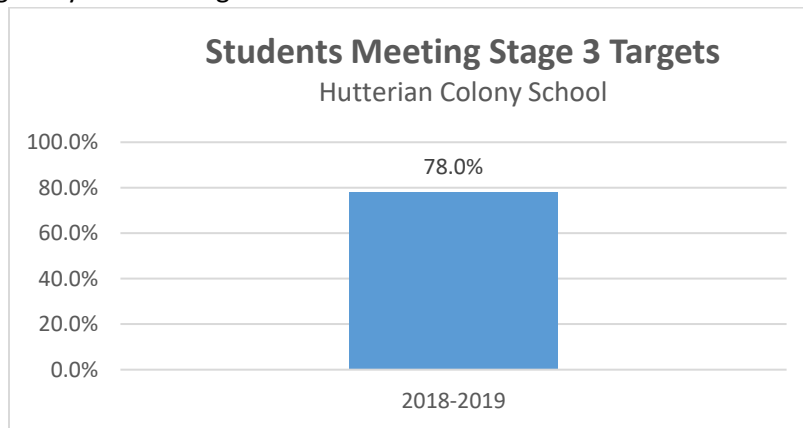
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- Collect writing samples (Grade level/stages)
- Implement Professional Learning Groups and Response to Intervention Strategies

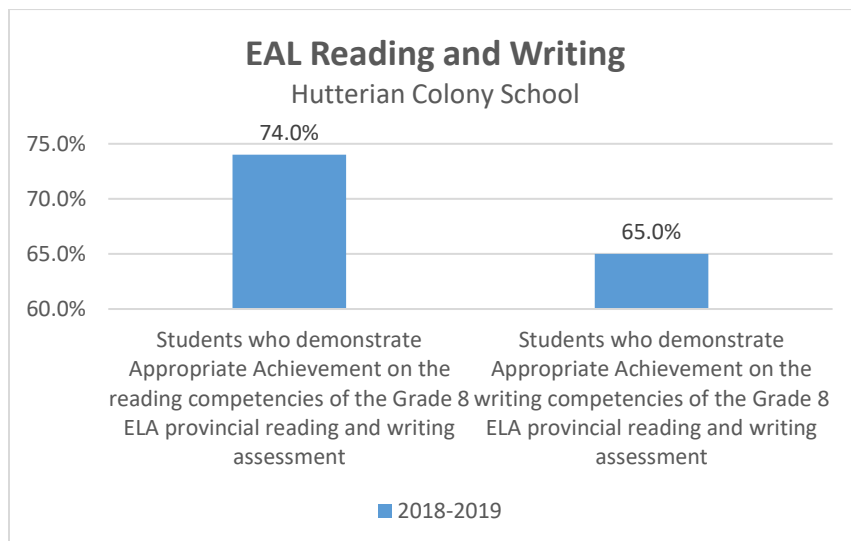
## Indicators

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.



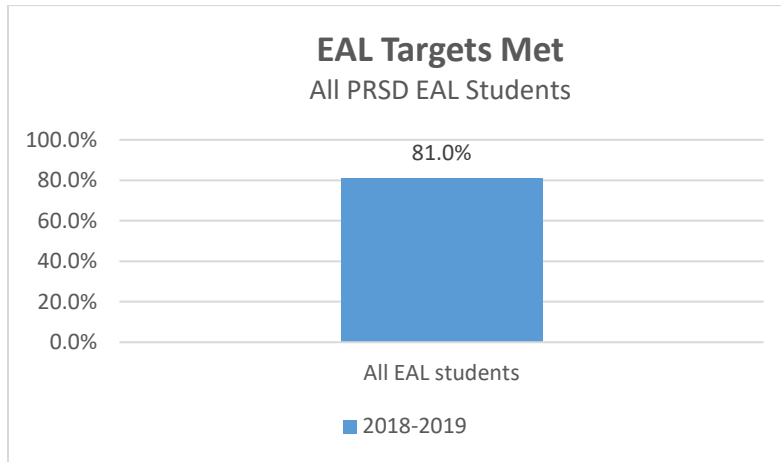
2. **Goal 2:** By 2022, 70% of all students from the Hutterian Colony School sites will demonstrate Appropriate Achievement on the reading competencies (1-3) of the Grade 8 ELA provincial reading and writing assessment. By 2022, 60% of all students from the Hutterian Colony School sites will demonstrate 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.





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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

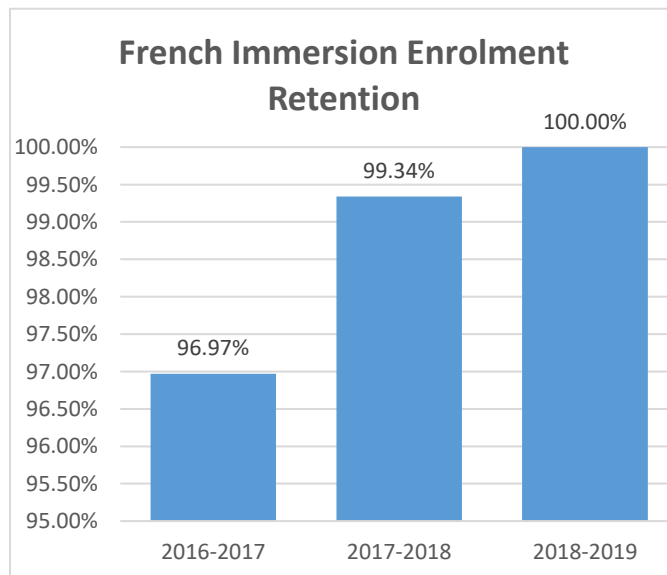
- French Immersion administration at Ecole St. Eustache and St. Paul’s Collegiate and the Senior Admin met to review French Immersion data, and select outcomes and actions for French Immersion schools

## 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
- Track the percentage of students graduating with a French Immersion Diploma starting in grade 9 and graduating in 4 years. (2019-20)
- 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.





## ENHANCING INSTRUCTIONAL LEADERSHIP

### Accomplishments

- All administrators received professional development and resources in the area of Professional Learning Communities (PLC) and Response to Intervention
- 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
- All schools posted an Annual Report on Continuous Improvement on their school website

### Next Steps

- Continued development of school profiles to inform professional learning, resource allocation and supports
- Continued professional development offered in the area of Professional Learning groups and Response to Intervention
- Continued support of school instructional leadership practice using school and classroom data
- All principals and vice principals will actively participate in one of the three priorities of the PRSD Strategic Plan:
  1. Positive and Safe School Cultures
  2. Student Learning – Achievement and Engagement
  3. School Leadership

### Indicators

- Progress in literacy, numeracy, EAL, Aboriginal Academic Achievement, French Immersion outcomes, and PRSD Strategic Plan will indicate the strong planning and implementation of instructional strategies will indicate
- Development of Professional Learning Groups and Response to Intervention strategies will be prevalent through out PRSD