

Annual Report on Continuous Improvement

Lord Selkirk School Division

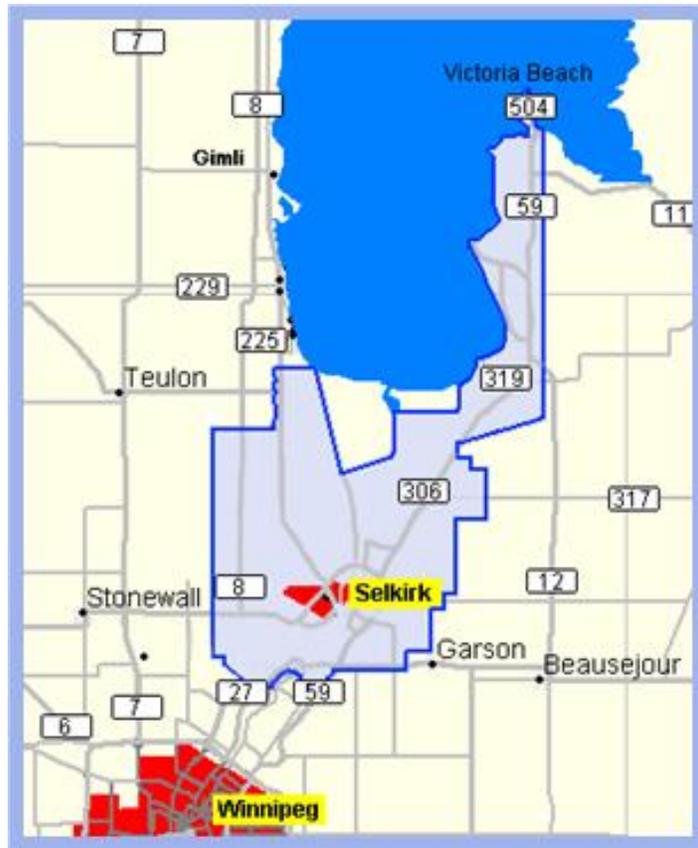
2016-2017

School Division Profile

a) Overview

Lord Selkirk School Division stretches from Winnipeg and north to the community of Victoria Beach on Lake Winnipeg. With the City of Selkirk as its hub, the division straddles both sides of the Red River, including the suburban communities of St. Andrews, Lockport, East Selkirk, Clandeboye, Petersfield and lakeshore communities of Belair, Grand Beach and Grand Marais.

Our 15 schools and one alternative campus offer a wide variety of program options for students including French Immersion, Ukrainian Bilingual, Technical-Vocational, Performing Arts and Athletics.



b) Senior Administrative Team

Our Divisional Admin Team consists of the following:

- Superintendent/CEO
- Assistant Superintendent – Learning
- Assistant Superintendent – Student Services
- Secretary-Treasurer
- Assistant Secretary-Treasurer
- Maintenance Supervisor
- Transportation Supervisor
- Manager of Information Technology
- Director of Human Resources
- Executive Administrative Assistant.

c) Division Staffing Profile

Positions	Full-time Equivalents
Principals	15.0
Vice-Principals	9.0
Teachers	278.5
Counsellors	12.5
Resource Teachers	23.0
Teachers supporting special needs low enrolment classes	0
Educational Assistants	166.5
Speech Language Pathologists	4.0
Reading Clinicians	1.0
Occupational Therapists	1.25
Physiotherapists	.50
Psychologists	4.0
Social Workers	6.0
Other professional staff:	
• LAL/EAL	.50
• Director - Student Services	1.0

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

Disaggregation	No. of Students	Percentage of Student Population
English as an Additional Language	68	68/4085 = 1.66%
Self-declared Aboriginal	952	952/4085 = 23.3%

e) Education for Sustainable Development

Education for Sustainable Development	No. of Schools
Number of schools in the division	15
Number of schools with an ESD plan	10

LSSD Foundational Statements

a. Vision

- Educational Care and Excellence.

b. Mission

- The Lord Selkirk School Division is committed to providing quality educational programs and opportunities to its community of learners.
- The Lord Selkirk School Division is committed to creating a safe, inclusive and respectful learning environment to support and enable learners to develop the knowledge, skills, and values to reach their full potential.

c. Pillars of Success

- Instructional Excellence – Improve student achievement through relevant, engaging, and quality instructional practices.
- Programs and Services – Identify what works best.
- Staff Development – Enhance our employees’ skills and knowledge to improve student learning.

d. Student Success for All

- Learning is the fundamental purpose of our schools. Literacy and numeracy for every child.
- Pillars of Success
 - Instructional Excellence, Programs and Services, Staff Development.
- Universal Design for Learning
 - Social and Academic Inclusion
 - Meaningful Interactions and Participation
- Improvement Drivers
 - Leadership, Instruction, Assessment, Ownership
- Instructional excellence is the alignment of Curriculum, Instruction, and Assessment that promotes student success for all.

e. Board Division Plan Goals (link to website: www.lssd.ca)

- Core Values
 - Caring, Compassion, Empathy, Honesty/Integrity, Respect
- Goals 2015-2018
 - Provide inclusive quality education
 - Communicate with and involve the community
 - Succession planning on all levels

Reporting on Specific Grants

a. Aboriginal Academic Achievement (AAA)

- LSSD received total funding in the amount of \$323,000 for the AAA grant in 2015-2016.
 - Total funding spent was \$339,869
- The main expenditures for the AAA grant include:
 - Aboriginal Counsellor (.50 FTE) for Lord Selkirk Regional High School.
 - Educational Assistants (9.5 FTEs) allocated to schools.

b. Literacy and Numeracy

- LSSD received total funding in the amount of \$366,811 in 2015-2016.
 - Total funding spent was \$559,417
- The main expenditures for the Literacy and Numeracy Grant include:
 - Reading Recovery Centre and Reading Recovery Teacher-Leader.
 - Reading Recovery teachers in all elementary schools.

c. English as an Additional Language (EAL)

- LSSD received total funding in the amount of \$35,950 in 2015-2016.
 - Total funding spent was \$36,004
- The main expenditures for the EAL grant include:
 - General supplies, curricular materials, and technology equipment.

General Observations and Trends

After reviewing provincial data sources in all areas, the following observations, trends, and conclusions were noted:

- **General**

- Grade 3 & 4
 - LSSD is above the provincial average in most categories, including French Immersion.
- Grade 7 & 8
 - LSSD is at or above the provincial average in literacy and numeracy outcomes.
 - French Immersion outcomes are below the provincial average (Note: relatively small enrollment numbers may have an undue influence on the data).
- Grade 9 First-time Credit attainment - English Language Arts (ELA) & Mathematics
 - LSSD exceeds the provincial average.
- Grade 12
 - ELA – Pass rates and average scores are on par with the provincial average.
 - French Immersion – Pass rates and average scores are below the provincial average (Note: relatively small enrollment numbers may have an undue influence on the data).
 - Mathematics – Pass rates and average scores are below the provincial average in all three math programs – Applied, Essential, and Pre-Calculus.

- **Non-Aboriginal and self-declared Aboriginal student outcomes**

- Consistently, there is a marked disparity between in all provincial data when comparing non-Aboriginal and self-declared Aboriginal student outcomes in literacy and numeracy. Generally, non-Aboriginal students are meeting the provincial outcomes at a far higher rate than self-declared Aboriginal students.
- In particular, there is a gap in graduation rates for these two groups of students.

- **EAL and CFS placements**

- While the numbers of EAL and CFS-placed students is decidedly lower than self-declared Aboriginal students, there are large deficits between non-EAL and non-CFS students in both literacy and numeracy.

- **Boys and Girls**

- While there is little difference in literacy and numeracy outcomes between boys and girls in Grade 3 & 4, there is a widening gap in Grade 7 & 8 (especially in reading comprehension and expository writing), Grade 9 credit attainment in ELA and Mathematics, and Grade 12 ELA and Mathematics.
- There is a consistent gap with graduation rates, with girls graduating at higher rates than their male counterparts.

Graduation Rate

Lord Selkirk School Division tracks its graduation rate. The chart below indicates the graduation and completion rates of students who entered Grade 9 back to September 2009.

The Lord Selkirk School Division graduation completion rates are comparable to other divisions across the province.

The percentage of self-declared Aboriginal students who graduate is significantly lower than the percentage of non-self-declared Aboriginal students who graduate.

**STUDENT-TRACKED HIGH SCHOOL GRADUATION RATE
LORD SELKIRK SCHOOL DIVISION**

Grade 9 Year	Graduation Year	Overall	Male	Female	Non-Aboriginal or non-self-declared Aboriginal			Self-Declared Aboriginal		
					Overall	Male	Female	Overall	Male	Female
SEP 2009	JUN 2013	75.4%	69.6%	82.0%	83.2%	75.8%	91.6%	53.5%	51.1%	56.1%
	JUN 2014	82.0%	78.9%	85.4%	87.5%	82.5%	93.3%	66.3%	68.3%	64.2%
	JUN 2015	83.1%	79.0%	87.7%	88.6%	82.5%	95.6%	67.4%	68.4%	66.3%
Starting Cohort Size		410	217	193	303	162	141	107	55	52

Grade 9 Year	Graduation Year	Overall	Male	Female	Non-Aboriginal or non-self-declared Aboriginal			Self-Declared Aboriginal		
					Overall	Male	Female	Overall	Male	Female
SEP 2010	JUN 2014	74.9%	72.0%	78.0%	80.4%	76.5%	85.0%	59.7%	57.6%	61.7%
	JUN 2015	80.9%	78.5%	83.5%	85.5%	83.6%	87.6%	68.2%	62.1%	73.4%
	JUN 2016	82.4%	80.2%	84.7%	86.4%	84.4%	88.7%	71.4%	66.7%	75.4%
Starting Cohort Size		378	198	180	277	151	126	101	47	54

Grade 9 Year	Graduation Year	Overall	Male	Female	Non-Aboriginal or non-self-declared Aboriginal			Self-Declared Aboriginal		
					Overall	Male	Female	Overall	Male	Female
SEP 2011	JUN 2015	80.5%	75.7%	84.5%	88.1%	80.3%	95.5%	57.9%	57.0%	58.4%
	JUN 2016	85.8%	81.9%	89.1%	91.6%	84.6%	98.1%	68.7%	70.7%	67.7%
	JUN 2017									
Starting Cohort Size		350	158	192	262	127	135	88	31	57

Grade 9 Year	Graduation Year	Overall	Male	Female	Non-Aboriginal or non-self-declared Aboriginal			Self-Declared Aboriginal		
					Overall	Male	Female	Overall	Male	Female
SEP 2012	JUN 2016	77.1%	75.3%	78.7%	86.1%	84.9%	87.2%	54.1%	51.0%	57.1%
	JUN 2017									
	JUN 2018									
Starting Cohort Size		355	174	181	255	125	130	100	49	51

Note 1: These graduation rates have been adjusted for attrition based on Statistics Canada's estimates of population, deaths, and migration as of September 27th, 2016.

Note 2: Simply multiplying the starting cohort sizes by the graduation rates will not yield the number of graduates that the rates represent because these rates are adjusted for attrition.

* Any graduation rates for sub-cohorts of less than 10 students have been omitted from these tables.