

ANNUAL REPORT ON CONTINUOUS IMPROVEMENT

Lord Selkirk School Division

2018-2019 Report

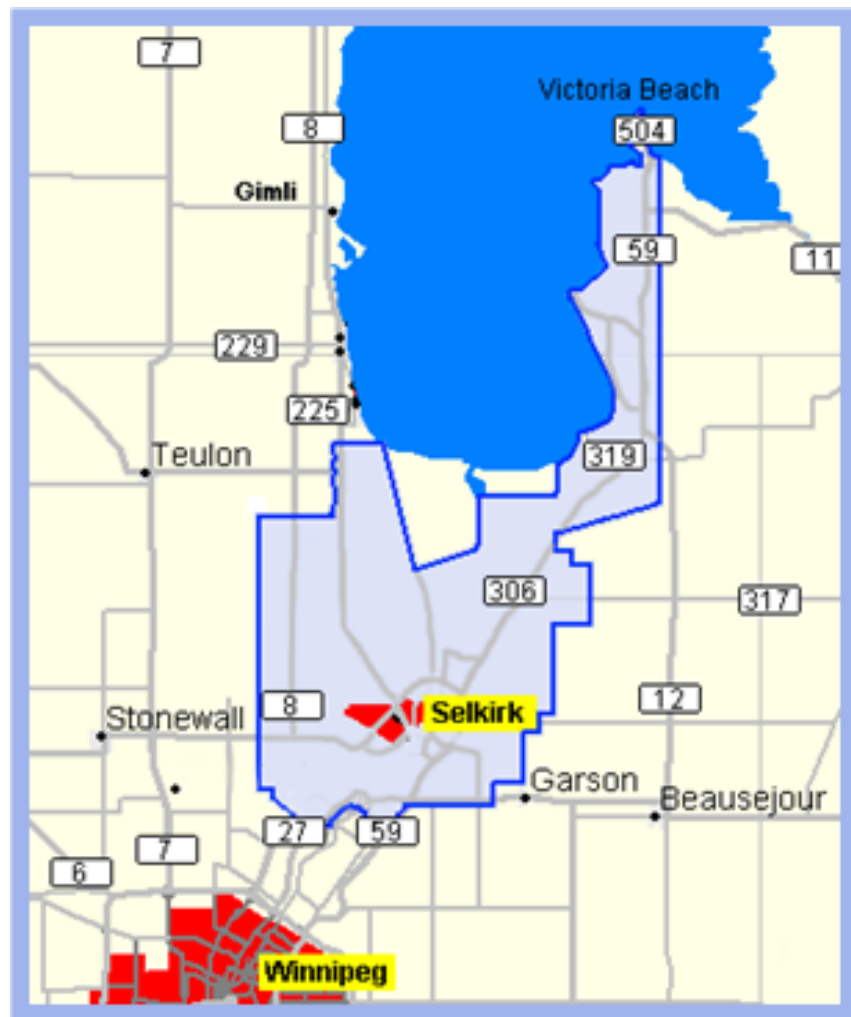
2019-2020 Plan

SCHOOL DIVISION PROFILE

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. A strength of our division is our location in a rural setting along the Red River, yet near Winnipeg.

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.



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
- Manager of Human Resources
- Manager of Information Technology
- Manager of Maintenance
- Manager of Transportation
- Executive Administrative Assistant

Division Staffing Profile

Positions	Full-time Equivalents 2019/20 year
Principals	15.0
Vice-Principals	9.5
Teachers	259.75
School Counsellors	14
Resource Teachers	23.25
Educational Assistants	164
Speech Language Pathologists	4.5
Reading Clinicians	1.0
Occupational Therapists	1.5
Physiotherapists	0.5
Psychologists	2.0
Social Workers	5.0
Other professional staff:	
• LAL/EAL	0
• Director - Student Services	1.0
• Lead Teachers	3.0
• Reading Recovery Trainer	1.0
• Career Counsellor/Dual Credit	1.0

Disaggregated data for students designated as English as an Additional Language (EAL) and self-declared Aboriginal students - September 2019:

Disaggregation	No. of Students	Percentage of Student Population
English as an Additional Language	184	184/3889 = 4.7%
Self-declared Indigenous	1059	1059/3889 = 27.2%

The Selkirk and District Community Foundation recently published Vital Signs, a report card of data on the region. In our region, 50 languages are spoken as mother tongue.

In Vital Signs, 18% of Manitoba's population have identified as Indigenous, while 22% have in our Region's population. Our number of EAL students has increased by 0.6% and our number of self-identified Indigenous has increased by 1.5% from the last school year.

Children in Care:

September 30, 2019 data indicates a division total of 154 pupils in care of Child and Family Services averaging from 1% of a school population up to 10%.

In a community Vital Signs report, the Interlake region has a slightly higher proportion of children in care than the provincial average.

Education for Sustainable Development:

Current initiatives include:

- Honey-bee project-pollination garden
- Eagle garden- outdoor classroom
- Planting mature trees around the school grounds
- Development of a medicine garden and sitting area of grandmother rocks
- Enhancing existing outdoor gardens
- Enhancing medicine gardens
- Enhance understanding of cultural diversity and intercultural understanding through professional development on the Seven Sacred Teachings with the use of recycled art.

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

Attendance:

Recent data shared from the province focuses on students with absences of 18.5 or more in the school year of 2016-2017.

- In Manitoba, 19% of Grades 1-8 students have recorded absences of 18.5 or more.
- In Lord Selkirk School Division, 8% of Grades 1-8 students have recorded absences of 18.5 or more. The percentage from Grades 1-6 varies between 6-8%.
- In Manitoba, in Grade 7, 22% and in Grade 8, 25% have recorded absences of 18.5 or more in 2016-2017.
- In Lord Selkirk School Division, in Grade 7, 11% and in Grade 8, 15% have recorded absences of 18.5 or more in 2016-2017.
- In Manitoba, Grades 9-12, English core courses, percent with greater than 10 absences is 20%. In Lord Selkirk School Division, it is 40%.
- In Manitoba, Grades 9-12, Math core courses, percent with greater than 10 absences is 21%. In Lord Selkirk School Division, it is 43%.

Divisional Plan for Attendance:

This has been an area targeted by the Division to focus on. The Board of Trustees have set the following performance target:

In each grade 9-12 core subject, reduce the number of students who have 10 or more absences by 10% in a semester or school year.

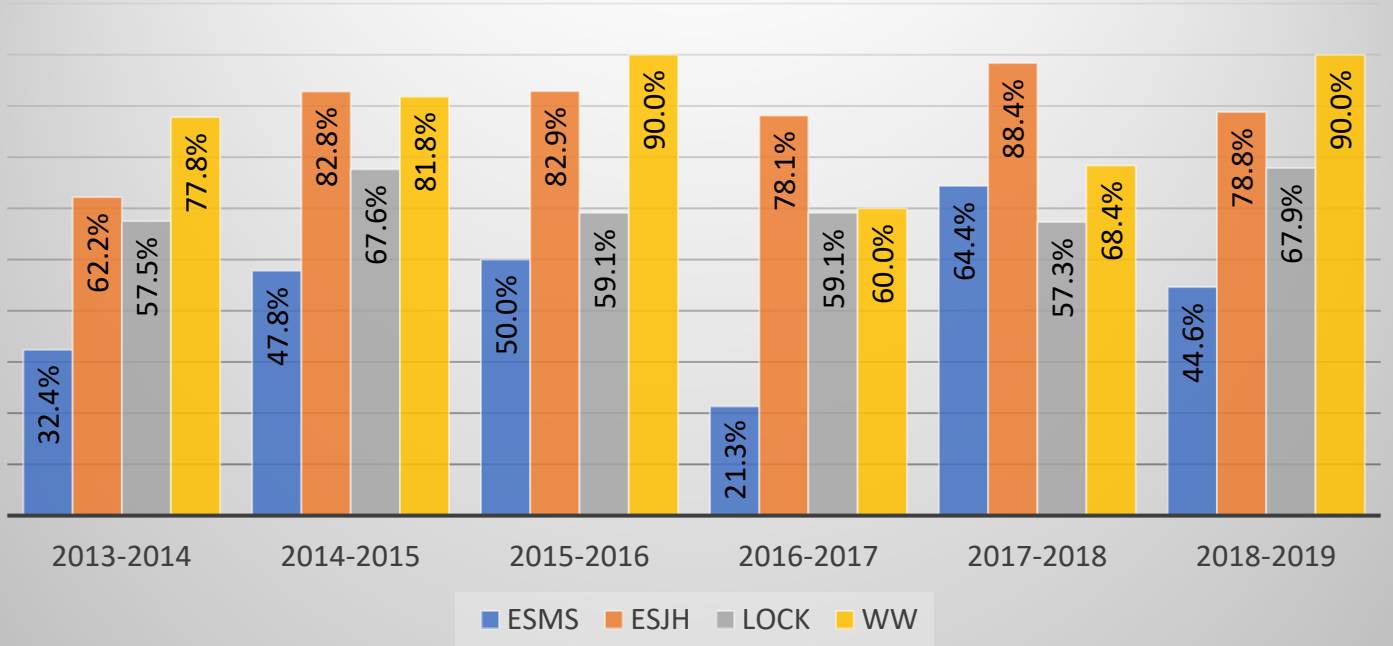
This target is the responsibility of all grades, not just high school. School leaders will be reviewing data, and through collective inquiry, develop strategies to support students and families. Conversations and planning will take place at the division and school levels.

The Logical Attendance Tracker in PowerSchool will be used to help principals, secretaries and teachers identify students who are accumulating absences and lates.

The following graphs illustrate the attendance in ELA and Math at the grade 7 to 9 level. This longitudinal data represents the percentage of students with 10 or more absences. The enrolment at Walter Whyte School is significantly lower than the other schools.

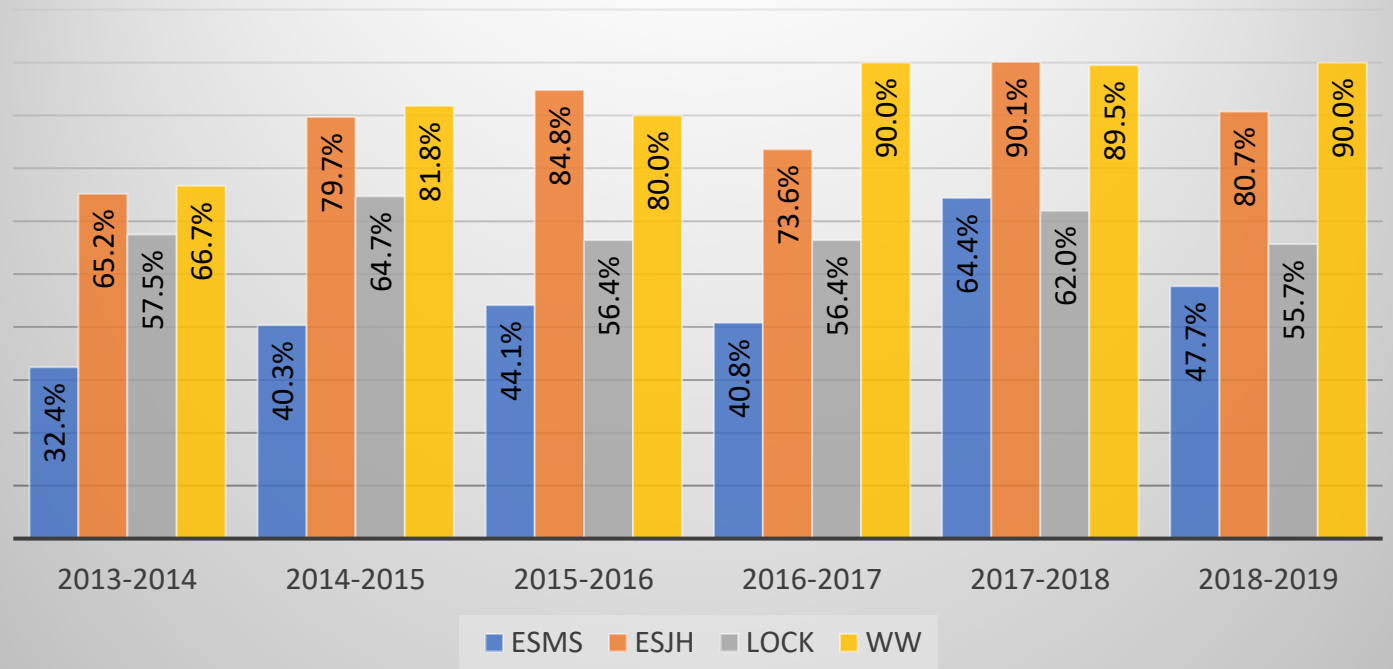
Attendance data is from LSSD Student Information System.

Percentage of Grade 9 Students with 10+ Absences ELA



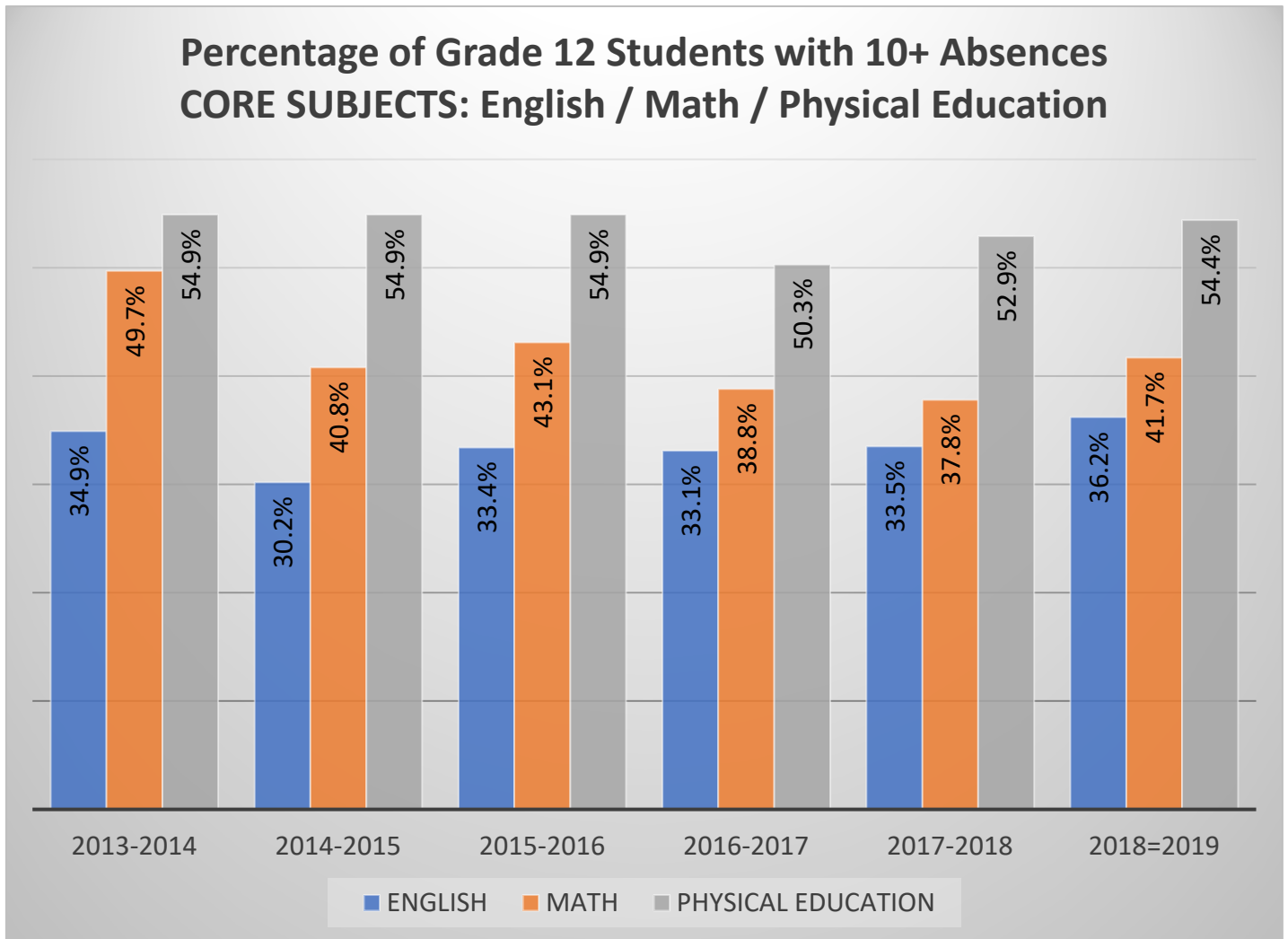
Data Source: LSSD PowerSchool Student Database

Percentage of Grade 9 Students with 10+ Absences MATH



Data Source: LSSD PowerSchool Student Database

The following graph illustrates attendance in the three mandatory Grade 12 courses – English, Math and Physical Education. Attendance data is from LSSD Student Information System.



Data Source: LSSD PowerSchool Student Database

GRADUATION RATE

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

First-Time Grade 9 Starting Cohort Sizes - Lord Selkirk School Division

GR. 9 STARTING COHORT YEAR	September 2009	September 2010	September 2011	September 2012	September 2013	September 2014
FOUR-YEAR GRADUATION YEAR	June 2013	June 2014	June 2015	June 2016	June 2017	June 2018
Provincial	15,316	15,022	14,449	14,514	14,455	14,477
Divisional	410	378	350	355	325	352
Girls	193	180	192	181	175	177
Boys	217	198	158	174	150	175
Non-Indigenous	303	277	262	255	212	245
Non-Indigenous Girls	141	126	135	130	114	128
Non-Indigenous Boys	162	151	127	125	98	117
Indigenous	107	101	88	100	113	107
Indigenous Girls	52	54	57	51	61	49
Indigenous Boys	55	47	31	49	52	58

Data Source: MB Education

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

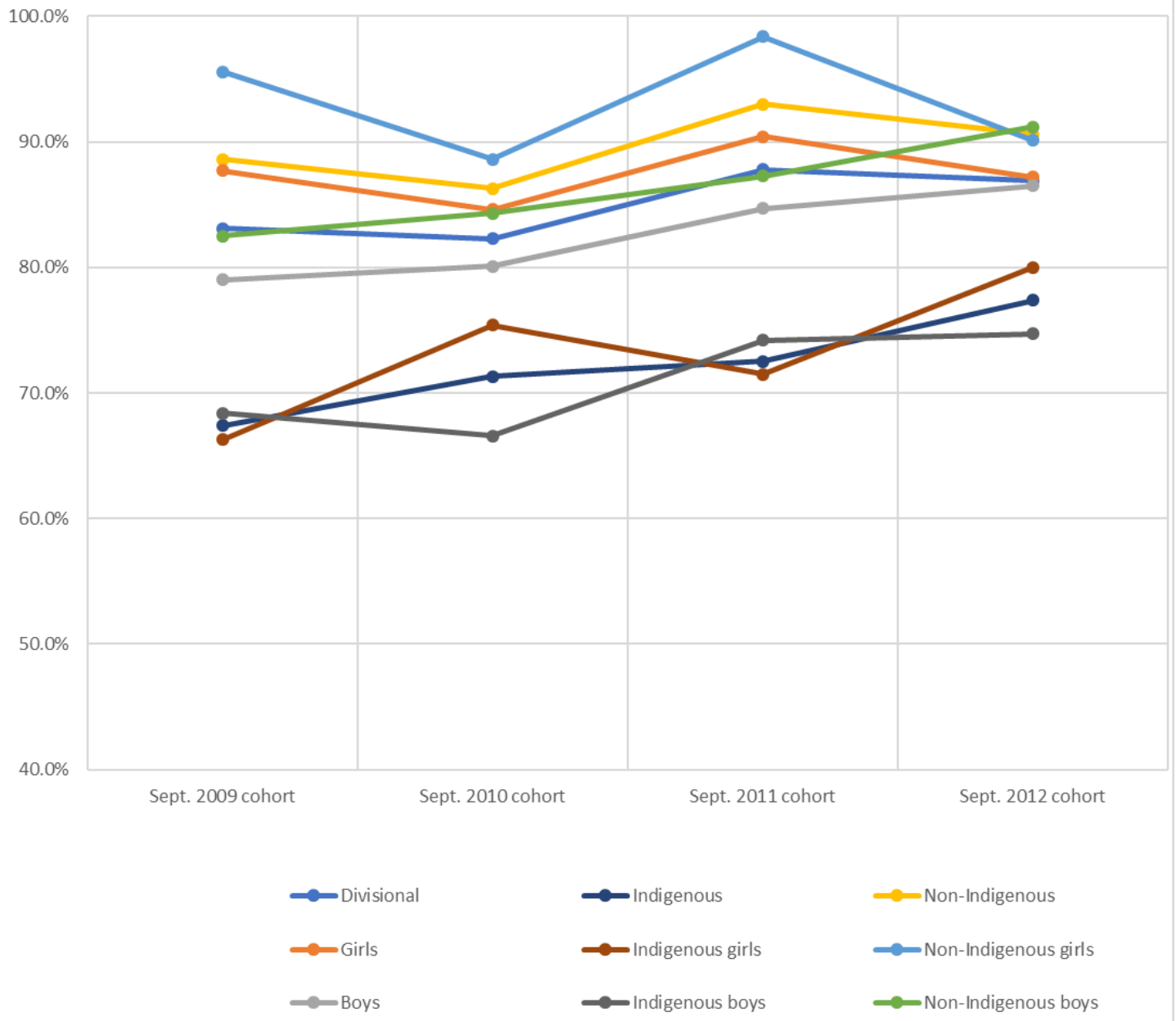
The percentage of self-declared Aboriginal students who graduate is significantly lower than the percentage of non-self-declared Aboriginal students who graduate.

In the Vital Signs report from the Selkirk and District Community Foundation, 87% of people between the ages of 25-64 have a high school diploma living in our region. In Manitoba, the statistic is 86%.

Graduation rate is another area identified as a priority for Lord Selkirk School Division. The Board of Trustees have set the following performance target:

The six-year division graduation rate will increase to 90% by 2021.

Lord Selkirk School Division Six-Year "On-Time" High School Graduation Rates



Data Source: MB Education

LSSD FOUNDATIONAL STATEMENTS AND GOALS



Lord Selkirk School Division *Educational Care and Excellence*

The Lord Selkirk School Division is committed to providing quality educational programs and opportunities for 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.

Learning is the fundamental purpose of our schools. With a focus on student success for all, Lord Selkirk School Division develops plans at the Board, Senior Administration, and School levels. All plans align with provincial and divisional priorities. The following are areas of focus, priorities and performance targets for 2018 – 2021.

The divisional areas of focus in Lord Selkirk School Division encompass:

- Indigenous Education
- French Immersion
- Division and School Planning – Numeracy, Literacy, and Universal Design for Learning (UDL)
- Mental Health Well-Being and Well-Becoming

The Board of Trustees will focus on providing quality learning opportunities for all:

- Through Inclusion
- By Addressing Mental Health
- Enhancing Communication and Relationships

Goals at both the school and divisional levels will be evaluated throughout the school year and revised when accomplished.

The performance targets selected by the Board of Trustees include:

- The six-year division graduation rate will increase to 90% by 2021.
- In each grade 9-12 core subject, reduce the number of students who have 10 or more absences by 10% in a semester or school year.

Divisional Areas of Focus 2017 – 2021

- Indigenous Education
- French Immersion
- Division and School Planning – Numeracy, Literacy, and UDL
- Mental Health Well-Being and Well Becoming

Factors that influenced priorities include:

- Provincial priorities, expectations, legislation and regulations
- Provincial test data at the grade 3, 4, 7, 8 and 12 levels
- School plans, priorities and results
- Early learning trends.

Indigenous Education

- Maintain and continue to develop partnership with Brokenhead Ojibway Nation through the Manitoba First Nations School System.
- Support transition of students into the High School at Lord Selkirk Regional Comprehensive Secondary High School.
- Provide learning communities in LSSD that are responsive and relevant to all students.
- Carry out a PATH with Divisional Indigenous Academic Achievement (IAA) committee to enhance Indigenous education in the schools.
- Require all school staffs to experience a Cultural/Historical Learning Activity by June 2020, to increase understanding of history.
- Celebrate Indigenous grads at Promoting Aboriginal Student Success (PASS), an annual event that was initiated in 2000. The 20th Anniversary of PASS will be celebrated May 20, 2020.
- Administration and Secretary training in Indigenous Identification Declarations.
- Partnerships developed with community members and groups, such as Selkirk Friendship Centre.

French Immersion

- Provide varied and shared learning contexts through academic learning, social interaction and cultural experiences between schools and grade levels.
- All three schools with French Immersion programming to incorporate the Manitoba Education Renewed Vision of French Immersion.
- French Immersion Professional Learning Community (PLC) supported by the division for professional learning and leadership with support from Cultural Perspectives lead teacher.
- Division event in June planned by committee to celebrate K-12 French Immersion students through shared activities.

Division and School Planning – Numeracy, Literacy, and UDL

Walking into our schools and classrooms, you will see student learning in action.

With a focus on “Student Success for All”, data is tracked to inform plans to improve student learning and achievement. We acknowledge that we need to look beyond the numbers to understand the complete story. Some stories and student success are difficult to capture and measure in numbers.

We recognize that there is always room to improve to reach a higher level of success, with our goal of having each school graduate. Throughout our division, schools develop plans as a staff that have numeracy, literacy and UDL components within. Senior administrators utilize Steven Katz’s research-based “Learning Protocol” to enhance and deepen school planning conversations.

- Planning with the end in mind, divisional essential understandings and essential questions have been developed.
- Schools will develop and align goals in each area for both students and staff.
- Student learning is the focus.

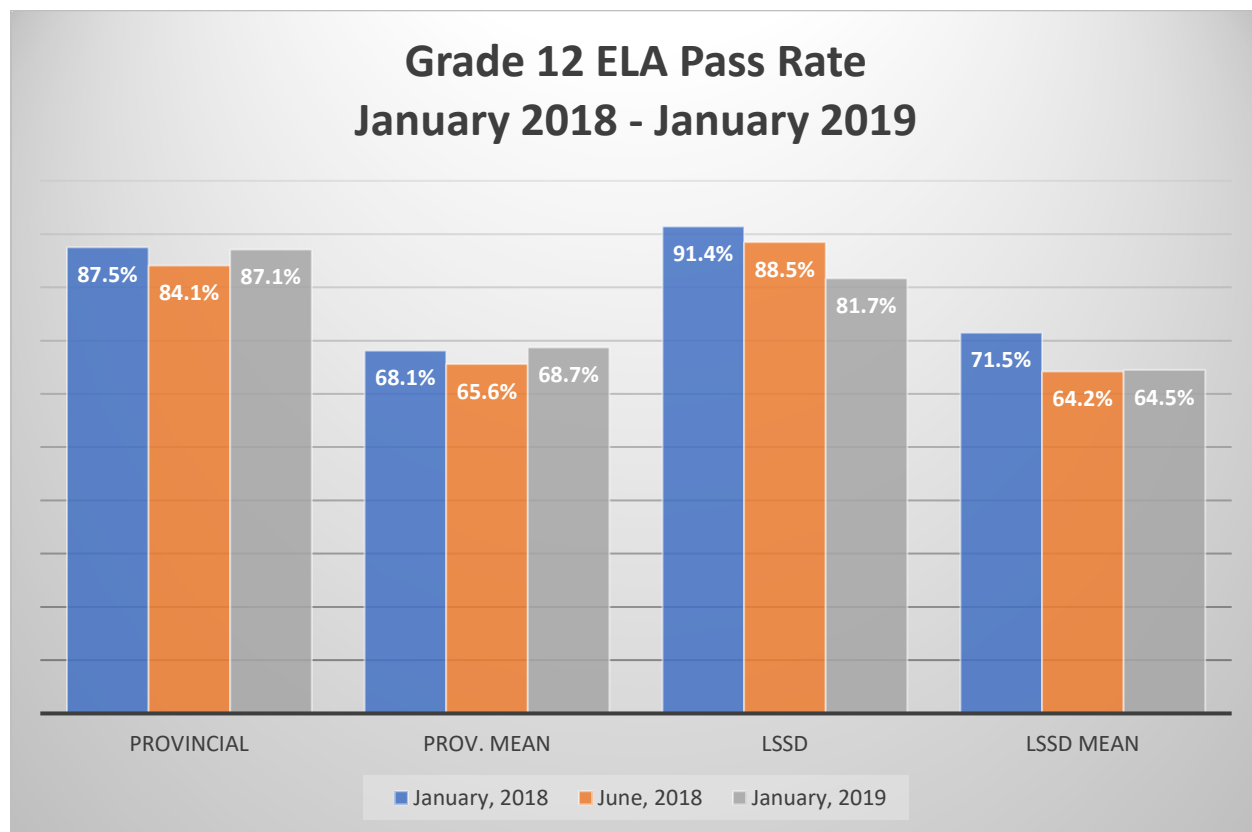
Mental Health Well-being and Well becoming

- Divisional committee formed including Assistant Superintendent, Psychologist, LSTA President, IERHA representative, Learning Support Teacher and Principals.
- All schools have been asked to plan a Mental Health project for their school.
- The Speak Up program will be experienced by all Grade 7 students.
- All divisional staff will participate in a mental health learning session of January 31, 2020.
- Divisional spring newsletter will focus on mental health and well-being.

REPORT ON RESULTS 2018-2019 AND DIVISIONAL PLANS 2019-2020

Summative Assessment Provincial Data- Grade 12

English Language Arts



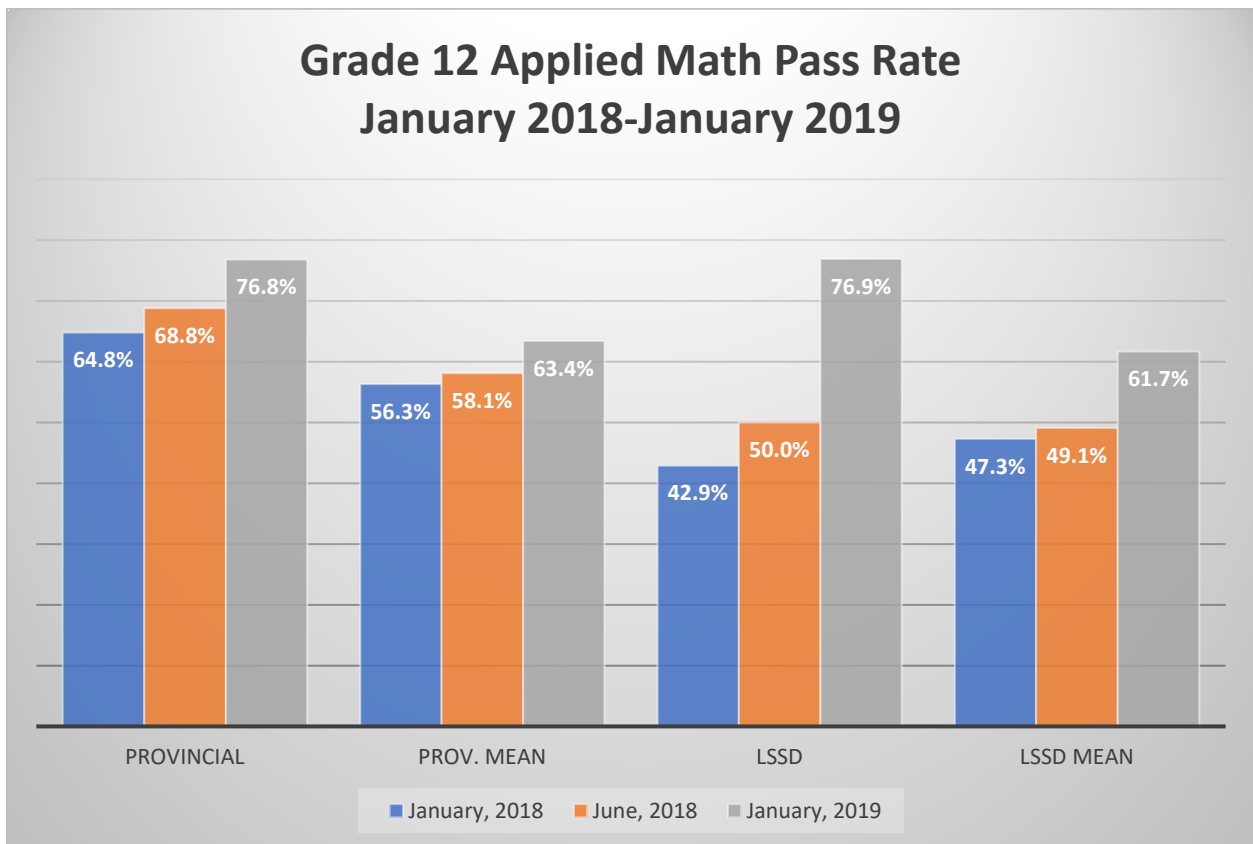
Data Source: MB Education

January 2018 – ***Celebrate and build community*** is the general outcome that is the weakest provincially and divisionally.

June 2018 – ***Managing ideas and information*** is the general outcome that is the weakest provincially and divisionally.

January 2019 – ***Managing ideas and information*** is the general outcome that is the weakest provincially and divisionally.

Applied Mathematics



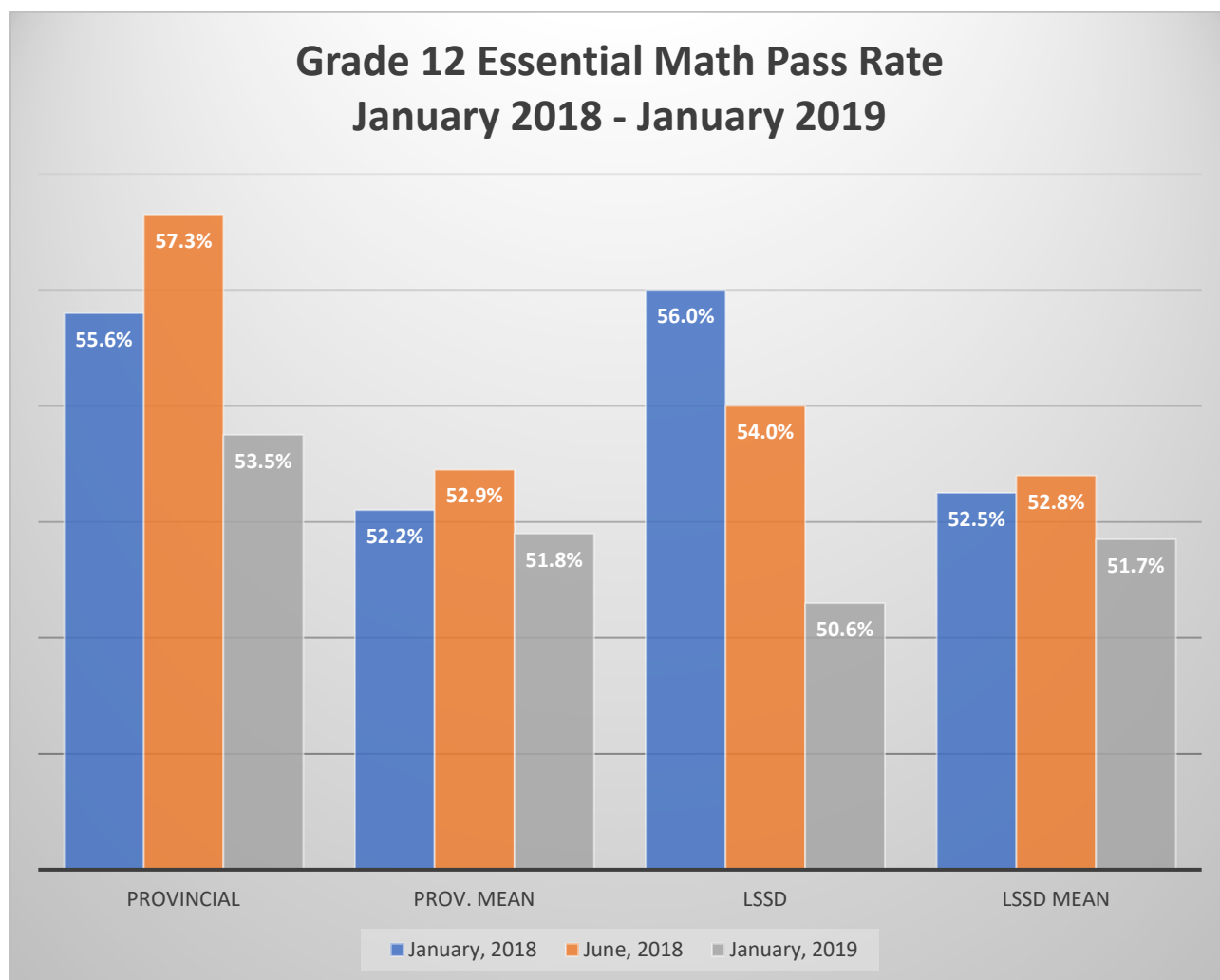
Data Source: MB Education

January 2018 – **Design and Measurement** is the weakest curricular unit, provincially and divisionally.

June 2018 – **Design and Measurement** became the strongest unit, with **Financial Mathematics** the weakest for the division.

January 2019 – **Design and Measurement** remains the strongest unit. **Financial Mathematics** is the weakest both for the division and provincially.

Essential Mathematics



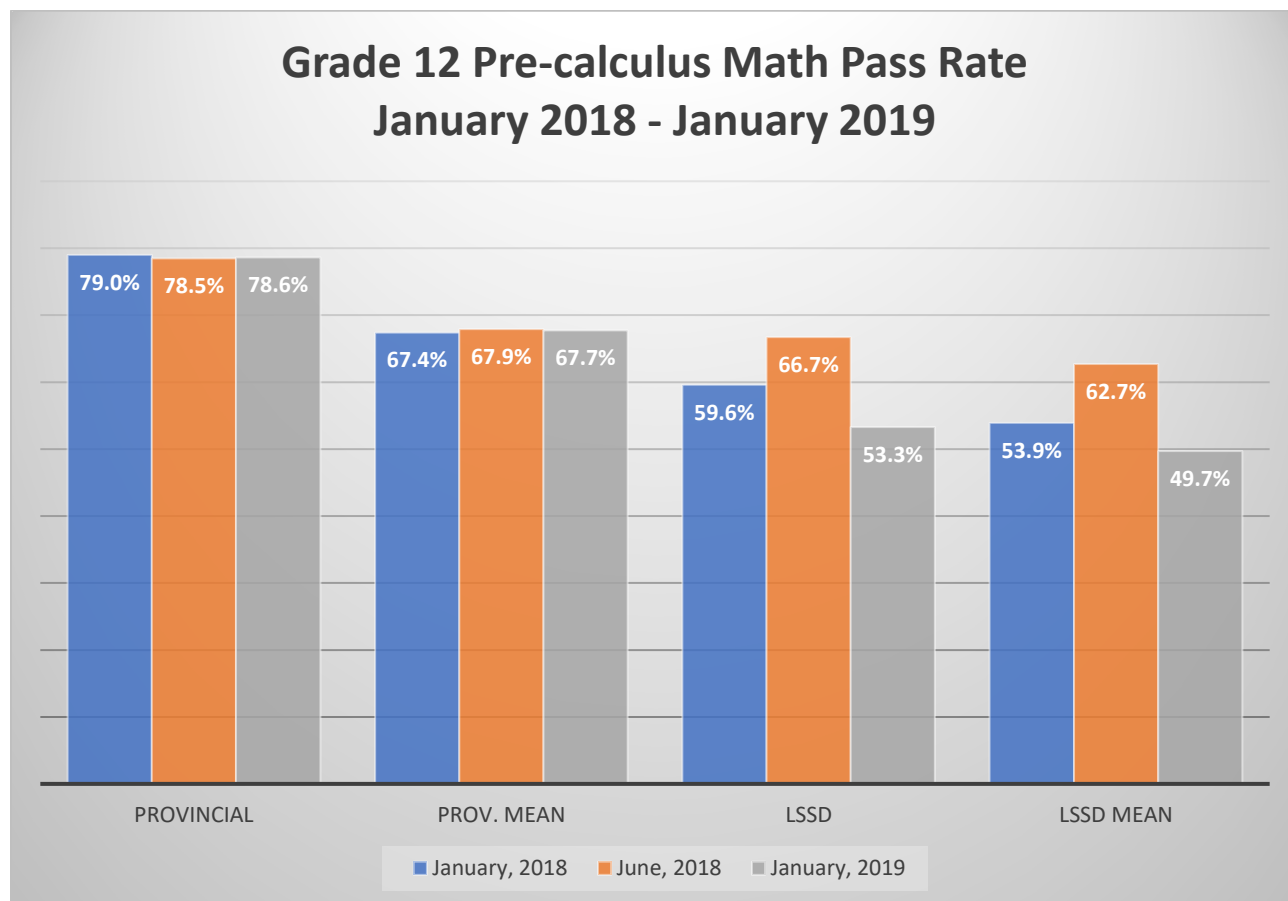
Data Source: MB Education

Jan 2018 – **Geometry and Trigonometry** is the weakest curricular unit, provincially and divisionally.

June 2018 - **Precision Measurement** is the weakest curricular unit, provincially and divisionally.

January 2019 - **Statistics** is the weakest curricular unit for the division. **Geometry and Trigonometry** is the weakest provincially.

Pre-Calculus Mathematics



Data Source: MB Education

Jan 2018 – **Exponents and Logarithms** is the weakest curricular unit for division, provincial was **Radicals and Rationals**.

June 2018 – **Trigonometric Equations and Identities** were the lowest curricular unit, both provincially and divisionally.

January 2019 – **Trigonometric Equations and Identities** were the lowest curricular unit, both provincially and divisionally.

Manitoba Education has posted results as well as the following information that accompanies the results:

- A common English Language Arts test is administered to students, regardless of the course focus (Comprehensive, Transactional, Literary).
- Many student factors have an impact on choices about the courses they take and about their performance on provincial tests. Schools support the learning, growth and wellbeing of students in many ways beyond those that can be measured by a test. For these reasons, the quality of the schools in a school division cannot be determined by comparing test results.
- A student's success in Grade 12 depends to a large degree on their learning in earlier grades. Therefore, the quality of teaching at Grade 12 cannot be determined by comparing test results.
- Statistics that refer to 25 students or fewer have been omitted.
- Of all students writing any 40S mathematics test, about 47 percent wrote the Essential Mathematics test, 36 percent wrote the Pre-Calculus Mathematics test, and 24 percent wrote the Applied Mathematics test. The proportions of students taking each of the mathematics courses and, therefore, writing each test, varies from division to division. Therefore, the results are not suitable for direct comparison regarding mathematics achievement across divisions. Students can take one or more 40S mathematics course and there is a separate test for each course.

Division Response to Grade 12 Provincial Exams

High School Departments:

Department Heads in both English and Mathematics lead their team of teachers through dialogue and analysis of test results and questions on a regular basis.

English Language Arts

- This test takes place over a period of three days. The first day is in an exam-like environment, the second and third day within the classroom setting.
- The theme varies each provincial test.
- The performance is evaluated on activating your thoughts through group discussion, reading, responding to text, writing task, connecting and reflecting.

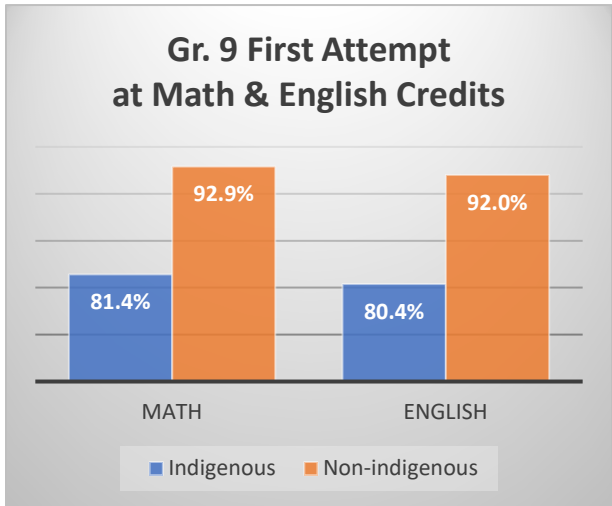
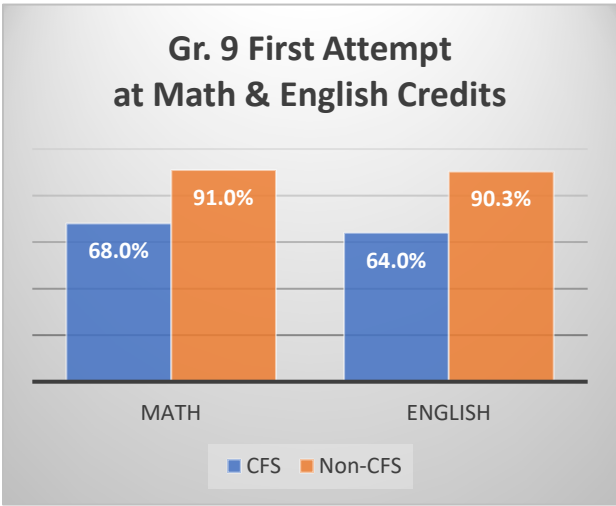
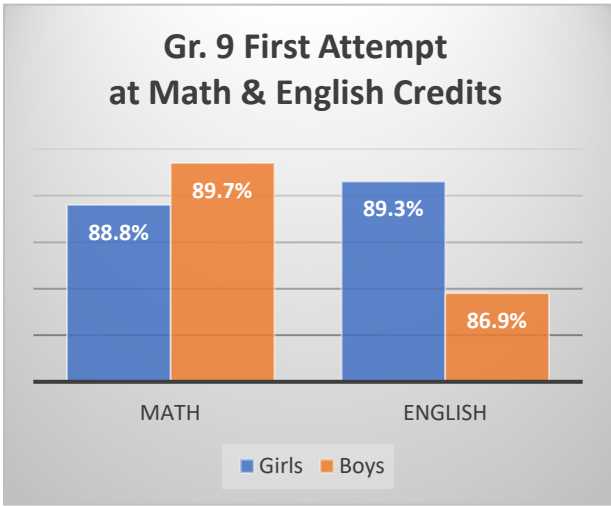
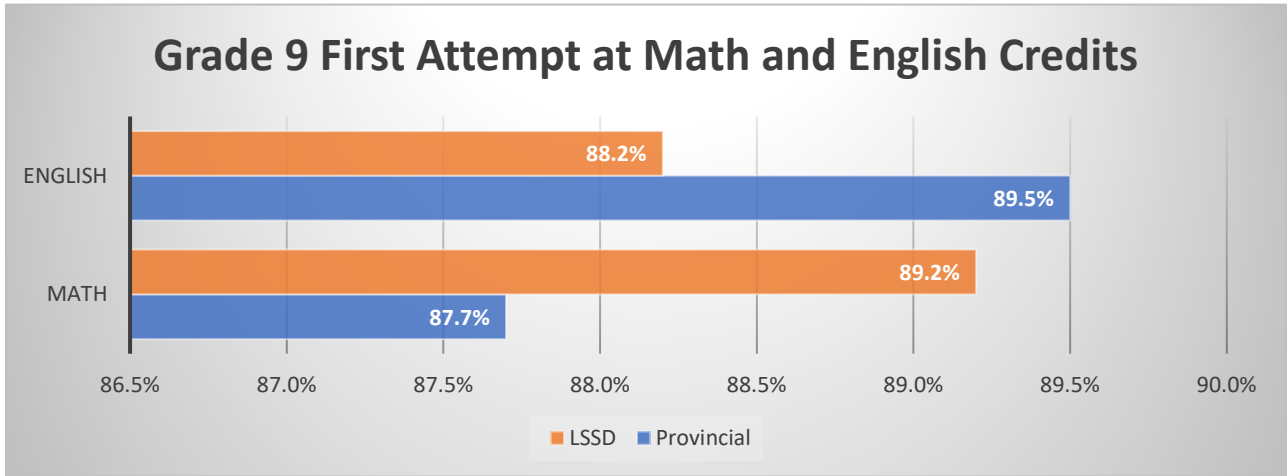
Mathematics:

- The exam takes place in one session, three hours in length, in an exam environment.
- The province provides information about students' performances on each of the questions in the provincial test and analysis of several questions that students found most challenging.
- Teachers are encouraged to use and share this information with students. The details are also shared of the challenging questions, including identification of most common errors. This is an example of formative feedback to help inform teachers of future teaching opportunities.
- Various factors impact changes in performance: classroom-based, school-based, and home-based contexts, changes to demographics, and student choice of mathematics. A divisional plan is in place to focus on improving foundational outcomes.
- General Comments are also provided for feedback to teachers to improve units and answering of questions.

GRADE 9 DATA - FIRST ATTEMPT AT MATH AND ENGLISH CREDITS END OF YEAR 2017-2018

LSSD is above provincial average for % of grade 9 students who attained a Math credit by year end in 2017/18. Trend has been to be above provincial average.

LSSD is below provincial average for % of grade 9 students who attained an English Language Arts credit by year end in 2017/18. Trend has been to be above provincial average.



Data Source: MB Education

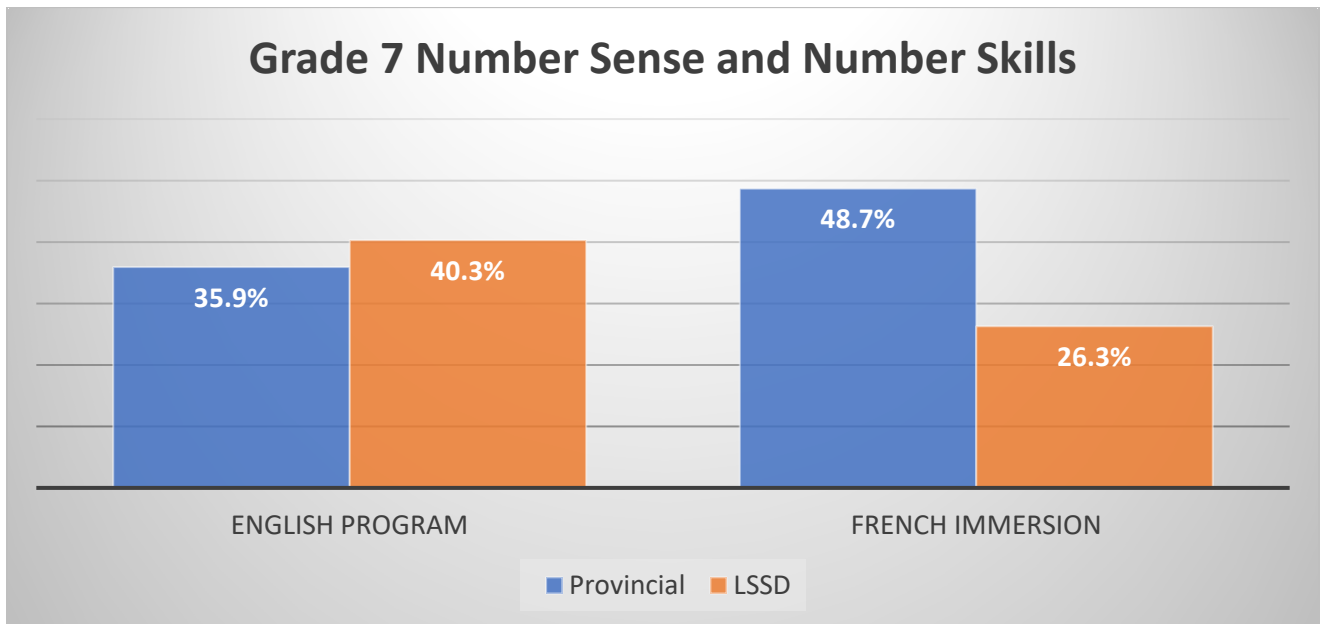
FORMATIVE ASSESSMENTS PROVINCIAL DATA

The following data and analysis are used to help inform planning by teachers, schools and division. Some of the assessments are collected at the start of the year and/or middle of the year. The province provides these confidential summary reports to assist us in using the achievement information to support educational programming and to communicate learning to parents and the community.

Middle Years Assessments 2018-2019

Grade 7 - Number Sense and Number Skills:

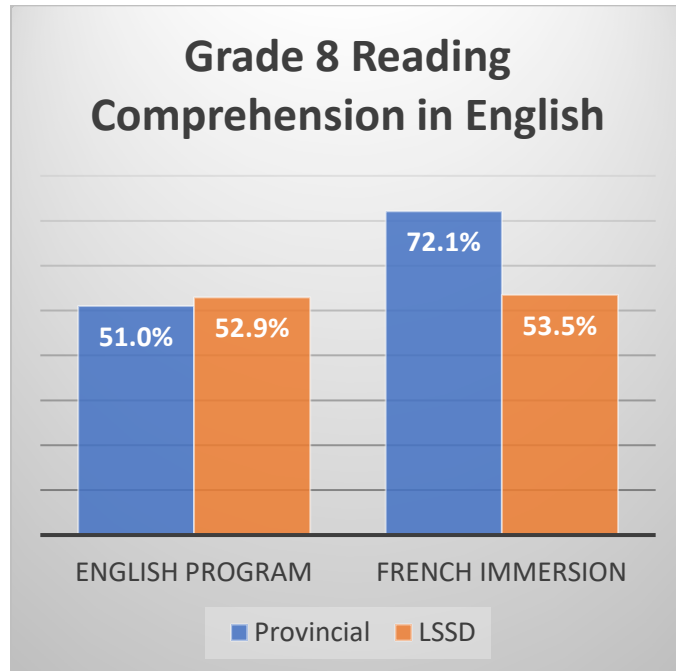
Meeting mid-Grade 7 performance in all 5 sub-competencies.



Data Source: MB Education

Grade 8 Reading Comprehension in English - 2018-2019:

Percentage who met mid-grade 8 performance in all three sub-competencies.
LSSD has fluctuated through the years to being above or below provincial average.



Data Source: MB Education

English Program:

Other significant data:

Boys 46.3% / Girls 60.5%

Indigenous 32.9% / Non-Indigenous 62.4%

Children in care of CFS: 28.6% / Children not in care: 54.4%

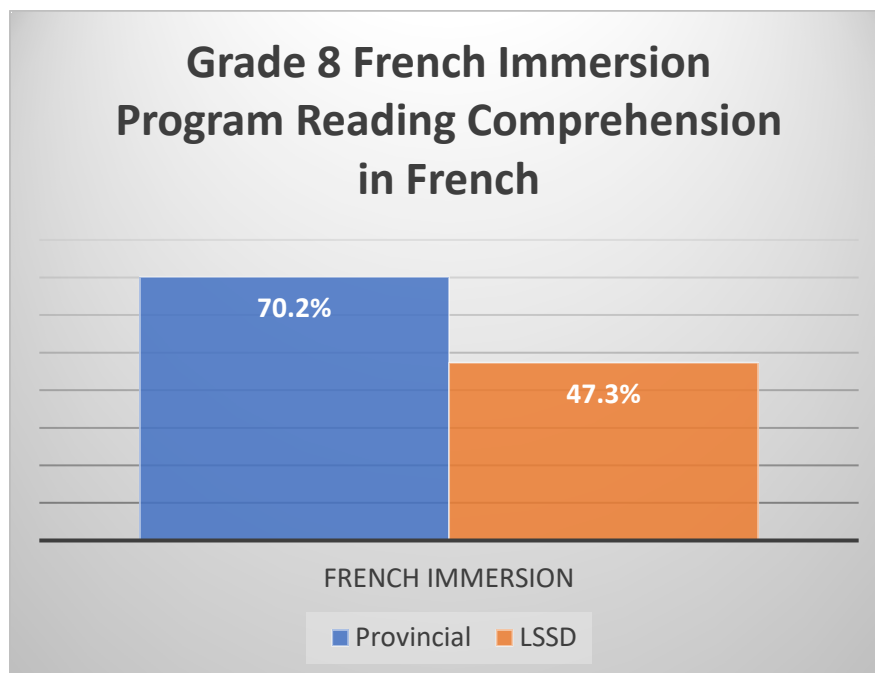
French Immersion Program:

Other significant data:

Boys 43.8% / Girls 59.3%

Grade 8 French Immersion Program Reading Comprehension in French 2018-2019:

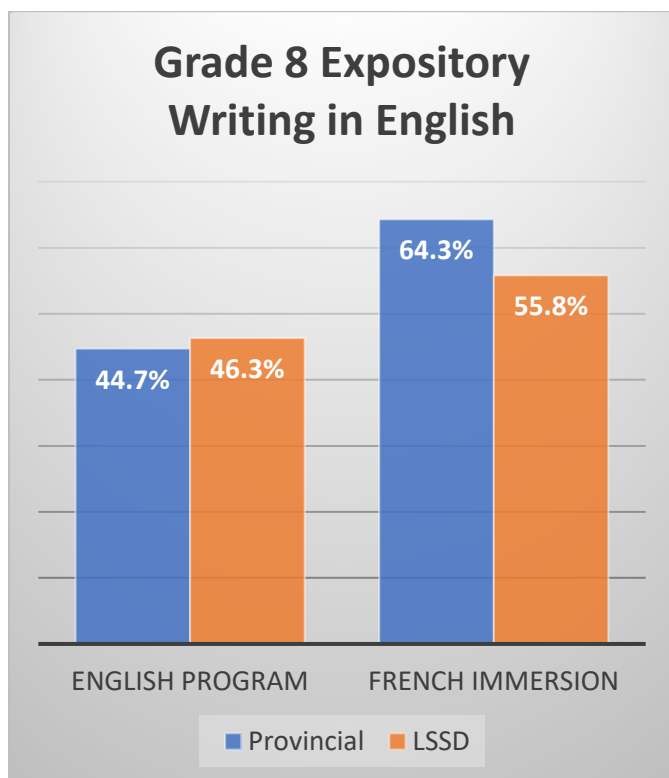
Percentage who met mid-grade 8 performance in all three sub-competencies.
LSSD was higher than provincial data from Jan 2008 – 2011. LSSD is lower than provincial data from Jan 2012 -2018.



Data Source: MB Education

Grade 8 Expository Writing in English – 2018-2019:

Percentage who met mid-grade 8 performance in all three sub-competencies.



Data Source: MB Education

English Program:

LSSD has fluctuated through the years to being above or below provincial average in the same years as reading comprehension.

LSSD was below provincial average from Jan 2008 – Jan 2011.

From Jan 2012 – Jan 2018 LSSD has ranged above provincial average.

Other significant data:

Boys 44.8% / Girls 66%

Indigenous 35.7% / Non-Indigenous 64%

French Immersion Program:

LSSD has performed below provincial average in six years, with five years above provincial average.

Other significant data: Boys 43.8%, Girls 63%

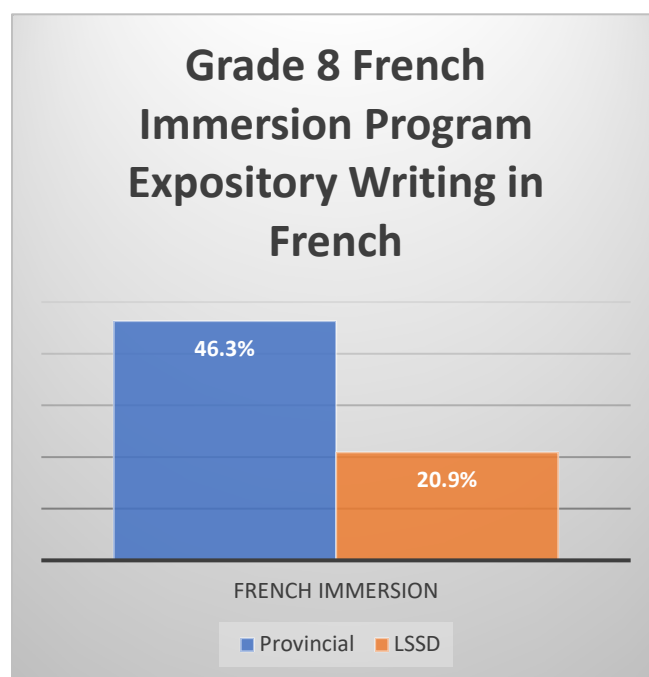
Grade 8 French Immersion Program Expository Writing in French – 2018-2019:

Percentage who met mid-grade 8 performance in all three sub-competencies.

LSSD has performed below provincial average in seven years, with four years above provincial average.

Other significant data:

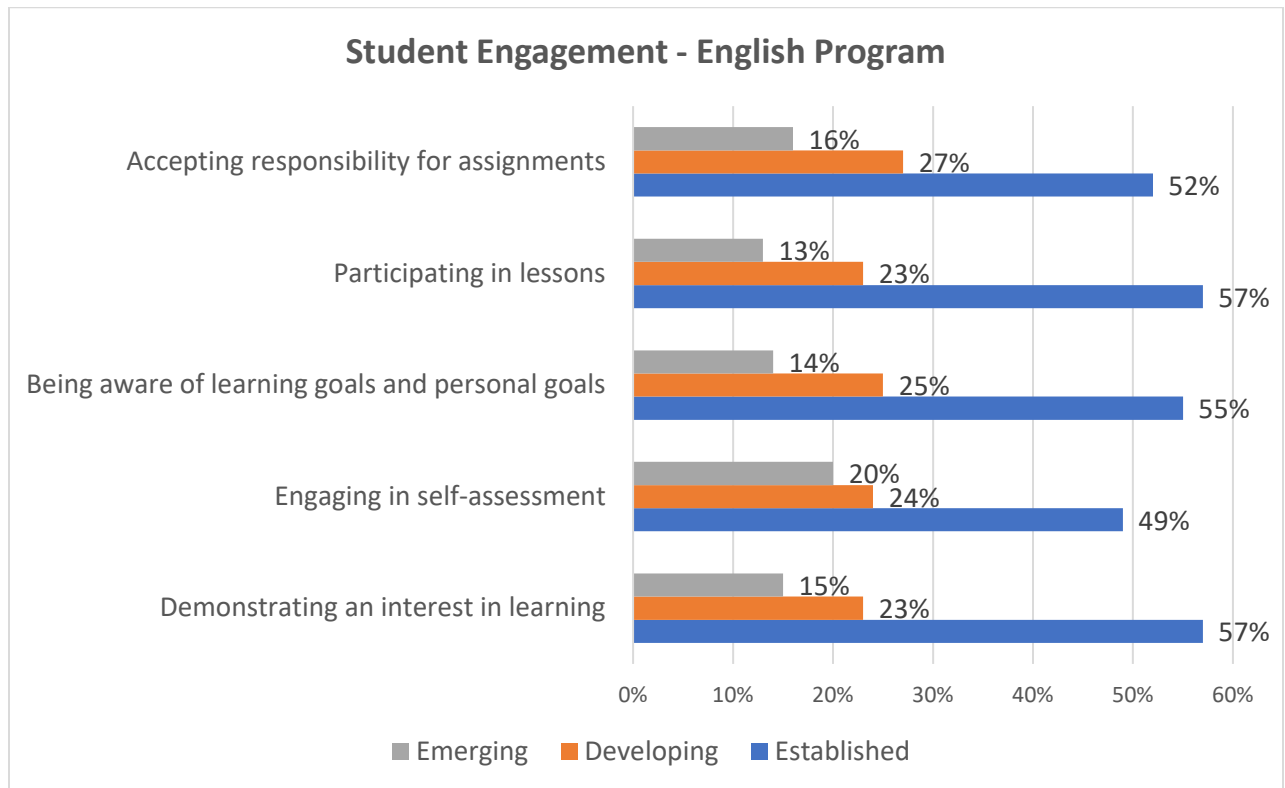
Boys 12.5%, Girls 25.9%



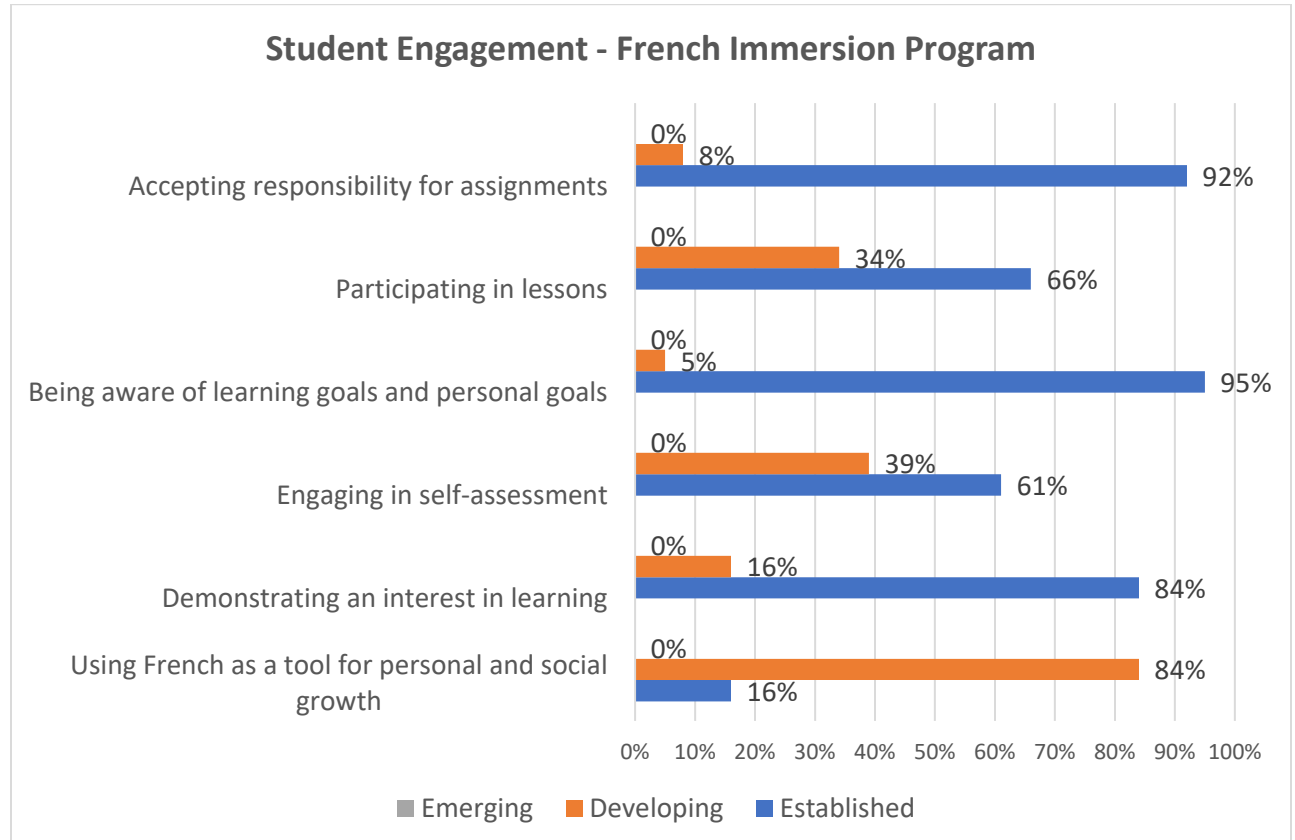
Data Source: MB Education

Grade 7 Student Engagement – 2018-2019:

Ratings: Established (nearly always), Developing (quite often), Emerging (only sometimes)

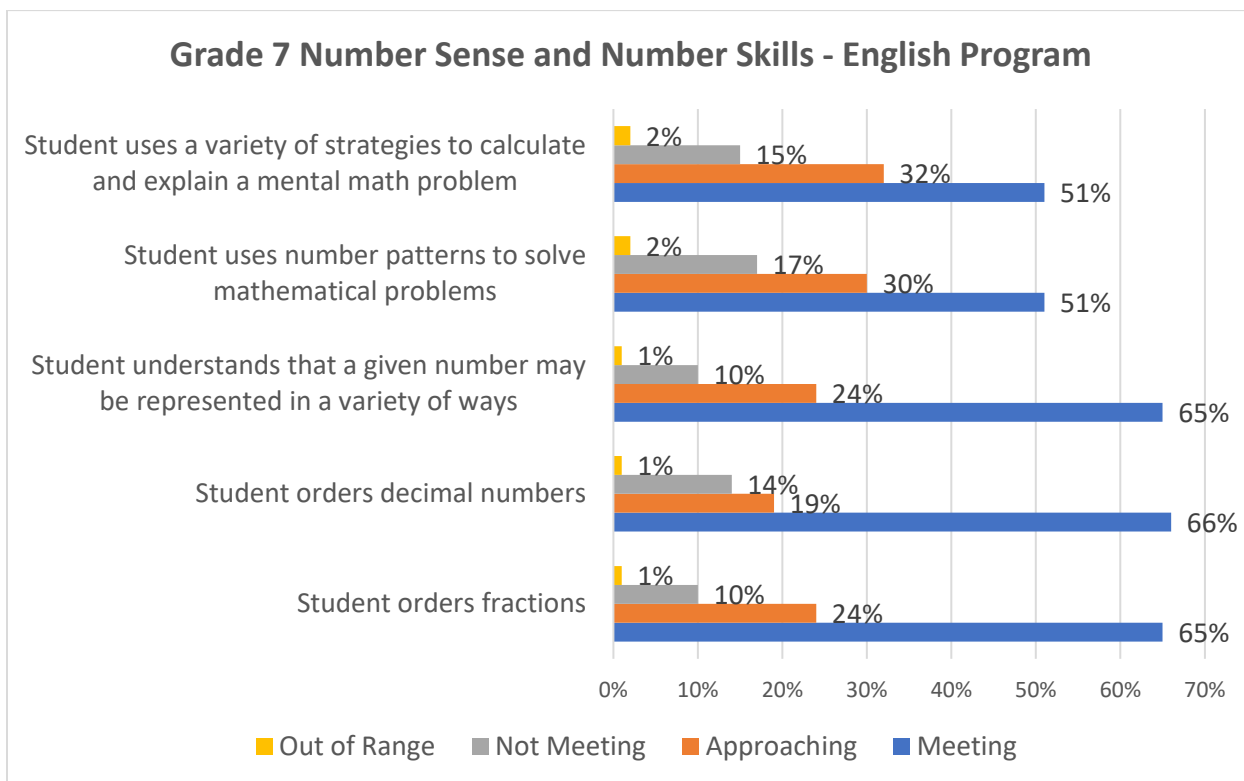


Data Source: MB Education

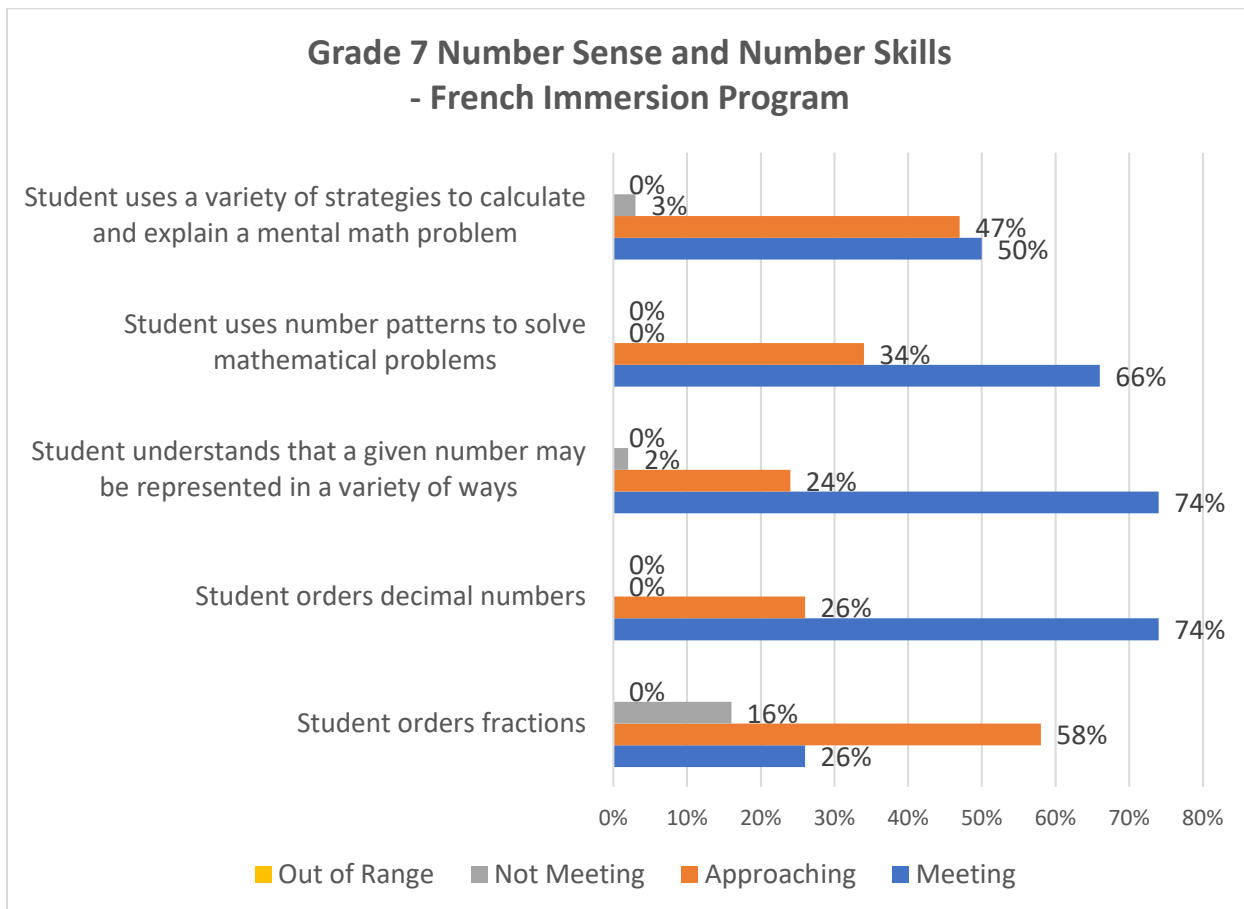


Data Source: MB Education

Mid-Grade 7 Level of Performance Ratings – 2018-2019:

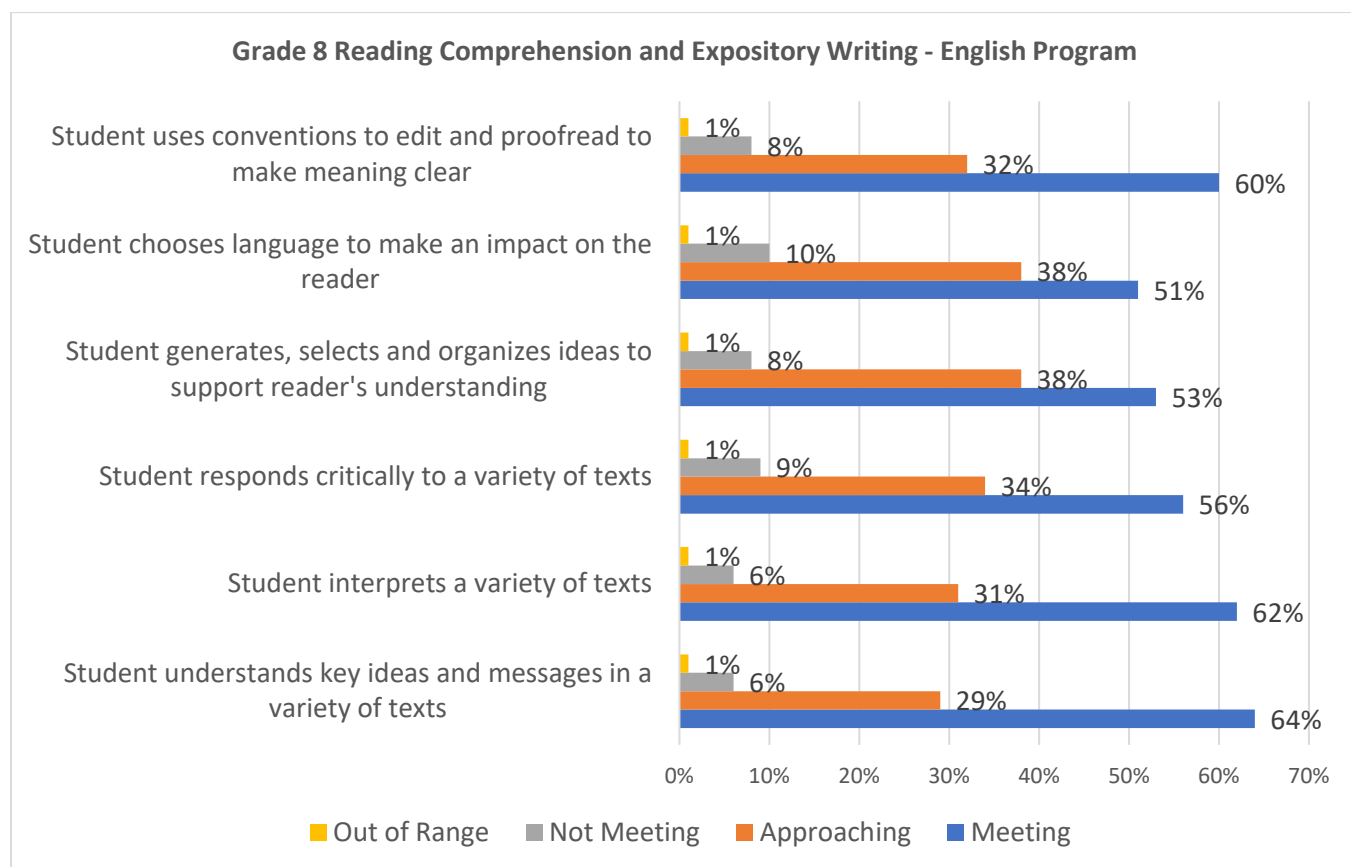


Data Source: MB Education

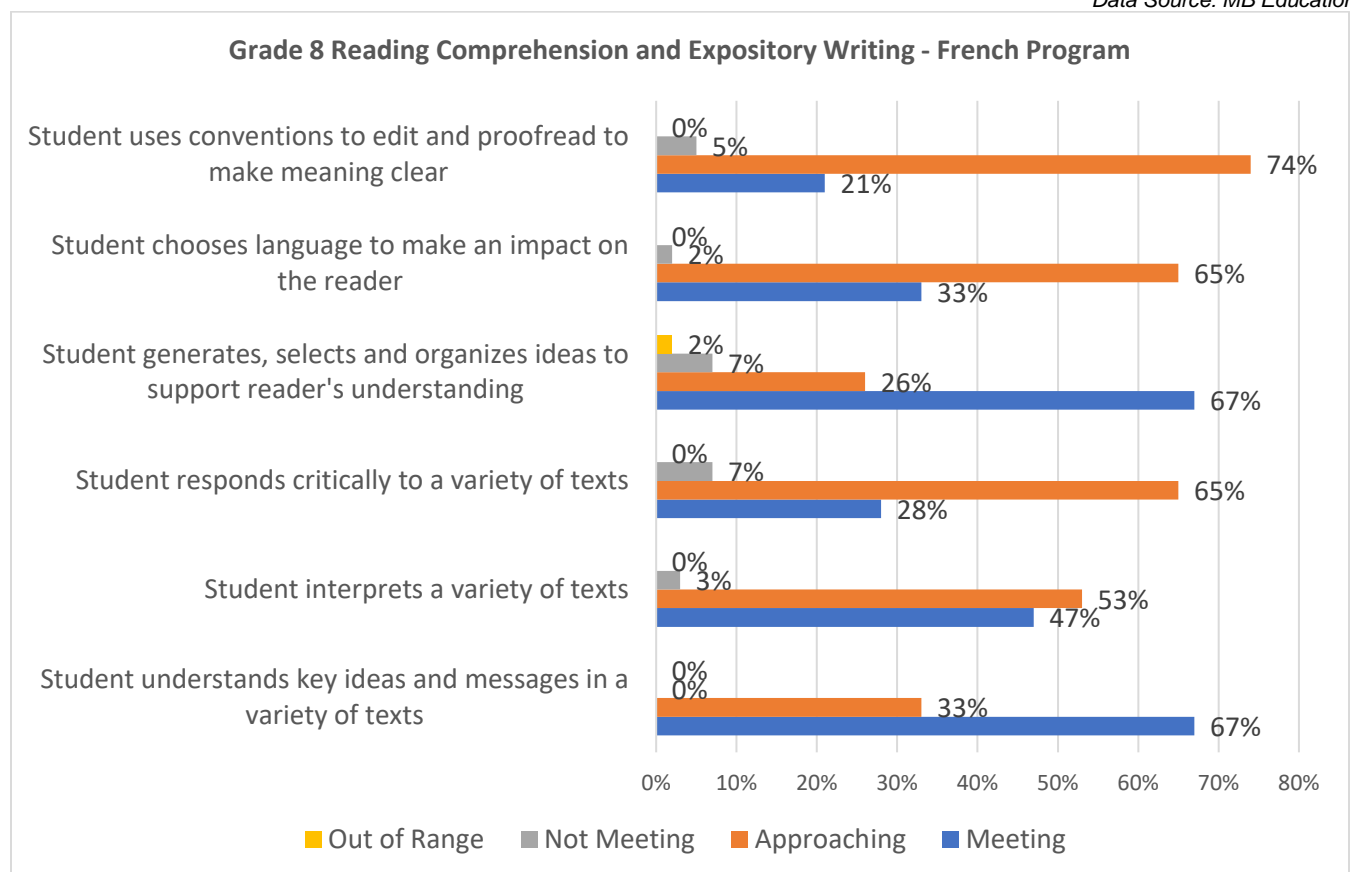


Data Source: MB Education

Grade 8 Level of Performance Ratings – 2018-2019:



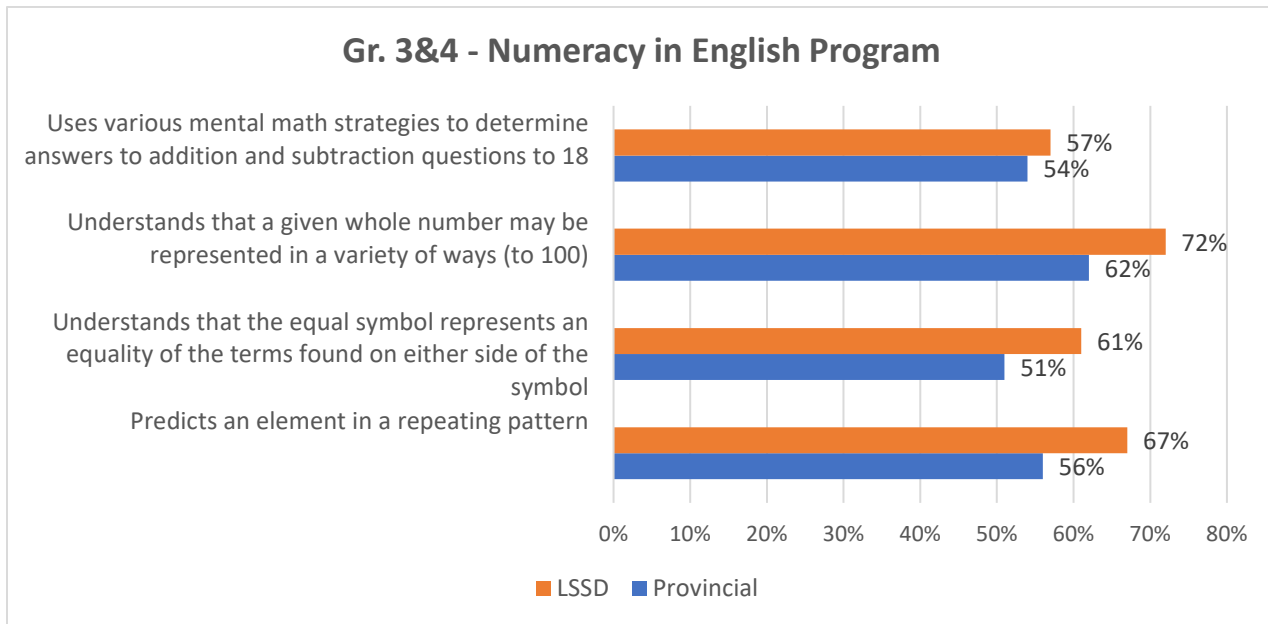
Data Source: MB Education



Data Source: MB Education

GRADES 3 & 4 ASSESSMENTS: ENGLISH AND FRENCH IMMERSION – 2018-2019

This assessment is done at the start of the year by the classroom teacher. The purpose is to inform planning for the year. The province has provided data to share the percentage of students who met expectations in the numeracy sub-competencies and in the reading sub-competencies from Fall 2009 to Fall 2019.

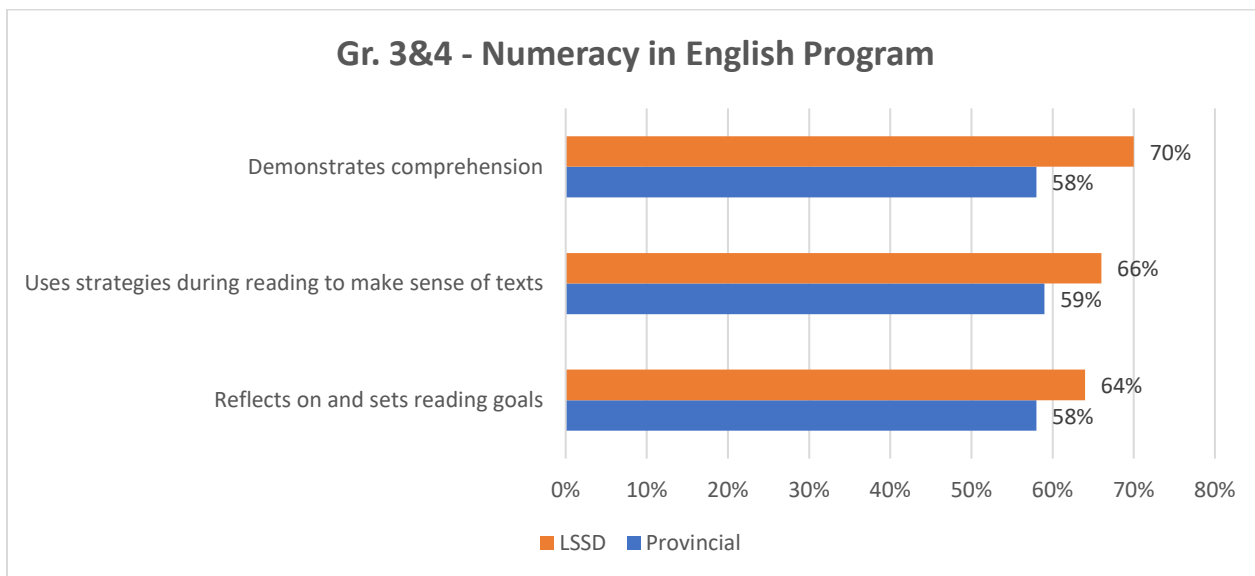


Data Observations:

Boys performed higher than girls: Boys – 47.9% / Girls – 44.2%

Non-Indigenous performed higher than Indigenous: Non-Indigenous – 48.5% / Indigenous – 40.3%

Non CFS students performed higher than Children in Care: Non-CFS – 47.9% / Children in Care – 20%.



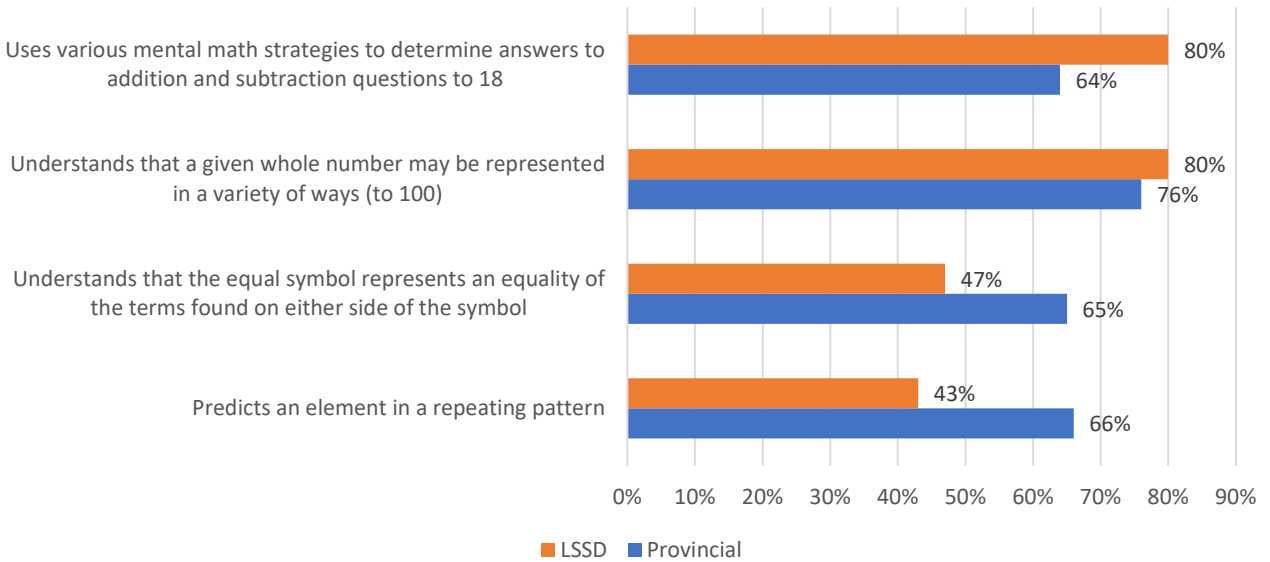
Data Observations:

Girls performed higher than boys: Girls – 58.4% / Boys – 47.1%

Non-Indigenous performed higher than Indigenous: Non-Indigenous – 56.3% / Indigenous – 43.3%

Non-CFS performed higher than Children in Care: Non-CFS - 53.4% / Children in Care – 40%

Gr. 3&4 - Numeracy in French Immersion Program

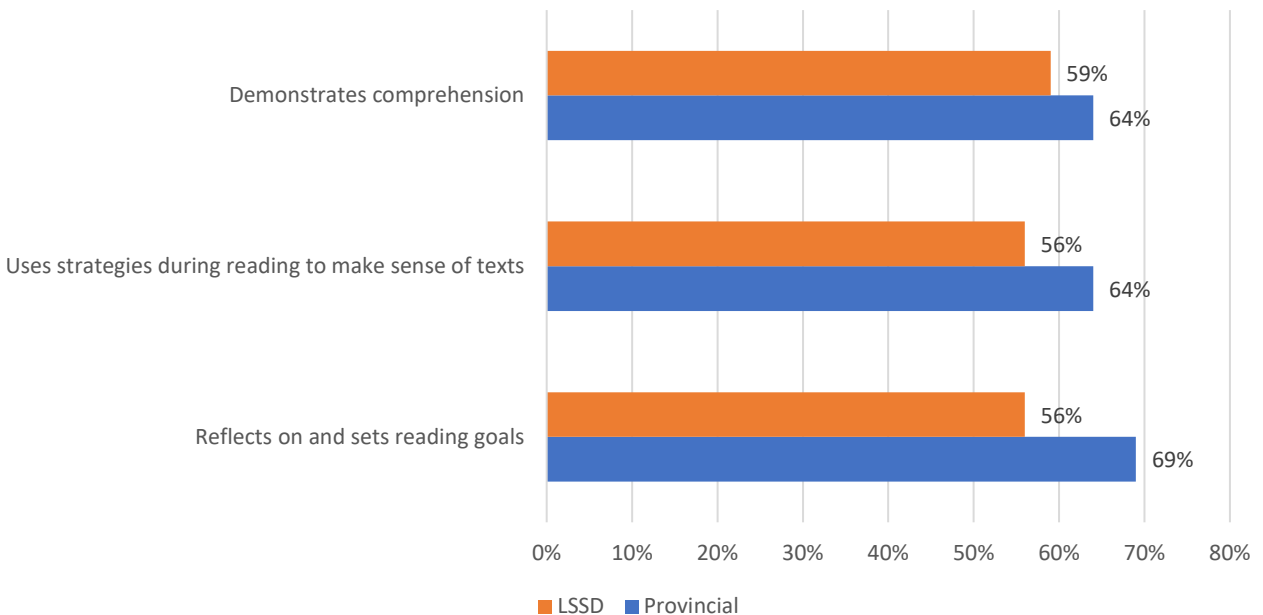


Data Source: MB Education

Data Observations:

Boys performed higher than girls: Boys – 41.7% / Girls 11.1%

Gr. 3 & 4 - Reading in French Immersion Program



Data Source: MB Education

Data Observations:

Girls performed higher than boys: Girls – 64.3% / Boys – 46.2%

Early Development Instrument (EDI) Data

- The EDI instrument is a questionnaire used to assess the school readiness of children in Kindergarten. The questionnaire consists of 103 core questions and is filled out by teachers for each of their Kindergarten students. This report provides trends on school readiness as they enter the system.
- The EDI results are never used for the individual evaluation of students but help inform planning and identify areas of strengths and needs for the student as they enter school.
- The 5 domains assessed include: Physical Health & Well-Being, Social Competence, Emotional Maturity, Language & Thinking Skills, and Communication Skills and General Knowledge.
- Research tells us that children who begin ready for school will have future successes in learning throughout their lives. Conversely, being not ready for school is closely tied to poor school performance in later years and it is very difficult to reverse this pathway of vulnerability.
- Data has been collected since 2005/2006 every two years.
- The areas to identify are the Not Ready results. These numbers indicate that our children are in the bottom 10th percentile of the Canadian baseline sample. Through all the years of EDI, all but one year had our division indicating that physical health and well-being were an identified domain of need and falling in the bottom of the Canadian baseline sample.
- Most years indicated data for the other domains falling in the mid-range of Canadian baseline scores.
- Data is also provided to indicate the children who are “not ready across more domains. The more the domains, the more the concern. Through all the years in LSSD and provincially, the data indicates that students are not ready in 1 or more domains, or 2 or more domains. The data from 2016/17 aligns with provincial data, indicating that this isn’t a local issue, but a provincial one as well.
- Conversely, anything above 30% is a domain of strength as it is higher than the Canadian baseline sample. Data in LSSD indicate that in four domains (not physical health and well-being), 30-37% of students are very ready for Kindergarten. 62% are very ready in one or more domains, and 46% are very ready in two or more domains and 33% in 3 or more domains.
- The most recent data provided from 2016/17 was the most concerning with all domains falling in the range that indicated a domain of need. The highest (or weakest) domain was physical health and well-being. This percentage was significantly higher than Manitoba data.

- In drilling down the sub-domain results, the proportion of children who have met **few/none** developmental expectations (or, are considered vulnerable) are indicated in the following sub-domains for 2016/17:

Physical Health & Well-Being

Lacking Physical Independence – 16%, Lacking Gross and fine motor skills – 37%

Social Competence

Lacking Overall social competence – 12%

Emotional Maturity

Lacking Prosocial and Helping Behaviour – 39%

Language & Thinking Skills

Lacking Basic Literacy – 13%

Lacking Advanced Literacy – 22%

Lacking Basic Numeracy – 17%

Lacking Communication Skills & General Knowledge – 31%

Numeracy and Literacy – Division Focus and Strategy

Numeracy and Literacy for every child is paramount for our Student Success for All Framework.

Assistant Superintendent of Learning and Assistant Superintendent of Student Services will be utilizing an intentional interruption strategy when meeting with principals of each school. Following a learning conversation protocol developed by Steven Katz will move our previous school plan discussions to a learning conversation to push beyond status quo.

Numeracy:

mRLC: The Grade 6 and 9 Cohort will continue to implement the numeracy initiative in their teaching practice. All Grade 6 and Grade 9 teachers that were not part of the mRLC initiative are involved in a Divisional Numeracy Initiative that follows the mRLC Numeracy Achievement Project (NAP). This initiative will involve professional development sessions with the Numeracy Lead Teacher and will take place over the next two years. All Grade 7 and Grade 8 teachers are part of the mRLC NAP that will provide specialized training and professional learning over the next two years to see if professional learning has an impact on student learning.

Baseline Data: Divisional data is collected in June for Grade 6 students and Grade 9 students. The data is analyzed divisionally. The information is shared as a part of the transition between schools. Baseline data will provide professional conversations using data that is consistent and reliable. Baseline data began June 2017. Common Language K-9 is available on the Numeracy Notebook (final draft stages-working with Manitoba Education and Training for finalization).

Lead Teacher: A strong numeracy and teaching background enables our lead teacher to work with teachers at all grade levels. The Lead Teacher works with a group of K-6 teachers to develop a problem-solving assessment as a resource for the division. The plan is to offer to all K-6 teachers by September 2019. A mental math and estimation tool has been developed and is being piloted this current school year. This tool will also be offered as a resource September 2019. Numeracy Documents continue to be collected and placed in Numeracy Supports Notebook which can be accessed by teachers, learning support teachers and administrators. Problem Solving Assessment is being piloted by the lead teacher with students from K-6 and will be available for teachers in late fall.

Common Terms K-9: Utilizing Manitoba Education documents, teacher feedback and researched resources, a template is being developed to ensure common language and consistency is occurring through the division. The goal is to have it ready for September 2019.

School Plans: All schools are provided their data to help inform decision making. All school plans must have a numeracy goal.

Literacy:

Reading Apprenticeship: Provided by Manitoba Education, this inquiry-based teacher professional development focuses on how students learn literacy and to read for understanding, particularly on complex content area texts. Teachers apprentice students to become motivated, strategic and critical readers, writers and thinkers in across subject areas, and not just in their language arts classes. LSSD has a cohort working through the process that includes two administrators, five teachers, and the Lead Teacher. The plan is to share new learning with a broader audience.

Baseline Data: The use of Fountas and Pinnell Benchmark assessments for obtaining baseline data in grades 7 to 9, will provide professional conversations using data that is consistent and reliable. Baseline data is also mandated for grade 6 so that information can be provided to the next school. These baseline assessments are not included in report card data. The divisional plan for Fountas and Pinnell Benchmark assessments is to start with middle years.

Lead Teacher: A strong teaching and literacy background, that includes Reading Recovery, Regie Routman, and Reading Apprenticeship experience, enables our Lead Teacher to work with students and teachers at all grade levels, and meet the range of needs of diverse literacy learners. Using backwards design and a strength-based approach, the Lead Teacher assists teachers and instructional leaders in: identifying the strengths of their class/school; the areas they are looking to strengthen or stretch; their overarching goals; and fostering inclusion by designing and modeling learning opportunities that allow access points for those who have specific needs we must be particularly aware of.

Reading Recovery: Lord Selkirk School Division continues to address gaps in early literacy with the intervention, Reading Recovery. All schools in the division have Reading Recovery or Early Literacy Support trained teachers. Data collected from school-based site reports demonstrated that all students included in Reading Recovery and Early Literacy Support made progress. Lord Selkirk School Division is focusing on training classroom teachers as Reading Recovery teachers so that more students can benefit from teachers trained in theory and practical strategies for classroom literacy instruction. Our French Immersion school, Ecole Bonaventure, is currently implementing IPLE.

Pre-School Literacy: School-based literacy pre-school programs are offered at four schools and include Kinderstart and Happy Tots. Attendance records indicate numbers were maintained or increased in most, with one reporting a slight decrease. These programs supplement other community programs. Piloted this year was Ready, Set, Grow, a collaborative initiative between Lord Selkirk School Division and the Interlake Regional Health Authority designed to bring information on school and community resources to parents and guardians of preschool children ages 3-4. Divisional and community presenters provided information stations on a variety of educational and health related topics and were available to answer questions in a come-and-go setting.

Welcome to Kindergarten: This parent engagement strategy piloted in two schools this year, relies on the team efforts of all those who have a hand in the educational support of our youngest learners transitioning into our formal school setting in Kindergarten. This approach honours the parent as the child's first teacher, and is designed to create smooth transitions for children, and positive, lasting partnerships between home, school, and community. The plan is to extend the training opportunity to all and expand to most schools. It is a compliment to Ready, Set, Grow.

Early Development Instrument (EDI): Data is provided regarding how well students meet age-appropriate developmental expectations entering Kindergarten across five domains. The five domains are further divided into sixteen sub-domains. The report provides insights and trends within areas of strength and needs and assists in planning for pre-school and early years supports.

Divisional ELA New Curriculum Team: Formed in 2018-2019, this working group spans all grade levels to unpack the new curriculum to develop strategies for supporting classroom teachers. The goals of the group include determining the key elements and practices of the new ELA curriculum and then how to share with all LSSD teachers. In addition, the division is currently exploring opportunities for this cohort and the Lead Teacher to participate in a 3-year deeper learning cycle with Manitoba Education and several other divisional cohorts.

Professional Learning Committee (Grades 8-12): The English Department Head has taken the leadership role in the continuation of a literacy professional learning community, focusing on best practices. This divisional ELA PLC has helped grade 8 and 9 teachers prepare students, with an intentional focus for grade 10 and beyond.

School Plans: All schools are provided their data to help inform decision making. All school plans must have a literacy goal.

Play-based Professional Development: Provided by Manitoba Education, two new professional development opportunities will be provided this year that will build on the play-based philosophy introduced in last year's, "Growing Readers and Writers" session. "Play with Purpose" and "Play for Principals" sessions will deepen understandings of developmentally appropriate practices in the early years and allow Kindergarten teachers, administrators, learning support teachers, and speech/language therapists to explore the provincial support document, "A Time for Learning, A Time for Joy".

K-2 Intensive Literacy Support Sessions (ILS): Strong early literacy instruction is foundational to all future learning in a child's school life and beyond. This initiative offered to all K-2 school teams, establishes strong, developmentally appropriate instructional practices critical to student success. The sessions follow a "plan, teach, debrief" model for professional development and are facilitated by the Lead Teacher, allowing grade-band teams, admin, and learning support teachers the opportunity to hear and view the real-world, backwards design planning process that begins with identifying strengths, a learning target or area to strengthen, overarching goals, and

specific learner needs. ILS allows teams to view lessons with their own students in mind and have professional conversations about teaching and learning that arranges for student success for all.

Observation Survey of Early Literacy Achievement Training: The Lead Teacher and Reading Recovery Teacher Leader continue to provide yearly training on the Observation Survey of Early Literacy Achievement, which includes the assessment and analysis of Running Records and five tasks that provide an overall picture of a child's literacy ability to be used to inform instruction. The five tasks include: Letter Identification; Word Reading; Writing Vocabulary; Hearing and Recording Sounds in Words; and Concepts About Print. This year, in addition to teachers, all new Learning Support Teachers will be trained by the Lead Teacher.

Summer Explorers: This yearly summer initiative is designed to reduce summer loss and provide playful physical, literacy, and numeracy-based opportunities to students in a camp setting. This year the program expanded to five schools: Centennial, Daerwood, Ruth Hooker, Robert Smith, and Ecole Bonaventure.

MRLC: The Lead Teacher continues to join several school teams of administrators, teachers, and learning support teachers to support professional learning regarding literacy provided by Faye Brownlie through the Manitoba Rural Learning Consortium. The number of school teams attending has increased significantly with this year's sessions including: "Evidence-guided Literacy Instruction: Closing Learning Gaps" (Early Years); "Writing Across the Curriculum" (Grades 8-12); and "Principals and Literacy Coaches: Understanding Quality Instruction" (Literacy Leads and Administrators). The theory and instruction strategies are often shared and modeled during Intensive Literacy Support Sessions.

Universal Design for Learning (UDL)

The foundation of UDL is the social emotional learning that is required before students are ready to learn in school. A function of UDL is that teaching practices and planning consider the multiple intelligences of students, providing options for students to illustrate their learning. All schools' plans are to include best practices of UDL within their plans. Lord Selkirk School Division has also been aligned with MASS and the province in regard to addressing mental health education and support for our students. We have a divisional mental well-being and well becoming committee promoting all schools to embark on a mental health initiative in 2018-2019. School counsellors and social workers have been trained on a "Speak Up" program to bring to all Grade 7 students. While our attendance data indicates above provincial average, we continue to strive to "dig deeper" into why some students are not wanting to attend school. Often it is a mental health and anxiety issue.

Social emotional well-being and well becoming are critical to the development of our students and the need for counsellors at all our schools is evident through the data collected each year.

Applicable to this area is the Mental Health Survey that was conducted in 2015-2016 with Grade 5 students across the province. The Healthy Child Committee conducted this voluntary "census" of Grade 5 mental health. The areas included in the survey were: prosocial behaviour, emotional symptoms, peer relationship problems, conduct problems, and hyperactivity/inattention. Both teachers and students were surveyed. We received data by participating schools, not individually. What stood out was how the students rated their health and their mental health. In general, most rated their health as very good or excellent, when they rated their mental health, the ratings were from fair to excellent.