

# Annual Report on Continuous Improvement

## Lord Selkirk School Division

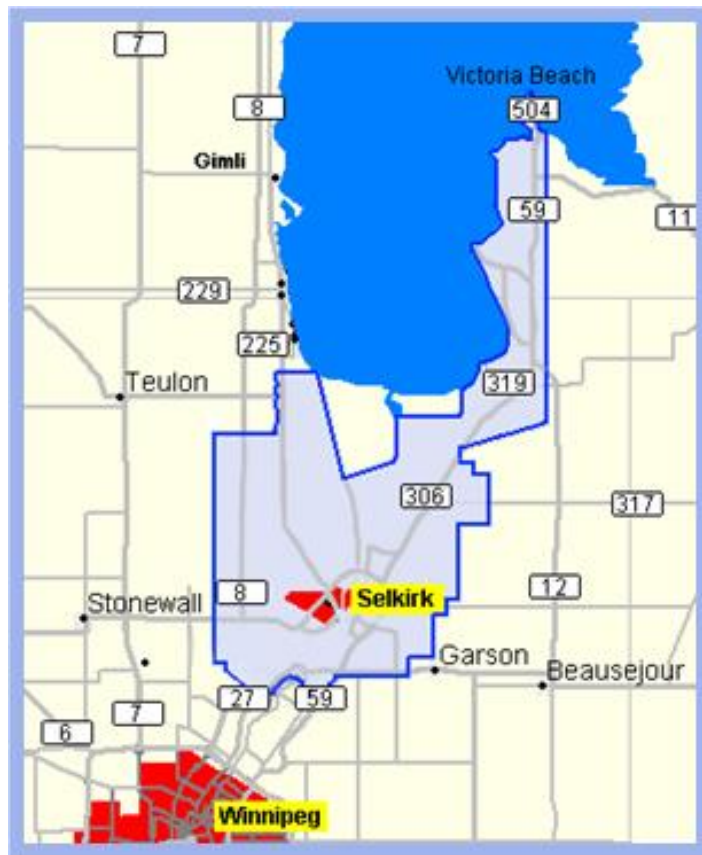
2017-2018 Report  
2018-2019 Plan

### 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. 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.



## 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
- Manager of Human Resources
- Executive Administrative Assistant.

## c) Division Staffing Profile

<b>Positions</b>	<b>Full-time Equivalents 2017/18 year</b>	<b>Full-time Equivalents 2018/19 year</b>
Principals	15.0	15.0
Vice-Principals	9.0	8.5
Teachers	263.5	252.25
Counsellors	12.5	14.5
Resource Teachers	23.0	25.75
Teachers supporting special needs low enrolment classes	0	0
Educational Assistants	166.5	166.0
Speech Language Pathologists	4.0	3.0
Reading Clinicians	1.0	1.0
Occupational Therapists	1.25	1.6
Physiotherapists	0.5	0.5
Psychologists	4.0	4.0
Social Workers	6.0	5.0
Other professional staff:		
• LAL/EAL	1.0	0.5
• Director - Student Services	1.0	1.0
• Lead Teachers	6.0	4.0
• Reading Recovery Trainer	1.0	1.0
• Career Counsellor/Dual Credit	1.0	1.0

With a reduction in provincial funding for 2018-2019 school year, the number of teaching staff was reduced. In receiving a grant October 2017 from Manitoba Education, the LAL/EAL Teacher was increased to 1.0 FTE. The grant was not received for 2018-2019.

**d) Disaggregated data for students designated as English as an Additional Language (EAL) and self-declared Aboriginal students. June 2017**

<b>Disaggregation</b>	<b>No. of Students</b>	<b>Percentage of Student Population</b>
English as an Additional Language	166	166/4033 = 4.11%
Self-declared Aboriginal	1038	1038/4033 = 25.7%

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.

**e) Education for Sustainable Development June 2018**

Schools set a three-year plan to spend funds.

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

**f) 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.

**Divisional Plan for Attendance:** A divisional committee has been formed including Assistant Superintendent, Social Worker, Administrators at different school levels, and Director. A social worker has attendance within their portfolio to improve attendance in Lord Selkirk School Division. A goal for this year is to increase PowerSchool data enabling alerts to be sent to administrators of students approaching a high number of absences. The committee will also be looking at the accuracy of recording the data and recommending guidelines to Senior Administration for review.

**In September 2017 – 4033 students**

**In June 2018 – 3979 students**

The challenge lies with mobility as 148 students transferred into the school division and 167 transferred out between Oct. 1, 2016 and June 1, 2017.

- g) Children in Care:** In 2017-2018, there were 209 (an increase of 53 from 2016/17) students in care, averaging from 1% of a school population up to 17%. In the Vital Signs report, the Interlake region has a slightly higher proportion of children in care than the provincial average.

## **LSSD Foundational Statements and Goals**

### **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. 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 (UDL)
  - Social and Academic Inclusion
  - Meaningful Interactions and Participation
  - Teaching to Diversity
  - Addressing Multiple Intelligences
- Instructional excellence is the alignment of Curriculum, Instruction, and Assessment that promotes student success for all.
- Improvement Drivers
  - Leadership, Instruction, Assessment, Ownership

**d. Board Division Plan Goals located on website: [www.lssd.ca](http://www.lssd.ca)**

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

With a newly elected board having their inaugural meeting on Nov. 6<sup>th</sup>, and three new trustees, a new strategic plan will be developed through the 2018-2019 school year.

**e. 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 our priorities are:

- 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 AAA committee to further enhance Indigenous education in the schools
- Require all school staffs to experience the Blanket Exercise by June 2020, to increase understanding of history
- Celebrate Indigenous grads at PASS, an annual event that was initiated in 2000.

### **French Immersion**

- Provide varied and shared learning contexts through academic learning, social interaction and cultural experiences
- All three schools with French Immersion programming to incorporate the Manitoba Education Renewed Vision of French Immersion
- French Immersion 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 our focus on Student Success for All, we track data that informs 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, school develop plans as a staff that have numeracy, literacy and UDL components within.

- Planning with the end in mind, divisional essential understandings and essential questions have been developed for each area
- 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 Principal.
- All schools have been asked to plan a Mental Health project for their school.
- Speak Up program will be experienced by all Grade 7 students.
- All counsellors exploring and educated on Thrival Kits and “Living Life to the Full”

## Report on Results 2017-2018 and Divisional Plans 2018-2019

### Summative Assessment Provincial Data- Grade 12

#### **English Language Arts**

Jan 2018 – 91.4% Pass Rate (province 87.5%). Mean 71.5% (province 68.1%)

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

June 2018 – 88.5% Pass Rate (province 84.1%). Mean 64.2% (province 65.6%)

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

#### **Applied Mathematics**

Jan 2018 – 42.9 % Pass Rate (province 64.8 %). Mean 47.3% (province 56.3%)

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

June 2018 – 50.0 % Pass Rate (province 68.8%). Mean 49.1% (province 58.1%)

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

#### **Essential Mathematics**

Jan 2018 – 56.0 % Pass Rate (province 55.6 %). Mean 52.5% (province 52.2%)

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

June 2018 – 54.0 % Pass Rate (province 57.3%). Mean 52.8% (province 52.9%)

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

#### **Pre-Calculus Mathematics**

Jan 2018 – 59.6 % Pass Rate (province 79.0 %). Mean 53.9% (province 67.4%)

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

June 2018 – 66.7 % Pass Rate (province 78.5%). Median 62.7% (province 67.9%)

*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.
- No results are available for mathematics tests in school year 2012-2013 when new mathematics tests based on new curricula were administered in the context of a provincial pilot process. Due to this change in curricula, results for Applied Mathematics and Pre-Calculus Mathematics prior to 2013 and those after 2013 are not directly comparable. Also, the Essential Mathematics test replaced that of Consumer Mathematics. Thus, only results from 2014 are shown for Essential Mathematics.
- 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.

#### **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.

### **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.

<b>Grade 9 Data- First Attempt at Math and English Credits</b>
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LSSD is above provincial average for % of grade 9 students who attained a Math credit by year end. LSSD 92.6% Province 88% in 2016/17. Trend has been to be above provincial average.

LSSD is above provincial average for % of grade 9 students who attained an English Language Arts credit by year end. LSSD 91.1% Province 89.7%. Trend has been to be above provincial average.

*Indigenous vs Non-Indigenous Students*

Grade 9 Credit Attainment – Math and English - no significant difference

*Non-CFS vs in care of CFS*

Grade 9 Credit Attainment – Math and English -no significant difference

*Girls vs Boys*

Grade 9 Credit Attainment- Math and English – no significant difference

## **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 2017/2018**

### **Grade 7 English Assessment in Number Sense and Number Skills:**

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

LSSD 43.6% (Province 34.8%)

LSSD was below provincial average from Jan 2008 – Jan 2011. From Jan 2012 – Jan 2018 LSSD has ranged from 6% - 23% above provincial average.

### **Grade 7 French Immersion Program Assessment in Number Sense and Number Skills:**

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

LSSD 35.7% (Province 43.7%)

LSSD was significantly below provincial average in 2008, 2009, 2017, ranging from 10% - 36%

Jan 2010, 2012, 2013, 2014 LSSD has ranged from 8% - 36% above provincial average.

### **Grade 8 Reading Comprehension in English:**

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

LSSD 53.1% (Province 51.3%)

LSSD has fluctuated through the years to being above or below provincial average.

Other significant data: Boys 38.2%, Girls 72.5%

Indigenous 38.5% Non-Indigenous 58.8%

Pupils in care of CFS, below provincial average but improving

### **Grade 8 French Immersion Program Reading Comprehension in English:**

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

LSSD 58.6% (Province 64.4%)

Other significant data: Boys 27.3%, Girls 77.8%

### **Grade 8 French Immersion Program Reading Comprehension in French:**

*Percentage who met mid-grade 8 performance in all three sub-competencies.*  
LSSD 24.1% (Province 62.6%)

Other significant data: Boys 27.3%, Girls 22.2%  
LSSD was higher than provincial data from Jan 2008 – 2011. LSSD is lower than provincial data from Jan 2012 -2018.

### **Grade 8 Expository Writing in English:**

*Percentage who met mid-grade 8 performance in all three sub-competencies.*  
LSSD 50.5 % (Province 44.3%)  
LSSD has fluctuated through the years to being above or below provincial average in the same years as reading comprehension.

Other significant data: Boys 35.0%, Girls 70.8%  
Indigenous 35.9% Non-Indigenous 56.3%  
Pupils in care of CFS, below provincial average, but improving

### **Grade 8 French Immersion Program Expository Writing in English:**

*Percentage who met mid-grade 8 performance in all three sub-competencies.*  
LSSD 65.5 % (Province 49.7%)  
LSSD has performed below provincial average in six years, with five years above provincial average.  
Other significant data: Boys 45.5%, Girls 77.8%

### **Grade 8 French Immersion Program Expository Writing in French:**

*Percentage who met mid-grade 8 performance in all three sub-competencies.*  
LSSD 37.9% (Province 45.1%)  
LSSD has performed below provincial average in seven years, with four years above provincial average.

Other significant data: Boys 18.2%, Girls 50.0%

### **Grade 7 Student Engagement – English Program :**

The ratings range from Emerging (only sometimes), Developing (quite often), Established (nearly always), Inconsistent and Out of Scope

*Demonstrating an interest in his/her learning* – English Program: 51% of the students are established, 27% developing , 19% emerging

*Engaging in self-assessment* – English Program: 38% of the students are established, 38% developing, 20% emerging

*Being aware of learning goals and personal goals* – English Program: 50% of the students are established, 30% developing, 17% emerging

*Participating in lessons* – English Program: 48% of the students are established, 35% developing, 14% emerging

*Accepting responsibility for assignments* – English Program: 49% of the students are established, 32% developing, 16% emerging

### **Grade 7 Student Engagement – French Program**

The ratings range from Emerging (only sometimes), Developing (quite often), Established (nearly always), Inconsistent and Out of Scope

*Using French as a tool for personal and social growth* – 19% of the students are established, 71% developing , 9% emerging

*Demonstrating an interest in his/her learning* – 92% of the students are established, 7% developing , 0% emerging

*Engaging in self-assessment* – 19% of the students are established, 79% developing, 2% emerging

*Being aware of learning goals and personal goals* – 88% of the students are established, 10% developing, 2% emerging

*Participating in lessons* – 50% of the students are established, 48% developing, 2% emerging

*Accepting responsibility for assignments* – 86% of the students are established, 12% developing, 2% emerging

### **Grade 7 Number Sense and Number Skills – English Program**

*Student orders fractions* – 70% Meeting mid-Grade 7 Level of Performance, 19% Approaching mid-Grade 7 Level of Performance, 11% not meeting mid-grade 7 Level of Performance, 1% Out of Range below

*Student orders decimal numbers* – 70% Meeting mid-Grade 7 Level of Performance, 20% Approaching mid-Grade 7 Level of Performance, 9% not meeting mid-grade 7 Level of Performance, 1% Out of Range below

*Student understands that a given number may be represented in a variety of ways* – 72% Meeting mid-Grade 7 Level of Performance, 16% Approaching mid-Grade 7 Level of Performance, 11% not meeting mid-grade 7 Level of Performance, 1% Out of Range below

*Student uses number patterns to solve mathematical problems – 51% Meeting mid-Grade 7 Level of Performance, 32% Approaching mid-Grade 7 Level of Performance, 16% not meeting mid-grade 7 Level of Performance, 1% Out of Range below*

*Student uses a variety of strategies to calculate and explain a mental math problem - 54% Meeting mid-Grade 7 Level of Performance, 32% Approaching mid-Grade 7 Level of Performance, 14% not meeting mid-grade 7 Level of Performance, 1% Out of Range below*

### **Grade 7 Number Sense and Number Skills – French Program**

*Student orders fractions – 45% Meeting mid-Grade 7 Level of Performance, 45% Approaching mid-Grade 7 Level of Performance, 10% not meeting mid-grade 7 Level of Performance, 0% Out of Range below*

*Student orders decimal numbers – 79% Meeting mid-Grade 7 Level of Performance, 21% Approaching mid-Grade 7 Level of Performance, 0% not meeting mid-grade 7 Level of Performance, 0% Out of Range below*

*Student understands that a given number may be represented in a variety of ways – 83% Meeting mid-Grade 7 Level of Performance, 17% Approaching mid-Grade 7 Level of Performance, 0% not meeting mid-grade 7 Level of Performance, 0% Out of Range below*

*Student uses number patterns to solve mathematical problems – 50% Meeting mid-Grade 7 Level of Performance, 43% Approaching mid-Grade 7 Level of Performance, 7% not meeting mid-grade 7 Level of Performance, 0% Out of Range below*

*Student uses a variety of strategies to calculate and explain a mental math problem - 67% Meeting mid-Grade 7 Level of Performance, 31% Approaching mid-Grade 7 Level of Performance, 0% not meeting mid-grade 7 Level of Performance, 2% Out of Range below*

### **Grade 8 Reading Comprehension and Expository Writing – English Program**

*Student understands key ideas and messages in a variety of texts – 65% meeting mid-grade 8 level of performance, 27% approaching mid-grade 8 level of performance, 5% not meeting mid-grade 8 level of performance, 3% out of range below*

*Student interprets a variety of texts - 64% meeting mid-grade 8 level of performance, 27% approaching mid-grade 8 level of performance, 6% not meeting mid-grade 8 level of performance, 3% out of range below*

*Student responds critically to a variety of texts- 55% meeting mid-grade 8 level of performance, 32% approaching mid-grade 8 level of performance, 11% not meeting mid-grade 8 level of performance, 3% out of range below*

*Student generates, selects, and organizes ideas to support reader's understanding-* 59% meeting mid-grade 8 level of performance, 32% approaching mid-grade 8 level of performance, 7% not meeting mid-grade 8 level of performance, 2% out of range below

*Student chooses language to make an impact on the reader -* 59% meeting mid-grade 8 level of performance, 30% approaching mid-grade 8 level of performance, 9% not meeting mid-grade 8 level of performance, 3% out of range below

*Student uses conventions to edit and proofread to make meaning clear-* 60% meeting mid-grade 8 level of performance, 31% approaching mid-grade 8 level of performance, 6% not meeting mid-grade 8 level of performance, 3% out of range below

### **Grade 8 Reading Comprehension and Expository Writing in French – French Program**

*Student understands key ideas and messages in a variety of texts –* 75% meeting mid-grade 8 level of performance, 24% approaching mid-grade 8 level of performance, 0% not meeting mid-grade 8 level of performance, 0% out of range below

*Student interprets a variety of texts -* 52% meeting mid-grade 8 level of performance, 45% approaching mid-grade 8 level of performance, 3% not meeting mid-grade 8 level of performance, 0% out of range below

*Student responds critically to a variety of texts-* 38% meeting mid-grade 8 level of performance, 45% approaching mid-grade 8 level of performance, 17% not meeting mid-grade 8 level of performance, 0% out of range below

*Student generates, selects, and organizes ideas to support reader's understanding-* 59% meeting mid-grade 8 level of performance, 32% approaching mid-grade 8 level of performance, 7% not meeting mid-grade 8 level of performance, 2% out of range below

*Student chooses language to make an impact on the reader -* 66% meeting mid-grade 8 level of performance, 31% approaching mid-grade 8 level of performance, 3% not meeting mid-grade 8 level of performance, 0% out of range below

*Student uses conventions to edit and proofread to make meaning clear-* 38% meeting mid-grade 8 level of performance, 45% approaching mid-grade 8 level of performance, 17% not meeting mid-grade 8 level of performance, 0% out of range below

## Grades 3 & 4 Assessments – English and French Immersion

This assessment is done at the start of the year by the classroom teacher. The purpose is to inform planning for the year.

For an overall picture, 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 2017.

### **Numeracy in English Program:**

*Predicting an element in a repeating pattern*, LSSD 49% – 4% below provincial average

*Understand the = symbol*, LSSD 49% - 2 % above provincial average

*Whole number can be represented a variety of ways*, LSSD 61% - 1% above provincial average

*Mental math strategies for addition and subtraction questions*, LSSD 50%- same as provincial average

*Data Observations:* Boys performed higher than girls ranging from 2% to 5% higher. Non-Indigenous performed higher than Indigenous ranging from 14% to 24% higher. Non CFS students performed higher than pupils under CFS care ranging from 20% to 25% higher.

### **Reading in English Program:**

*Reflects on and sets reading goals*, LSSD 58% -1% higher than provincial average

*Uses strategies during reading to make sense of texts*, LSSD 64% - 5% higher than provincial average

*Demonstrates comprehension*, LSSD 65% - 8% higher than provincial average

*Data Observations:* Girls performed higher than boys ranging from 6% to 12% higher, Non-Indigenous performed higher than Indigenous ranging from 13% to 21%, non-EAL performed higher than EAL ranging from 22% to 27%, non-CFS performed higher than CFS ranging from 23% to 27% higher.

### **Numeracy in French Immersion Program:**

*Predicting an element in a repeating pattern*, LSSD 66% – 1% above provincial average

*Understand the = symbol*, LSSD 73% - 13% above provincial average

*Whole number can be represented a variety of ways*, LSSD 71% - 1% below provincial average

*Mental math strategies for addition and subtraction questions*, LSSD 49%- 11% below provincial average

*Data Observations:* Boys performed higher than girls ranging from 2% to 11% higher.

Note that only 3 individuals identified as Indigenous in the French Immersion Program. There were no EAL students and 2 individuals in CFS care.

### **Reading in French Immersion Program:**

*Reflects on and sets reading goals, LSSD 92% -17% higher than provincial average*

*Uses strategies during reading to make sense of texts, LSSD 79% - 4% higher than provincial average*

*Demonstrates comprehension, LSSD 64% - 10% lower than provincial average*

*Data Observations:* Girls performed higher than boys ranging from 5% to 6% higher.

Note that only 3 individuals identified as Indigenous in the French Immersion Program. There were no EAL students and 2 individuals in CFS care.

### **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 10<sup>th</sup> 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.
- 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.



- 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.
- 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%

<b>Graduation Rate</b>
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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.

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. In Manitoba, is 86%.

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

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

**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:** A learning project in numeracy to improve teaching and learning. As a part of their study and research, mRLC will work with a small group of grades 6 and 9 teachers to receive specialized training to see if professional learning has an impact on student achievement. The cohort will be able to share their experience, formative assessments and pacing guides with the division. All Grade 7 and 8 teachers in the division are utilizing the pacing guides developed from the research to ensure all foundational outcomes are covered in the early portion of the year and then spiraled throughout units that follow.

**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.

**Lead Teacher:** A strong numeracy and teaching background enables our lead teacher to work with teachers at all grade levels. She is working 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.

**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.

**Math Department Head:** This individual is involved provincially as a part of a teacher led training team to help work with other teachers. The knowledge and experience gained will ensure conversations about mathematical learning at a researched-based, deep learning and outcomes-based assessment.

**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 Teachers apprentice students to become motivated, strategies and critical readers, writers and thinkers in subject areas, not just in their language arts classes. LSSD has a cohort working through the process, including two administrators and six teachers. The plan is to share new learning with a broader audience.

**Baseline Data:** The use of Fountas and Pinnell 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 tests are not included in report card data. The divisional plan is to start with middle years.

**Lead Teacher:** A strong literacy, Reading Recovery, Regie Routman and teaching background enables our lead teacher to work with teachers at all grade levels, particularly the early years. Intensive literacy supports sessions with Faye Brownlie will help with planning learning intentions, creating rich learning experiences and aligning assessment practices.

**Early Years and Middle Years Intensive Sessions:** The Early Years team consists of seven teachers from across the division, representing all grades as well as an administrator, learning support teacher and lead teacher. The Middle Years team consists of five teachers from across all school in grades 5-8, administrator, learning support teacher and lead teacher. The sessions will demonstrate the interconnectedness of reading and writing.

**Reading Recovery:** Lord Selkirk School Division continues to address gaps in early literacy with the Reading Recovery program in all elementary schools. Data collected from school-based site reports demonstrated that all students included in Reading Recovery made progress. Lord Selkirk School Division is focusing on training classroom teachers as Reading Recovery teachers so that more students can receive the benefits of strategies for learning to read. Our French immersion school, Ecole Bonaventure, transitioned from Reading Recovery in English to IPLE in French.

**Pre-School Literacy:** School-based preschool programs are offered at five schools. Attendance records indicate numbers were maintained or increased, with one location indicating a decrease in numbers. The names of the programs range from Kinderstart to Happy Tots and Family Literacy Program. These programs supplement other community programs.

**Welcome to Kindergarten:** A new initiative will be piloted in two schools for 2018-2019. It is an engagement strategy to foster relationships between home, school and community as children transition to Kindergarten. It is a compliment to Ready, Set, Grow, a health and wellness focus.

**Early Development Instrument (EDI):** Data is provided regarding school readiness of children entering Kindergarten across five domains. The five domains are further divided into 16 sub-domains. The report provides trends on school readiness as they enter the system.

**Divisional ELA New Curriculum Team:** Formed for the 2018-2019 school year, this working group spans all the grade levels to unpack the new curriculum to develop strategies for supporting classroom teachers with the new provincial ELA curriculum. 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.

**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.

## **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.