



# REPORTING & PLANNING FOR STUDENT SUCCESS 2015–17





# REPORTING & PLANNING FOR STUDENT SUCCESS

We are pleased to bring you this document that outlines our educational priorities and provides both a report of what we've accomplished—and a plan for what we hope to accomplish—in relation to them.

A framework to guide our reporting and planning was developed by Manitoba Education in collaboration with school division leaders and other provincial partners and was introduced to school divisions in May 2016. The aim of the framework is to create a more cohesive and collaborative process for the department and school divisions to report on and increase student achievement, particularly in the areas of literacy and numeracy.

We know this is important work. Performance achievement data has highlighted the need to increase student achievement, specifically in the areas of literacy and numeracy, in particular for Aboriginal students.

We hope this document will give you insight into how we, as a school division, set our educational goals and the work that needs to be done to reach them.

Kelly Barkman  
Superintendent/CEO  
River East Transcona School Division

## REPORTING ON 2015–16

### Our priorities for 2015–16 were:

- Literacy
- Safe Schools
- Numeracy
- Technology-Enabled Learning

### LITERACY

*Enhance student achievement through authentic and appropriate literacy instruction.*

### Our goals were:

- By June 2016, 75 per cent of k–12 students would meet or exceed expectations on their provincial literacy assessments.
- By June 2016, 75 per cent of k–12 students would perform at their grade level on the provincial report card.

### How we did:

- We continued to make significant strides towards our goal but more remains to be done.
- Students were scoring at or above the provincial average in most areas, but combined averages were not at the 75 per cent target.
- Particular groups of students need additional support in order for all students to reach the target.

## SAFE SCHOOLS

*Enhance the climate, culture and inclusivity in all schools by implementing Positive Behaviour Interventions and Supports (PBIS) at all three tiers: universal (the entire student population), targeted (students who need some extra help), and intensive (students who need intensive help).*

### Our goals were:

- By June 2016, all schools would track and monitor discipline data using PBIS guidelines.
- By June 2016, all schools would be implementing PBIS at Tier 1: Universal, with fidelity.

### How we did:

- The PBIS framework—designed to help create an environment that enhances a student's ability to learn and behave—was implemented in the majority of the 42 schools, with fidelity.
- School staff were developing consistency in the collection of data for all three tiers: universal, targeted and intensive.
- Schools were implementing PBIS action plans that prioritize positive, proactive behaviour supports while maintaining the cultural relevance of their school and community.
- A behavioural data management system called MyReferrals was introduced. Data that is collected is used to help make decisions that promote positive problem-solving solutions.
- All of these approaches have created a structure and process to support the development of a positive, inclusive climate in all of our schools.



## NUMERACY

*Enhance student achievement through authentic and appropriate mathematics instruction.*

### Our goals were:

- By June 2016, 75 per cent of k–12 students would meet or exceed provincial averages on their provincial mathematics assessments.
- By June 2016, 75 per cent of k–12 students would perform at their grade level on the provincial report card.

### How we did:

- We made significant progress towards our goals, but we weren't at the 75 per cent threshold on the provincial assessments.
- Further work is needed to help self-identified Aboriginal students increase their academic success.

### The Grade 3 provincial math assessment showed:

- English program students scored at or above provincial averages; French immersion students scored slightly below.
- In both programs, boys' and girls' scores have increased steadily since 2011; boys are still scoring slightly higher.
- Self-identified Aboriginal students scored significantly lower.

### The middle years assessment showed:

- Students in both French and English scored at or above the provincial average.
- Boys and girls achieved at similar levels.
- EAL (English as an additional language) students performed significantly better than the division average.
- Self-identified Aboriginal students performed at lower levels.

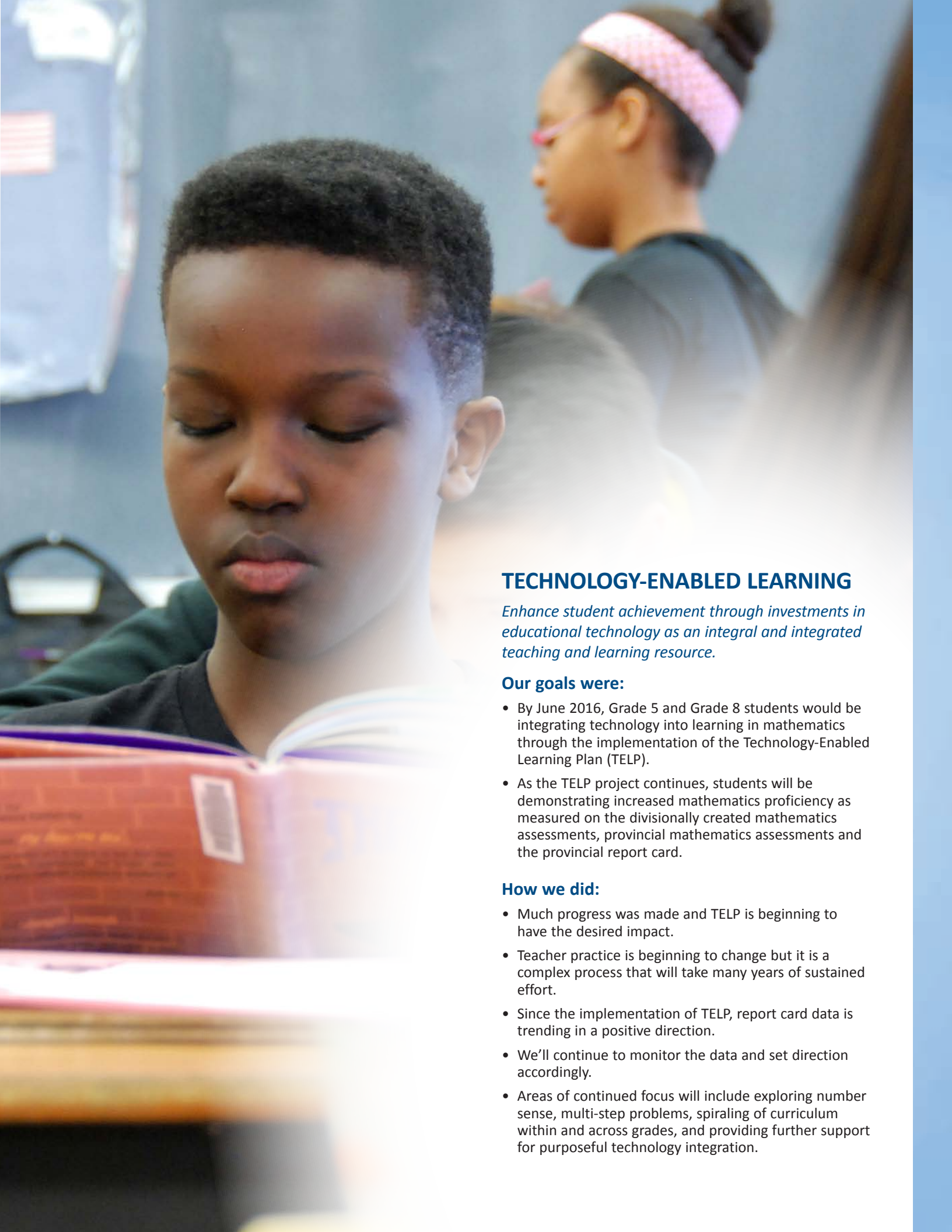
### The Grade 12 standards exam results in applied math, essential math and pre-calculus showed:

- French immersion students scored significantly below the provincial average in applied math (results were based on a very small sample); scored higher than the provincial average in essential math; and were comparable to the provincial average in pre-calculus.
- English program achievement for male and female students is comparable, with girls scoring slightly higher than boys in essential math.
- EAL students had lower scores than the non-EAL population in all three courses.
- Self-identified Aboriginal students scored slightly below divisional averages in applied and essential math, and scored above the division average in pre-calculus.

### Report card data showed:

- The majority of students were meeting the targets set in both Grade 3 and middle years, but more support will be needed for students working at a limited or basic level of understanding in math.
- Specific support will be needed to improve achievement for self-identified Aboriginal students across all grade levels, and for EAL students in Grade 12.
- The division's Technology-Enabled Learning Plan (TELP), which equips some math classrooms with a bank of tablets loaded with math apps, will continue to help students build their mathematical skill and competency.





## TECHNOLOGY-ENABLED LEARNING

*Enhance student achievement through investments in educational technology as an integral and integrated teaching and learning resource.*

### Our goals were:

- By June 2016, Grade 5 and Grade 8 students would be integrating technology into learning in mathematics through the implementation of the Technology-Enabled Learning Plan (TELP).
- As the TELP project continues, students will be demonstrating increased mathematics proficiency as measured on the divisionally created mathematics assessments, provincial mathematics assessments and the provincial report card.

### How we did:

- Much progress was made and TELP is beginning to have the desired impact.
- Teacher practice is beginning to change but it is a complex process that will take many years of sustained effort.
- Since the implementation of TELP, report card data is trending in a positive direction.
- We'll continue to monitor the data and set direction accordingly.
- Areas of continued focus will include exploring number sense, multi-step problems, spiraling of curriculum within and across grades, and providing further support for purposeful technology integration.



## PLANNING FOR 2016–17

### Our priorities for 2016-17 will continue to be:

- Literacy
- Safe Schools
- Numeracy
- Technology-Enabled Learning

### The factors that influenced our priorities were:

- Provincial priorities, initiatives, expectations, legislation and regulations
- Budgetary factors
- School plans and priorities
- Information communication technology (ICT) plans
- TELP team surveys

### Current research on:

- 21st century learning and the role of technology in learning
- Literacy development using the Regie Routman and Penny Kittle methods
- Numeracy
- Safe schools

### Key divisional data including:

- Staffing patterns, student enrolment and demographic data
- Student academic achievement as well as disaggregated provincial assessment data
- Socioeconomic indicators
- Early learning trends

### The people involved in setting the priorities were our:

- School-based learning and behaving teams, and assessment teams
- Divisional committees such as assessment, literacy leadership, mental health, Aboriginal Academic Achievement (AAA), and TELP leadership
- School and divisional technology staff and ICT co-ordinators
- School administrators
- Consultants
- Research officer
- TELP teachers
- Senior administration

### Our process was:

- Groups met regularly to discuss the current plan(s), review progress to date and identify needs for the future.
- In May and June, time was spent solidifying the plan and the accompanying professional learning activities, and reflecting on and evaluating the previous years' progress.

### The data we used for our plan included:

- School plan results
- Assessment surveys
- Feedback from teachers and school administrators
- Academic achievement (both combined and disaggregated) from the Grade 3 assessment, middle years assessment, and the Grade 12 provincial assessment
- Results of the PBIS residency
- Data from the TELP surveys and assessment tools
- Professional development participation rates and feedback slips
- Anecdotal observations and comments by relevant professional staff
- Current research





## LITERACY

*Enhance student achievement through authentic and appropriate literacy instruction.*

### Our goals are:

- By June 2017, early and middle years students will become literate citizens who use language to communicate, comprehend and think critically.
  - ◊ This will be reflected in the English Language Arts (ELA) report card marks for Grade 3 with 75 per cent of students receiving a “3” or “4” and the number of students receiving a “1” decreasing to five per cent across all ELA categories.
- By June 2017, Grade 12 students will become literate citizens who use language to communicate, comprehend and think critically.
  - ◊ This will be reflected by students receiving an average of 70 per cent on the provincial ELA standards test and the pass rate will increase to 90 per cent.

### How we'll know we're making progress:

- English and French immersion literacy results (Grade 3 assessment, middle years assessment, Grade 12 standards tests) will meet or exceed the provincial averages.

- Report card data will show more students performing at higher levels of academic achievement in the ELA categories.
- Analysis of the on-demand student writing samples from schools in the Regie Routman Project will illustrate increased skill and complexity over time.
- School and classroom libraries will have an increased collection of relevant, engaging and authentic texts and the students will access these resources with increasing frequency.
- The percentage of Grade 1 students benefitting from Reading Recovery® services will meet the Reading Recovery program guidelines.

### The data we'll use to show our progress:

- Provincial assessment results over five years
- Collected data from report cards
- Consultant reports regarding ongoing work in literacy at all levels
- Regie Routman Residency data, i.e., site feedback, inventories, writing samples
- Reading Recovery executive summary results
- Inventory and usage of school and classroom library collections
- Instructional leader observations and reflections





## SAFE SCHOOLS

*Enhance the climate, culture and inclusivity in all schools by implementing Positive Behaviour Interventions and Supports (PBIS) at all three tiers (universal, targeted and intensive).*

### Our goals are:

- By June 2017, all schools will be tracking discipline data using MyReferrals in the Tyler Student Information System.
- By June 2017, schools will have implemented their 2016-17 PBIS action plans with fidelity.
- By June 2017, one-quarter of schools will begin implementing PBIS Tier II: Targeted supports.

### How we'll know we're making progress:

- Schools will record all classroom and office-managed discipline events in MyReferrals.
- Schools will analyze their discipline data, identify targeted areas and develop action plans.
- Scores from the Tiered Fidelity Inventory (TFI) will indicate fidelity of PBIS implementation in schools.

- Annual training will be provided to assist staff in understanding how to support students demonstrating targeted and intensive behaviours.
- A variety of professional development sessions will be provided for employee groups to enhance skill and knowledge in meeting the needs of students in the universal, targeted and intensive tiers.

### The data we'll use to show our progress:

- MyReferrals data will be assessed to determine if any school teams require additional support.
- MyReferrals data will be used by school-based teams to implement universal, targeted and intensive supports and monitor their effectiveness over time.
- The TFI inventory will be used to assess progress in positive behaviour supports and determine next actions.
- Staff surveys will be used to match professional development support to school-based needs in supporting students.



## NUMERACY

*Enhance student achievement through authentic and appropriate mathematics instruction.*

### Our goals are:

- By June 2017, all students will become mathematically literate citizens who use mathematics confidently, accurately and efficiently.
  - ◊ Math report card marks at Grade 3 will show 75 per cent of students receiving a “3” or “4” and the number of students receiving a “1” will decrease to five per cent across all math categories and,
  - ◊ Grade 12 students will receive an average of 70 per cent on the provincial math standards tests and the pass rate will increase to 90 per cent.

### How we'll know we're making progress:

- Provincial English and French immersion assessment results related to mathematics (Grade 3 assessment, middle years assessment, Grade 12 standards tests) will meet or exceed the provincial averages.
- Report card data will show more students performing at higher levels of academic achievement on the math categories across all grade levels.
- The number of early and middle years teachers trained in “First Steps in Mathematics” will continue to increase.

### The data we'll use to show our progress:

- Provincial assessment data (Grade 3, middle years, and Grade 12) in French and English.
- Disaggregated provincial assessment data provided by Manitoba Education.
- Year-end teacher feedback from the Focus Area #3 (i.e., introduction of TELP at the Grade 6 and Grade 9 level) TELP sessions.
- TELP progress and year-end reports.
- Exit slips from various professional development sessions.
- On-going and end-of-year reports regarding the middle years and senior years co-teaching and coaching model.
- Early Numeracy Intervention Program (ENIP) data from all early years schools.
- Feedback and exit slips from ENIP facilitator professional learning sessions.
- School based assessment data and feedback from schools using AAA and/or EAL allocations for targeted support.





## TECHNOLOGY-ENABLED LEARNING

*Enhance student achievement through investments in educational technology as an integral and integrated teaching and learning resource.*

### Our goal is:

- By June 2017, Grade 6 and 9 students will be integrating technology into learning in mathematics and, as the project continues, be demonstrating increased mathematics proficiency as measured on the divisionally created mathematics assessments, provincial mathematics assessments and the provincial report card.

### How we'll know we're making progress:

- The division will directly link the Technology-Enabled Learning Plan (TELP) to the division's educational priorities.

### Increased student achievement in mathematics in grades 4–9 as evidenced in:

- An increase in students' mathematics proficiency over time as measured on the divisionally created mathematic assessment.
- An increase in the proportion of students achieving a "3" or "4" (or 70 per cent or higher) on the math report card, over time.

### Increased student engagement in mathematics in grades 4–9 as evidenced in:

- Students reporting increased engagement with math.
- Teachers reporting increased student engagement with math.

### A positive impact on grades 4–9 teachers' ability to plan, instruct, and assess student numeracy as evidenced in:

- Teachers comfortably and regularly using recommended instructional practices in the teaching and learning of math.
- Teachers comfortably and regularly using the devices in the teaching and learning of math.

### An increase in grades 4–9 teacher collaboration to improve practice and support learners in mathematics as evidenced in:

- Increased teacher collaboration.
- Increased professional dialogue between teachers (various topics include: lesson plans, student work, instructional practices, problem-solving, incorporating technology).

### The data we'll use to show our progress:

- RETSD divisional plan and educational priorities.
- Technology-Enabled Learning Team (TELT) meeting agendas and minutes.
- Surveys of students, teachers and administrators.
- Staff observational and anecdotal feedback, research officer reports.
- Manitoba assessment data, using previous years trends to provide a baseline.
- Professional development plans incorporating technology and pedagogical aspects.
- Exit slips from professional development sessions.
- Division-wide, grade-specific mathematical competency test results using pre-and post-test scores to provide comparison data.









# *creating student success*

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