



# REPORTING & PLANNING FOR STUDENT SUCCESS 2016–18



# 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. 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.

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

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

Kelly Barkman  
Superintendent/CEO

## REPORTING ON 2016–17

### Our priorities for 2016–17 were:

- Literacy
- Safe schools
- Numeracy
- Technology-Enabled Learning Plan

## LITERACY

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

### Our goals were:

- 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 ELA report card marks at Grade 3 with 75 per cent of students receiving a “3” or “4” and the number of students receiving “1” will decrease to five per cent across all English language arts (ELA) categories.
- Grade 12 students will become literate citizens who use language to communicate, comprehend and critically think.
  - ◊ 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 did:

- The division has met many of these outcomes. Over 80 per cent of students in Grade 3 received a “3” or “4,” and only one per cent of student received a “1.” In Grade 12, our pass rate was 92.5 per cent and the average mark was 69 per cent.
- Work remains to be done. RETSD is scoring at or above the provincial average in most areas, but particular groups of students require additional support in order for all 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 2017, all schools will track discipline data using MyReferrals in the Tyler Student Information System.
- Schools will have implemented their 2016–17 PBIS action plans with fidelity.
- One-quarter of schools will begin implementing PBIS Tier II: Targeted Supports.

### How we did:

- Electronic tracking of discipline data by all staff has offered consistency in PBIS application across the division and has allowed for dialogue regarding student, grade and school trends to strengthen action plans.
- The implementation of PBIS in our division is exceptional. Our school staff continue to deepen their understanding of PBIS and to purposefully teach expected behaviours to students. Ongoing conversations are required with staff to ensure that the identified action plans remain a priority and focus throughout the school year.
- The exploration of Tier II supports in more than one-quarter of the division's schools has expanded the PBIS framework to support those students who require additional provisions to be successful.

## NUMERACY

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

### Our goals were:

- By June 2017, early and middle years 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 student receiving a “1” will decrease to five per cent across all math categories.
- Grade 12 students will receive an average of 70 per cent on the provincial math standards test and the pass rate will increase to 90 per cent.

### How we did:

- The division continues to have work to do in mathematics. In order to meet the outcomes and indicators of success, the division will continue to support student achievement through authentic and appropriate mathematics instruction at all levels and in all programs.
- The division will continue to investigate the shift in student performance that occurs between middle years and senior years in order to try and determine an appropriate course of action to support enhanced student achievement.
- The numeracy focus of the Technology-Enabled Learning Plan will also continue to support students in building mathematical skill and competency.
- Most notably, the following areas will require specific focus: achievement for self-identified Indigenous students, English as an additional language (EAL) students in Grade 12, and all students under the care of Child and Family Services (CFS).

### The Grade 3 provincial math assessment showed:

- English program students scored above the provincial average, while French immersion students scored slightly below.
- The divisional average has been relatively consistent and higher than the province since 2011; boys are still scoring slightly higher.
- EAL students scored slightly above the divisional and provincial averages, and self-identified Indigenous students and those under the care of CFS are not yet at the divisional or provincial averages.

### The middle years assessment showed:

- Grade 7 students in both English and French immersion scored above the provincial average.
- EAL students scored above the divisional and provincial averages, while self-identified Indigenous students and those under the care of CFS are not yet at the divisional or provincial averages.

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

- English program students scored slightly below the provincial average in applied math; scored on par with the provincial average in essential math; and scored slightly below the provincial average in pre-calculus.
- French immersion students scored below the provincial average in applied math; scored above the provincial average in essential math; and scored slightly higher than 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 and pre-calculus.
- Self-identified Indigenous students and students under the care of CFS are not yet at the divisional or provincial averages.

### Report card data showed:

- The majority of students are meeting the targets set in the divisional plan for Grade 3.
- Work still needs to be done to reach the Grade 12 outcome and to support those students who are working at a limited or basic understanding in math, as well as those in underperforming populations.





## TECHNOLOGY

*Enhance student achievement through investments in educational technology as an integral and integrated teaching and learning resource. The Technology-Enabled Learning Plan (TELP) is an RETSD initiative designed to enhance student achievement through authentic and appropriate mathematics instruction, and through investments in educational technology as a teaching and learning resource.*

### Our goals were:

- By June 2017, Grade 6 and 9 students will be integrating technology into learning in mathematics.
- As the 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 has been made and student performance, as documented on the report card scores, is trending in a positive direction or remaining relatively consistent.
- Teacher practice is changing, but it is a complex process that will take many years of sustained effort.
- Areas of focus will include: further exploration of the core principles of TELP; teaching through problem-solving, mathematical conversations, big ideas in math, and small group instruction; and further support for purposeful technology integration.
- As TELP becomes part of “the way we teach math in RETSD,” further planning to support the school administrators and leadership teams in taking over the ongoing sustainability of TELP will be critical.

## PLANNING FOR 2017–18

### Our priorities for 2017–18 will continue to be:

- Literacy
- Safe schools
- Numeracy (now including TELP)

### The factors that influenced our priorities are:

- Provincial priorities, initiatives, expectations, legislation and regulations
- Budgetary factors
- School plans and priorities
- Teacher and student surveys
- Current research
  - ◊ 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
  - ◊ Staffing patterns, student enrolment and demographic data
  - ◊ Student academic achievement and disaggregated provincial assessment data
  - ◊ Socioeconomic indicators
  - ◊ Early learning trends

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

- School-based teams
- Divisional committees such as assessment, literacy, leadership, mental health, Aboriginal Academic Achievement (AAA) steering, and TELP leadership
- School and divisional technology staff
- School administrators
- Consultants
- Research officer
- Senior administrations

### 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
- Report card data
- Academic achievement (both combined and disaggregated) from the Grade 3 assessment, middle years assessment, and 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 2018, early and middle years students will become literate citizens who use language to communicate, comprehend and think critically.
  - ◊ This will be reflected in the ELA report card marks at Grade 8 with 75 per cent of students receiving a “3” or “4.” The number of students receiving a “1” will decrease to five per cent across all ELA report card categories, and 75 per cent of students with additional needs will meet the literacy goals as outlined in their IEPs. This will be reflected in the ELA report card marks at Grade 8 with students who have IEP checked on their report card receiving a “3” or “4.”
- 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. The pass rate will increase to 95 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.

- Grade 9 ELA credit attainment rates for first-time Grade 9 students will meet or exceed the provincial averages.
- School 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 benefiting from Reading Recovery® services will meet the Reading Recovery Program guidelines.
- The average reading improvement shown by students supported by the Reading Tutor Program will meet or exceed 1.5 years of growth.

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

- Provincial assessments
- Collected data from report cards
- Grade 9 ELA credit attainment data, including disaggregated data
- 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
- Reading tutor data



## SAFE SCHOOLS

*Enhance the climate, culture and inclusivity in all schools through authentic and appropriate universal, targeted and intensive supports.*

### Our goals are:

- By June 2018, office-managed discipline events will have decreased by 10 per cent compared to 2016–17 for identified areas.
- One-quarter of the division's schools will be implementing PBIS Tier 1: Universal and PBIS Tier II: Targeted with fidelity.

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

- All early years schools are using a space to support physical and emotional regulation and supporting students to use it appropriately.

- Scores from the Tiered Fidelity Inventory (TFI) will indicate fidelity of PBIS implementation in all schools.
- All students functioning in the intensive range have a behaviour intervention plan.

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

- TFI walk through
- Status column on school-developed PBIS action plans
- Team-Initiated Problem Solving (TIPS) meeting minutes
- MyReferrals office- and classroom-managed data
- TFI Tier II scores
- Behaviour intervention plans
- School and classroom profiles

## NUMERACY (NOW INCLUDING TELP)

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

### Our goals are:

- By June 2018, early and middle years students will become mathematically literate citizens who use mathematics confidently, accurately and efficiently.
  - ◊ This will be reflected in the math report card marks at Grade 3 and 8 with 75 per cent of students receiving a “3” or “4” and the number of student receiving a “1” decreasing to five per cent across all math categories.
  - ◊ 75 per cent of students with additional needs will meet the numeracy goals as outlined in their IEPs. This will be reflected in the numeracy report card marks at Grade 8 with students who have IEP check on their report card receiving a “3” or “4.”
- By June 2018, Grade 12 students will become mathematically literate citizens who use mathematics confidently, accurately and efficiently.
  - ◊ This will be reflected by students receiving an average of 70 per cent on the provincial math standards test and the pass rate will increase to 95 per cent.
- By June 2018, students from Grades 4–9 will be integrating technology into learning in mathematics and, as the Technology-Enabled Learning Plan continues, be demonstrating increased mathematics proficiency.

- ◊ This will be measured on the divisionally created mathematics assessments, provincial mathematics assessments and provincial report card.

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

- English and French provincial 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 in the mathematics categories.
- Grade 9 math credit attainment rates for first-time Grade 9 students will meet or exceed the provincial averages.
- The number of early and middle years teachers trained in “First Steps in Mathematics” will continue to increase.
- As an integral part of the numeracy priority, the TELP indicators of success include:
  - ◊ Increased student achievement in mathematics in Grades 4–9
  - ◊ Increased student engagement in mathematics in Grade 4–9
  - ◊ A positive impact on Grades 4–9 teachers’ ability to plan, instruct and assess student numeracy
  - ◊ An increase in Grades 4–9 teacher collaboration to improve practice and support learners in mathematics





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

- Divisional assessment data (Grade 3, middles years and Grade 12) in French and English
- Disaggregated provincial assessment data provided by Manitoba Education
- Grade 9 mathematics credit attainment data, including disaggregated data
- Number of teachers trained in "First Steps in Math"
- Teacher feedback from TELP sessions
- TELP progress and year-end reports
- Exit slips from various professional development sessions
- Ongoing 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
- Instructional leader observations and reflections
- Action plans that are developed based on the analysis of disaggregated divisional data
- TELP assessment, data, and teacher and student surveys.





# creating student success

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