River East
Transcona
S C H O O L   D I V I S I O N

REPORTING & PLANNING FOR STUDENT SUCCESS
2022–23

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River East Transcona School Division has a purpose statement—"to educate students to be inspired, skilled, responsible citizens." It is why we exist. In these times, it is critical for our system and community to refocus on this purpose, especially because the learning needs of our 17,000 students are becoming increasingly diverse.

The following report both reveals the results of last school year's divisional plan and identifies the goals we have set for ourselves for this school year. You will notice we were not able to reach our stated outcomes in some areas, while in others, we met or exceeded them. The data we have gathered to measure success and identify gaps is extensive; it serves to inform our next steps and to focus resources in our three priority areas—literacy, well-being, and numeracy.

Following another year that was shaped by the pandemic, it is our shared professional obligation to ensure all students receive appropriate, challenging, and relevant learning experiences to accelerate their progress and growth. We must teach with a sense of urgency. Every moment matters to help our students become literate, numerate, and well members of our democracy.

As always, we invite parents and community members to be partners in this work. We cannot do this alone. Collectively, we can create the spaces and places that value and support the learning experiences necessary to "educate students to be inspired, skilled, responsible citizens."

Sandra Herbst
Superintendent/CEO

REPORTING ON 2021–22

Our priorities for 2021–22 were:

- Literacy
- Well-being
- Numeracy

LITERACY

Enhance student achievement through authentic and appropriate literacy instruction.

Our goals were:

- By June 2022, kindergarten to Grade 12 students will become literate citizens who use language to communicate, comprehend, and critically think.

How we did:

- The shift in and out of remote learning has led to an increase in digital literacy skills in kindergarten to Grade 12 students. They are more comfortable and confident accessing available digital tools (hardware and software). Students have demonstrated flexible thinking and problem-solving with technology, effective communications with technology, and use of technology as a creative tool.

- Recognizing the impact of content knowledge on literacy achievement, the science and social studies marks for two schools with high populations of Grade 8 students in the care of Child and Family Services (CFS) were analyzed. Students in care scored consistently lower than their peers in the three combined categories in both science and social studies. The discrepancy in marks suggests a lower overall understanding of the two-content area curriculum, which could be impacting other literacy areas. A focus on content-area knowledge will be a strategy in middle years to better understand this relationship and support children in care.

- A writing continuum was developed to describe Grade 12 writing characteristics across a variety of texts. This baseline tool will be refined and reflected on during the next school year to measure future growth.

- A divisional medicine bundle project involved intensive teaching around four essential questions. Students engaged in Indigenous cultural teachings connected to the four practices of the English Language Arts (ELA) curriculum and data was collected on the ways students used the ELA strands to advocate for themselves and their community. Students were able to demonstrate their learning and advocacy through multi-modal representations. While this was a small focus group, the data indicates that relevant, meaningful programming for Indigenous students results in more engagement with the ELA curriculum and better achievement.

The Grade 2 report card data showed:

- In Grade 2, 72 per cent of students received a 3 or 4 in reading and 65 per cent received a 3 or 4 in writing.

- Report card data indicates that students on individual education plans (IEP) are not reaching expected outcomes. Only 37 per cent of students on an IEP received a 3 or 4 in reading and 29 per cent received a 3 or 4 in writing. The goal of the IEP is to program effectively to support students in meeting grade-level outcomes. The data indicates this needs to be a continued focus for RETSD.

The Grade 3 report card data showed:

- The provincial assessment at Grade 3 indicates that over the past three years there has been a decrease in students meeting expectations (60 per cent to 56 per cent) and a slight increase of students approaching expectations (24 per cent to 26 per cent).

- While the number of students needing ongoing help increased to 16 per cent, this is not out of line with report card data but requires continued monitoring.

The Grade 7 report card data showed:

- Report card data indicates that 75 per cent of Grade 7 students received a 3 or 4 in writing.

- The provincial assessment at Grade 7 indicates that over the past three years there has been an increase in the number of students who are meeting expectations in responding critically to a variety of texts. This is a positive trend.

- The number of students not meeting expectations has decreased from 13 per cent to 8 per cent over the same time.

The Grade 9 report card data showed:

- Grade 9 English Language Arts (ELA) credit attainment is at 94 per cent. This is a good measure of student success as they transition into senior years.

- Over 50 per cent of students are achieving their credit with a mark between 80 to 100 per cent. This data provides a good baseline to track achievement through the four years of high school.

WELL-BEING

Enhance the climate, culture, and inclusivity in all schools through an authentic and appropriate comprehensive school health framework.

Our goals were:

- By June 2022, students will become safe, caring citizens, committed to respecting diversity, inclusivity, equity, and sustainability.

How we did:

- Students feeling safe at school is a key priority. For Grades 4/5 students, 63 per cent felt safe attending school and 77 per cent felt safe at school. For Grades 6–12 students, 51 per cent felt safe attending school and 61 per cent felt safe at school. "Feeling safe attending school" is a combination of several questions about feeling safe at and on the way to/from school, while "feeling safe at school" is a one-question response. This data shows that when at school, students feel safer than when that feeling is combined with travelling to/from school.

- Despite the implementation of proactive initiatives, such as Positive Behavioural Interventions and Supports (PBIS), online safety training for students, the Violent Threat Risk Assessment (VTRA) process, and school action plans, discipline events increased in 2020–21, and the number of VTRAs completed also increased. This may be linked to the impacts of the pandemic on well-being.

- Staff have been trained in the suicide protocol and have taught students how to access help or support. Reports from staff indicate they assisted with approximately 300 suicide/risk assessments. Of those, between 75 and 100 per cent of students reported feeling supported and knowing how to access help.

- While it was hoped that 100 per cent of students in the care of CFS in two early years schools would demonstrate improved social and academic growth over the course of the year, this did not occur. However, all students in these schools, including children in care, showed growth with their specific success plan, which included action plans to address universal and targeted supports.

- The division engaged in plans to positively impact students who display chronic absenteeism. Attendance rates for the first five months of the year for students with chronic absenteeism were compared with those of the last five months of the previous year, and 38 per cent of students who are chronically absent showed improvement in school attendance over the course of the year. It should be noted that the pandemic may have had an impact on absenteeism rates.

- As a division, we embarked on a process to support students involved in bullying behaviour (bully and victim) to demonstrate appropriate behaviours. School teams were provided with a bullying intervention program created by the Canadian Red Cross and found it to be especially useful in teaching replacement behaviours.

- As part of a small project, Grade 7 students who self-identify as Indigenous in one middle years school who are not meeting grade-level outcomes were supported with appropriate assessments and intervention plans to show improved report card data over the course of the school year. A positive outcome was noted.

- Work remains to be done to support fully inclusive environments. This was noted when monitoring the in-class time for senior years students with modified course designations. It should be noted that the pandemic may have had an impact on attendance rates.

- As part of our continued work on student well-being, 100 per cent of students with mental health needs from one school showed improved well-being when therapy was received. Data from the therapist showed improved mental health outcomes for students who received ongoing therapy and anecdotal feedback from students and staff was very positive about the therapeutic process

NUMERACY

Enhance student achievement through authentic and appropriate mathematics instruction.

Our goals were:

- By June 2022, kindergarten to Grade 12 students will become numerate citizens who use mathematics with confidence, accuracy, and efficiency.

How we did:

- Grades 3, 7, and 10 students were assessed in the fall and spring to determine if confidence as mathematical thinkers had increased over the course of the school year. Data indicates Grade 3, 7, and 10 students all had a confidence increase from fall to spring.

- Data collected from the schools at year-end indicates that a lower than expected percentage of Grade 1 students in the Early Numeracy Intervention Program demonstrate proficiency in all 10 benchmarks, which does not meet the goal. However, tracked Grade 1 students showed incredible growth and it is important to note the impacts of both the pandemic and longer-term data as important contexts.

- Data shows three-quarters of Grade 4 students achieved a 3 or 4 on the problem-solving report card category. This supports the continued emphasis on problem-solving and critical-thinking efforts in mathematics.

- A division-created measurement tool was used in the fall and spring to determine if student agency in mathematics had increased over the course of the school year for Grade 3 students who had self-identified as Indigenous. Data shows a marked increase at year end in student agency.

- Middle years data shows that work remains to be done to reach the desired target of Grade 7 students meeting the mid-Grade-7 level of performance in conceptual understanding of number and of some of its representations on the provincial middle years assessment.

- When reflecting on Grade 8 student progress in mathematics for students on an IEP, the goals set remain a work in progress. While the current data remains below the target set, it is important to note that there is a small increase from the previous year and a large increase over the last two years. This is a promising trend.

- It is notable that 86 per cent of students in the care of CFS received their math credit.

- The divisional average course mark in each of Essential, Applied, and Pre-Calculus Grade 12 Mathematics in all six senior years schools in all three courses exceeded 70 per cent.

PLANNING FOR 2022–23

Our priorities will be:

- Literacy
- Well-being
- Numeracy

The factors that influenced our priorities are:

- Provincial priorities, initiatives, expectations, legislation, and regulations
- Budgetary factors
- School plans and priorities
- Information communication technology and technology-enabled learning team surveys
- Current educational research
- Key divisional data:
  - o Staffing patterns, student enrolment, and demographic data
  - o Student academic achievement and disaggregated data
  - o Socioeconomic indicators
  - o Early learning trends
- Reflections on the impacts of the pandemic

The people involved in setting the priorities were our:

- School-based learning and behaving teams
- School-based planning priority teams
- Divisional committees
- School administrators
- Consultants and divisional specialist teachers
- Research officer
- Senior administration

Our process was:

- Divisional teams and committees met throughout the school year. School administration and consultants met monthly in their respective groups.
- The groups discussed the current plan(s), reviewed progress to date, and identified needs for the future. Additional time in May and June was used to solidify the plan and accompanying professional development activities, and to thoroughly reflect upon and evaluate the previous years' progress.
- The division continues to reflect on observations, products/data, and conversations throughout the year to inform our planning and adjust accordingly.

The data we used for our plan included:

- School plan results and school plan meeting conversations
- Various assessment surveys
- Feedback from teachers and school administrators
- Academic achievement data (both combined and disaggregated)
- Report card data
- Results of the Positive Behavioural Interventions and Supports (PBIS) initiative
- Professional development participation rates and feedback tips
- Anecdotal observations and comments by relevant professional staff
- Current research
- Data from the OurSCHOOL survey

Early years:

- By June 2023, Grade 4 students will demonstrate increasing independence with a variety of texts as described in the Observing and Communicating Learning Growth section of the ELA curriculum.
- By June 2023, Grade 2 students who are in the care of Child and Family Services (CFS) will be at the emerging stage of independence according to the ELA K–2 grade-band descriptors in both reading and writing.

Middle years:

- By June 2023, Grade 6 students will demonstrate increasing breadth and depth with a variety of texts as described in the Observing and Communicating Learning Growth section of the ELA curriculum.
- By June 2023, students who self-identify as Indigenous will use language in a variety of forms to demonstrate their understanding of science and social studies through a divisional targeted assessment tool.

Senior years:

- By June 2023, a cross-school sample of students will demonstrate increasing transformation over the four grades with a variety of texts as described in the Observing and Communicating Learning Growth section of the ELA curriculum. This initial cross-school sample will give us a control group to measure future growth.
- By June 2023, students with modified course designation will demonstrate use of the ELA strands to advocate for themselves and their community through performance-based divisional assessments

LITERACY

Enhance student achievement through authentic and appropriate literacy instruction.

Our goals are:

- By June 2022, kindergarten to Grade 12 students will become literate citizens who use language to communicate, comprehend, and critically think.

How we'll know we're making progress:

Kindergarten to Grade 12:

- By June 2023, students will demonstrate proficiency in the digital literacy competencies identified for their grade based on a divisional pre- and post-assessment.
- By June 2023, students will have good or very good levels of understanding of the English Language Arts (ELA) curriculum as indicated by 75 per cent or more of the report card marks in all categories.

The data we'll use to show our progress:

- Given the pandemic, provincial data may not be available and comparable divisional data may be used in its place
- Teacher portfolios of Grades 2–4 and 6–8 student demonstrations of learning and growth
- ELA report card marks at Grades 3, 8, and 12
- Survey of teachers with Grade 2 students in care of CFS, focusing on K–2 grade-band descriptors
- Divisional content area literacy tool
- Science and social studies report card marks
- Writing continuum for Grades 9–12
- Focus groups and interviews

WELL-BEING

Enhance the climate, culture, and inclusivity in all schools through an authentic and appropriate comprehensive school health framework.

Our goals are:

- By June 2023, students will become safe, caring citizens, committed to respecting diversity, inclusivity, equity, and sustainability.

How we'll know we're making progress:

Kindergarten to Grade 12:

- By June 2023, 65 per cent of students will report "feeling safe attending this school" in the OurSCHOOL survey.
- By June 2023, students trained in "Sources of Strength" will indicate they have the skills to assist their peers with their well-being.

Early years:

- By June 2023, 100 per cent of identified Grades 4 and 5 students in two early years schools will express feeling supported with their academics and well-being.
- By June 2023, 100 per cent of students who self-identify as Indigenous in two early years schools will demonstrate improved social and academic growth over the course of the school year.

Middle years:

- By June 2023, 100 per cent of identified Grades 7 and 8 students in one middle years school who are not meeting grade-level outcomes will have appropriate assessments and intervention plans in place to show improved report card data over the course of the school year.
- By June 2023, 100 per cent of students with an Individual Education Plan (IEP) in one middle years school will indicate increased participation in their student-specific plan.

Senior years:

- By June 2023, 100 per cent of students with significant mental health needs from one school will show improved well-being when therapy is received at school.
- By June 2023, 100 per cent of students in the care of CFS will express feeling supported as they transition to the community.

The data we'll use to show our progress:

- OurSCHOOL data
- Student surveys regarding feeling supported with academics
- Well-being indicator assessments
- Student participation in IEP meetings
- Attendance data
- Student-specific plans—transition goals
- Graduation plans on Tyler Student Information System
- Attendance at therapy sessions
- Student feedback via interview or staff feedback via interview or survey

NUMERACY

Enhance student achievement through authentic and appropriate mathematics instruction.

Our goals are:

- By June 2023, kindergarten to Grade 12 students will become numerate citizens who use mathematics with confidence, accuracy, and efficiency.

How we'll know we're making progress:

Kindergarten to Grade 12:

- By June 2023, Grades 2, 6, and 9 students will demonstrate increased confidence as mathematical thinkers as indicated by observational data on a provided measurement tool.

Early years:

- By June 2023, 75 per cent of monitored Grade 1 students in the Early Numeracy Intervention Program will demonstrate proficiency in all 10 benchmarks, while those in the early numeracy pilot will demonstrate proficiency in seven early numeracy competencies.

- By June 2023, 60 per cent of Grade 3 students on an IEP will have good or very good levels of mathematics as indicated by report card marks on the provincial report in all mathematics categories.

Middle years:

- By June 2023, 65 per cent of Grade 7 students will be meeting the mid-Grade-7 level of performance in conceptual understanding of number and of some of its representations on the provincial middle years assessment.

- By June 2023, 75 per cent of Grade 8 students will achieve a 3 or 4 on the problem-solving report card category.

- By June 2023, 60 per cent of Grade 8 students in the care of CFS will have good or very good levels of mathematics as indicated in all categories of the provincial report card.

Senior years:

- By June 2023, the divisional average course mark in Essentials and Applied Grade 12 Mathematics will be 75 per cent and Pre-Calculus Grade 12 Mathematics will be 85 per cent.

- By June 2023, the number of students who self-identify as Indigenous who are achieving at the two highest report card ranges will have increased by 15 per cent and the number of students at the lowest level will have decreased by 10 per cent in Grade 9 Mathematics.

The data we'll use to show our progress:

- Divisional report card assessment data (Grade 3, middle years, and Grade 12) in French and English

- Math credit attainment data, including disaggregated data

- Number of teachers receiving professional development in mini-sessions regarding Grade 3 and middle years provincial assessments, as well as feedback from the sessions

- Anecdotal notes from consultants

- Early Numeracy Intervention Program data from all early years schools

- School-based assessment data and feedback from schools opting to use Indigenous Academic Achievement and/or English as an Additional Language allocations for targeted support

- Instructional leader observations and reflections

- School action plans that are developed based on the analysis of disaggregated divisional data

creating student success

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