

SCHOOL DIVISION REPORTING 2015/2016 and PLANNING 2016/2017

Identification

Name of School Division/District Beautiful Plains School Division	Name of Superintendent (s) Jason Young	Date of Report (yyyy/mm/dd) 2016/10/30
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Division Profile

Teachers 106.35	Counsellors 3		Resource Teachers 6.75	Teachers (RT or Spec Ed supporting special needs (low-enrollment) classes) 1	Educational Assistants 48.23	Speech/Language Pathologists 1	Reading Clinicians 0
Occupational Therapists/ Physiotherapists 0	Psychologists 1	Social Workers 0	Principals 6.35	Other Professional Staff Vice Principals- 1.75		Senior Administration Superintendent- 1	
				Co-ordinator of Student Services- 1		Assistant Superintendent- 1	
				Technology Co-ordinator/Technicians 2.25		Secretary- Treasurer- 1	

SCHOOL DIVISION REPORT – 2015/2016

School Division Priorities –

1. Improved Literacy 2015-16
2. Improved Numeracy 2015-16
3. Increased Sense of Belonging 2015-16

School Division Report – Please comment on successes and progress towards meeting expected outcomes, since your last submission.

Expected Outcomes- 2015-16	Results (status, data or anecdotal evidence) 2015-16
1. Literacy- By June 2016, 60 % of students in grades 1-8 will have instructional reading levels at or above grade level.	Grade 3, 7/8 and 12 assessments analyzed and used in conjunction with F and P data Continued expansion of Fountas and Pinnell resources including intervention tools, training and data collection. Professional development for staff in area of teaching reading Literacy committee formed and met twice with K-12 teachers Fountas and Pinnell data used at school level to track student reading levels. Data analysis for reading comprehension of EAL learners revealed a need for targeted intervention planning for 16-17 school year Aboriginal students were targeted for interventions and received support based on needs

<p>2. Numeracy- By June 2017, 80%, of all K-8 students' mental math report card marks will be at grade level or above (3 or 4 reported on report cards)</p>	<p>Numeracy committee shared "Scope and Sequence" document with all math teachers. Mental math resource binders were provided to all gr. 1-9 classroom and resource teachers Staff provided feedback surveys for scope and sequence document Provincial data as well as CTBS battery results shared at school levels and shared divisionally. PD opportunities for numeracy team and BPSD teachers continue (Marion Small, etc.) School Division joined mRLC with Laura Brake for numeracy pilot project</p>
<p>3. Resiliency and Well Being- By June 2016, 80% of students in grades 4-12 will report a greater sense of belonging and a greater sense of well-being on the TTFM survey.</p>	<p>Divisional implementation of the Tell Them From Me Survey, continue into all schools that are eligible. Tell Them From Me Data analyzed and a plan put in place at Board/Principal strategic planning sessions Data collected from school counselors around ongoing caseloads School counselors gathered resources and supported schools with implementing universal strategies Meetings conducted with supporting agencies to receive feedback on the needs of our students. Principals attended presentation by PMH positive mental health of staff and students Number of staff attended Mental Health First Aid training - PMH and will continue to plan for all staff to be trained A Mental Health Wellness Day for Senior Years- Amazing Race took place in October 2015 Student Advisory Committee presented locker magnets, desk calendars, intercom challenges, hallway posters to staff and students in September 2016.</p>

SCHOOL DIVISION PLAN – 2015/2016

<p>Planning Process</p>
<p>List or describe factors that influenced your priorities.</p> <p>Provincial Testing Data (gr. 3 assessments, Gr. 7/8 assessments, Gr. 12 standardized tests in ELA and Math) Tell Them From Me Data Youth Health Survey Results Staff requests for Professional Development Trends in percentage of students requiring extra literacy support Dramatic increase in EAL learners</p>

Describe the planning process and the involvement of students, staff, families and the community.

Who was involved?

Planning process began with principals and board of trustees in December looking at long term strategic planning and areas that were priorities from data we had collected.

Principals and Senior Administration discussed divisional planning approx. every 6 weeks

Senior Admin and Board of Trustees conducted meetings twice per month that were open to the public. Discussions included data collected, areas of concern and needs of division

PD committee and Senior Administration looked at needs assessment for areas staff were feeling they needed professional development

Public meetings were held in Carberry, Neepawa to discuss divisional plans, budgets, and priorities and collect feedback

Data was collected through several student surveys including Tell Them From Me, and the Youth Health Survey

How often did you meet?

Senior Admin/Board-20 times

Senior Admin/Board/Teachers Association-2 times

Senior Admin/Principals- 7 times

Senior Admin/Board/Community-3 times

Senior Admin/Board/Liaison Committee- once

Senior Admin/Hylife Foods (Largest employer in Neepawa)-2 times

Board Rep and Settlement Services- 4 times

What data was used?

Grade 3 Standards results

Grade 7/8 Assessments

Grade 12 ELA/Math Provincial results

Graduation Rates

CTBS Results

Fountas and Pinnell Data

PD Needs Surveys

Youth Health Surveys

Tell Them From Me data

School Division Priorities 2016-17

1. Literacy

2. Numeracy

3. Resilience/Positive Mental Wellness

School Division Plan

Exemplars can be found at < <http://www.edu.gov.mb.ca/k12/ssdp/index.html>>.

Expected Outcomes What specifically are you trying to improve for student learning? (observable, measurable)	Strategies What actions will you take?	Indicators How will you know you are making progress?	Data Collection How will you collect evidence of progress?
<p>By June 2017, 60 % of students in grades 1-8 will have instructional reading levels at or above grade level.</p>	<ul style="list-style-type: none"> • Divisional literacy committee work is focused on: <ol style="list-style-type: none"> 1. Reading comprehension skill development and building teacher capacity 2. Finding a balance between improving assessment data but also instilling a love a reading and focusing on reading behaviours. • Baseline data was established at the division and school level. Reading instruction will reflect and address the areas students are struggling (i.e. reading comprehension, decoding, or fluency). • Students identified below grade will be included in reading intervention programs grades 1-8- at schools' discretion. • All grade 1-8 classroom teachers will continue to use the Fountas and Pinnell Assessment Benchmark to establish reading levels for all students. (minimum once a year) • Teachers will focus on developing more in depth conversations and thinking about reading by direct teaching of reading comprehension strategies, modeling the strategies, teaching the language and making a point of using the beyond text questions during read alouds, guided reading groups, in end of chapter comprehension questions, in both fiction and non-fiction text. • Schools will use data to adjust and enhance classroom reading instruction and plan for further targeted intervention. • Daily literacy support will occur for all students, which may include one to one tutoring, participation in small group guided reading 	<ul style="list-style-type: none"> • Using the grade 1-8 Fountas and Pinnell data from June 2016, baseline data will be established and analyzed. • Further discussions and data analysis will continue with provincial disaggregated data. • Reading levels will be tracked to indicate progress or to indicate a change in program plans. • Students requiring assistance will be identified and appropriate interventions will be determined at the school level. • Students will show/demonstrate a greater understanding of reading comprehension strategies and be able to use the language and terms. • Students will be able to discuss how/what strategies used to discuss reading comprehension questions. • Students will be able to talk about their reading in a more in depth detail showing a greater understanding of what they have read. • Students will use appropriate age/grade strategies when reading- decoding, fluency and reading comprehension. • Students will have increased confidence and enjoyment of reading. 	<ul style="list-style-type: none"> • Pre and post data will be collected using the Fountas and Pinnell Benchmark Assessments administered by classroom teachers. • Other data sources that may be used to compare and track progress: <ul style="list-style-type: none"> • Report card data • Grade 3, 7, 8, 12 provincial disaggregated assessment data • Informal formative assessment • Running records, observation surveys

	<p>lessons and small group comprehension activities. Daily Five, CAFÉ, reading lessons and leveled literacy programs will be utilized.</p> <ul style="list-style-type: none"> • Ongoing training and professional development to teachers • EAL learners will receive Levelled Literacy Intervention in addition to regular ELA classroom instruction in Neepawa • EAL learners will receive additional support with language acquisition using AIM at Hazel M. Kellington • Students in Neepawa schools receive additional support from an EA in classrooms for our EAL students with additional academic needs • EAL teachers working collaboratively with teachers to develop classroom profiles for determining needs and resource allocation(materials and support) • Resource teachers working collaboratively with classroom teachers to develop classroom profile with struggling EAL and AAA readers as a focus; resource allocation and support will be responsive to these needs 		
<p>By June 2017, 80%, of all K-8 students' mental math report card marks will be at grade level or above (3 or 4 reported on report cards)</p>	<ul style="list-style-type: none"> • Numeracy committee members will share information from the committee regularly at the school level. • Teachers will attend PD to develop a greater conceptual understanding of mental math • CT's will strategically teach identified mental math strategies using the BPSD scope and sequence as guide • Mental math will happen in every class K-9 every day • Student pre and post data will be collected and targeted intervention will occur in order to increase student's mental math skills. 	<ul style="list-style-type: none"> • Using the report card data from June 2016, baseline data will be established. Mental math levels will be tracked to indicate progress and adjust instruction. • Students requiring assistance will be identified and appropriate interventions will be determined (IEPs, Adapted Education plans, adapted materials) • Data will be analyzed for EAL learners and those children identified on AAA grant to ensure appropriate intervention plans are put in place. 	<ul style="list-style-type: none"> • Report cards – mental math K-9 results • Grade 3,7,12 provincial assessments • Feedback surveys – staff (scope & sequence), ongoing feedback re: mental math • Classroom data, teacher observations, anecdotal data

	<ul style="list-style-type: none"> • Ongoing training and professional development to teachers 	<ul style="list-style-type: none"> • Reassessment data will show growth and improvement in mental math skills • Students will be able to discuss how/what strategies used to solve mental math questions. • Students will be able to talk about their mathematical thinking. • Students will show/demonstrate a greater understanding of mental math strategies. • Students will use appropriate age/grade strategies to solve a variety of problems/calculations efficiently. 	
<p>3. By June 2017, 80% of students in grades 4-12 will report a greater sense of belonging and a greater sense of well-being on the TTFM survey.</p>	<ul style="list-style-type: none"> • Work with staff on the “Top 8” strategies to develop greater understanding • Tier one/universal strategies will be the focus (whole class counselling, purposeful movement breaks-Me Moves, staff greeting all kids off the bus, at classroom door, hallways). • Common language and “Top 8” positive mental health strategies will be shared by the guidance counsellors with staff. • Classroom teachers will use the “Top 8” in classrooms K-12. • Classroom lessons developed and presented by guidance counsellor and or school psychologist based on identified needs for specific grades. • Student advisory groups will develop posters/ book marks of the “Top 8” strategies for all children/classrooms • A resource bank of resources will be collected and shared with staff (what to do when you are angry, self-regulation) • A library of resources will be developed and made available to teachers i.e. Minds Up, Pearson’s • Guidance counsellors and school psychologist will work with staff to pilot and use resources. 	<ul style="list-style-type: none"> • Completion of common language and “Top 8” list and resources that go with it. • More tier one interventions being implemented in schools across grades (classroom-based resources) • Reduced crisis counselling caseloads-gather pre and post numbers • Teachers familiar with Top 8 strategies • TTFM data will indicate greater sense of belonging and greater sense of well being with EAL and AAA learners. • AAA learners who have been identified with a lower sense of belonging will receive additional mentorship and/or guidance support to develop a greater sense of belonging. • Student advisory committee will continue to work on priority areas for positive school change. 	<ul style="list-style-type: none"> • TTFM data • Youth Health Survey • Caseloads, numbers of small group intervention sessions • Feedback from staff on resources, programs and Top 8 strategies • Student advisory committee data and feedback • Feedback surveys after classroom lessons • Numbers of staff attending mental health first aid training

- Divisional Student Advisory Committee will continue and will include new students
- Host presentations to staff and students: i.e. Safe Talk, Mental Health Amazing Race, attend PMH Reducing Stigma event
- Promote Mental Health First Aid and divisionally book spots with PMH.
- Schools use school based PD days for MTS Balance sessions
- Divisional PD will have underlying theme related to supporting students and staff with positive well being.
Fall- 2016 Kevin Lamoureux, Winter- MTS Balance

For inquiries about **School Division reporting and planning** contact Tia Cumming
<Tia.Cumming@gov.mb.ca>
or 204-945-8417.

DUE DATE: OCTOBER 31, 2016

More information is available at <<http://www.edu.gov.mb.ca/k12/ssdp/index.html>>.