

Border Land School Division Annual Report and Plan for Continuous Improvement 2019-2020

The Border Land School Division Annual Plan for Improvement can be found by clicking on the following link:

<https://www.blsd.ca/About/SD%20Ann%20Plan%20and%20Rprt/Pages/default.aspx>

SCHOOL DIVISION PROFILE

Demographics

Border Land School Division (BLSD) sits in the south east corner of Manitoba along the United States Border. BLSD covers 4,900 square km and serves 11 communities including Sprague in the east, Altona in the West, Rosenfeld in the north, Gretna and Emerson in the south, as well as Dominion City, Vita in between. BLSD also serves 6 Hutterite Colonies within the divisional boundaries. There are 2258 students in BLSD and 1471 of those students ride on the 33 daily bus routes.

BLSD is a very diverse school division in geography, economy, and demographics. There are parts of the division that house rich land opportunities with large family farms as well as areas where land values are very low and income is low. The community of Sprague would be considered isolated to some where the Altona area is a larger populous. The diversity in BLSD has created both possibility and equity issues. The divisionally supported fiber optic network has enabled the far reaching schools the best technology that can be offered, but the small populations in some schools versus larger populations in others does dictate course offerings available are different from school to school.

Senior Administrative Team

BLSD has a Superintendent/CEO, an Assistant Superintendent, and a Secretary Treasurer that form the senior admin team.

Division Staffing Profile

Position	FTE Number
Principals	11.45
Vice-Principals	2.125
Teachers	149.4
Counsellors	5.195

Resource Teachers	12.96
Teachers supporting special needs low enrolment classes	-
Educational assistants	95.75
Speech language pathologists	1.7
Reading clinicians	-
Occupational therapists	-
Physiotherapists	-
Social workers	3.7
Literacy coaches	2
Numeracy coaches	1
French Language Coordinator	.4
Behavior Support	1.6
Psychologist	1

English as Additional Language and self-declared Aboriginal Students

Disaggregation	No. of Students	Percentage of Population
English as an Additional Language	218	10%
Self-Declared Aboriginal	298	13%

Education for Sustainable Development

Education for Sustainable Development	Number
Number of schools in the division	17
Number of schools with an ESD Plan	16

LEADERSHIP DEVELOPMENT PLAN

- In BLSD we have a group of administrators and senior administrators who we refer to as the Border Leadership Team or BLLT. At BLLT, on a monthly basis, we participate in the following learning:
 - Literacy learning hour – this hour is facilitated by the leadership team (led by our literacy coaches) and our school leaders learn about being literacy leaders in their schools. This occurs every other month for one hour.
 - Numeracy learning hour - this hour is facilitated by the leadership team (led by our numeracy coaches) and our school leaders learn about increasing numeracy levels in their schools. This occurs every other month for one hour.
 - Schools present and share the work they are doing with school data and Learning Sprints. Each school takes a turn sharing the topic they are examining as a result

of their data sets and shares the learning sprint work they are doing to grow the learning and capacity of teachers.

- BLSD also engages in other opportunities to improve the instructional leadership in the division.
 - mRLC Sessions
 - Admin and staff, all grade, are involved in the numeracy action research project for grades 6 and 9
 - mRLC has been hired to be critical friends for 7 schools in our division to engage in Learning Action Schools work where a cycle of learning is being used to grow capacity in the building on a designated topic
 - over the last three years school teams (teachers and admin) have been attending learning sprint work
- BLSD has literacy and numeracy coaches that work with our school leaders and staff in modelling, co-teaching and reflecting on best practices in schools.
- BLSD continues to be a part of the Reading Apprenticeship Program and each year we work to engage new school leaders and staff in receiving that training.

STAKEHOLDER INVOLVEMENT IN THE BLSD PLAN

Community members, parents, students, staff and trustees are involved in a large collaborative strategic planning session. Once that session is complete, the priorities are set by the Border Land School Division Board of Trustees and work in those areas is directed to the senior admin team for follow up.

BORDER LAND SCHOOL DIVISION PRIORITIES – REPORTS AND PLANS

Relationships, Engagement, Relevant Learning 2018/19 report

Our 4 Goals:

1. To build a culture of care, connection and community for students and their families.
 2. To provide learning opportunities for both staff and students to understand and celebrate past and present Indigenous cultures.
 3. To implement Indigenous perspectives in all content areas.
 4. To improve educational outcomes for (Indigenous) students.
- In 2018/19 the priority committee specifically focused on the third goal. Once again a key guiding question for committee work was “What do we (staff and students in BLS) need to learn and understand that that have not learned and should understand?”

Steps to Achieve Our Goals:

- The priority committee met four times in the 2018/19 school year.
- Each school was given a budget allocation to support learning related to Indigenous Education for the 2018/19 school year.
- The committee collected data from 138 teachers in response to a survey that included the following questions:
 - In which content area(s) and grade(s) are you currently infusing Indigenous perspectives?
 - What resource(s) are you using to implement Indigenous perspectives?
 - Have you participated in the blanket exercise?
 - Do you know about "Project of Heart?" "Imagine a Canada"? Treaty Education Initiative resources? Resources available through NFB?
 - If you are not yet infusing Indigenous perspectives, what supports would you need to get started? additional PD? observing a colleague? knowing what resources are available?
 - If you are already infusing Indigenous perspectives, what is the first step you took to get you started? what supports would need to deepen your work?

Evidence that our goals are being met:

- Three schools and approximately 70 students participated in the Blanket Exercise during the 2018/19 school year.
- At the 2019 divisional summer institute, 26 teachers participated in a one-day professional learning event focusing on “The History of Gineu School/Roseau River;The TRC.”

- A Treaty Acknowledgement procedure has been implemented and is being read at BLS D board meetings and other divisional events as per the procedure.
- A Treaty Acknowledgement poster has been created to place in BLS D buildings and will be displayed in buildings by January, 2020.
- The BLS D assistant superintendent and Roseau Valley School staff continue to participate in the Mamebowin Interagency Committee.
- Teacher feedback from the summer institute.
- School plans for spending the Indigenous Education budget allocation.
- Increased Indigenous content in school libraries.
- Minutes from the four priority committee meetings.
- Participation in events such as Orange Shirt day by at least 4 schools: WC Miller, Ross L Gray, École West Park School and RAEC.
- Teachers reporting the integration of Indigenous content in their instructional content.
- Participation by BLS D schools in the Gathering of Friends event at Ginew School.
- The vice-principal from Ginew School and the principal from École Parkside School have participated in school visits.

Plan for 2019/20:

- The committee will meet 4 times during the school year.
- For 2019/20, the committee will focus on goals 2 and 3:
 - To provide learning opportunities for both staff and students to understand and celebrate past and present Indigenous cultures.
 - To implement Indigenous perspectives in all content areas.
- For committee education, committee members will read *21 Things You May Not Know About the Indian Act*.
- For 2019/20, the committee will explore implementation of the Blanket exercise for all students in either grade 6 or grade 9.
- For 2019/20 the committee will explore

Education for Sustainable Development

BLSD ESD Report for 2018-2019

A student Earth Day Event was held at Shevchenko School with over 365 K-8 students attending. Students rotated through a series of 4 age appropriate sessions. The local Amish community baked 400 cookies and 200 apples were served throughout the day.

A sustainable procurement procedure was produced and is now official an Administrative Procedure in BLSD.

The BLSD ESD grant was spent in a couple of ways

- \$2200 was spent on presenters, bussing and snacks for the divisional ESD earth day event in Vita
- \$9000 was distributed to 7 schools to engage in work in their schools. Projects included work in the following areas: herb growing station, reusable water bottles, trees, outdoor education materials, reusable and compostable dishes, gardening training, freezer purchase, speakers, landscaping a green space, mental health seminar, fruit crops, and an irrigation system

A set of Tricks and Tip was created and shared with the Principal group to share back at their schools.

In spring of 2018 the committee met and completed a PATH to assist in setting direction for the work of the ESD committee. In May 2019, the committee reviewed the path and made the following observations:

- How do we get kids more involved in the process? If it is adult driven the kids are willing to do it – goal of ESD day is to take home one small thing about what you have learned that then hopefully starts to become a habit
- Very exciting to review and see how much work we have accomplished
- Feeling like we have had movement in many areas
- Feels like there is more unity in knowing this is a priority
- Having student voice at the table might be interesting
- Incorporating ESD thinking at the school level via – student council etc.
- Look at the 3% project
- Examine 17 sustainable development goals and the supports around that



BLSD ESD Plan for 2019-2020

In an effort to reach our overarching goal of educating everyone for and acting on economic sustainability, ecological sustainability, and social justice.

1. To grow and organize coordinated divisional earth day events – one location at Shevchenko School and possibly other cooped locations in other parts of the division
2. Revisit the BLSD ESD Framework and have Departments and Schools rank themselves again – compare to 4 years ago.
3. To continue to raise awareness around paper use – using paper cut information.
4. To brainstorm ways to increase student voice in the ESD committee work
5. To determine where we will house our ESD teacher resources with the shift to office 365
6. To commit to our committee learning time reviewing the UN Goals for Sustainability and investigate this as a summer institute possibility

LITERACY

Reflection 2018/2019

Continuing Goals and Action Plans

- 1) BLS D teachers will develop a clear and thorough understanding of the current ELA curriculum
 - a. Continue to work with Manitoba Education and the south-central cohort to develop a common understanding
 - b. Literacy coaches will continue to support the three teachers who joined the cohort in 2017, as well as support the new teachers who are joining in the fall of 2018.
 - c. Literacy coaches will continue to strengthen our own understanding of the new curriculum and use it whenever we are working with ELA teachers

Fourteen BLS D educators including Jonathan, Debra and Tamara participated in the ELA Curriculum Refresh Learning with the other divisions in the South Central Cohort and Manitoba Ed. We met as a divisional group and in small teams/pairs for planning and co-teaching throughout the school year. Exit slips at our last meeting revealed that everyone increased their understanding of the curriculum. More schools and teachers are joining the cohort next year, but some schools are not participating at all (RLG, RVS, Parkside, colonies).

- 2) BLS D students will increase reading comprehension and analysis skills and catch up to or exceed the provincial average.
 - a. Increase teacher competency with using PBA to assess as well as plan and teach – **almost all teachers worked on developing their competency in this area, including resource teachers. Many worked with one of the literacy coaches to administer and code the assessment. Some also co-planned, based on the assessment results. Coaches worked with resource teachers and school leaders at their divisional meeting to build understanding about purpose and best practice.**
 - b. Coaches will offer literacy PD that focuses on planning and teaching reading comprehension and analysis – **both offered PD around this – Debra’s was mostly connected to EIR PD but also offered a session for middle years teachers. A few teachers/RTs from RVS and West Park attended. Tamara offered several sessions as part of Reading Apprenticeship Continuing Contact/SY PD. Some sessions were cancelled due to weather and rescheduling was not an option. The Notice and Note sessions on reading for rules of notice in fiction and non-fiction will be offered as a Summer Institute option. Tamara met with school RA teams and individual teachers to support PBRA teaching plans.**

- c. Coaches and teachers may attend PD outside of the division that focuses on reading comprehension and analysis (Adolescent Literacy Summit, Jennifer Serravallo, etc.) – **Tamara attended the Adolescent Literacy Summit with a few teachers from Parkside and WC Miller and Debra went to the Reading Strategies PD with Jennifer Serravallo and Berit Gordon.**
 - d. Coaches will focus on reading comprehension and analysis strategies when co-planning and co-teaching with teachers (will use performance based assessments to determine learning sprint goals) – **Coaches have noticed that teachers who ask us to co-teach with them focus more on writing than they do on reading. Much of the planning stops with the coding of PBRA and then teachers continue the work without the coaches.**
 - e. EIR PD (Continuing Contact) will focus on a “reset” – trouble-shooting and problem-solving and will include school teams with teachers, school leaders and resource teachers – **EIR training sessions were revised to include more information about using PBRA results in planning for whole class, small group and individual learning needs. Continuing Contact sessions focused on using PBRA to plan the literacy interventions.**
 - f. Connect PBA and EIR – **as above.**
- 3) BLS D students will increase writing competency to meet or exceed the provincial average
- a. Literacy coaches will offer writing PD and support for teachers. Will continue working with the teachers who were engaged in the Writing PLC in 2017/2018, as well as others who are interested. – **Two of the three teachers that were part of the Writing PLC in 2017/2018 continued to co-plan/co-teach with coaches. We did not continue the PLC but did attend mRLC with other teachers.**
 - b. One literacy coach will attend the Literacy Summer Institute in Saskatoon in July 2018, along with a team from the BLS D Literacy Committee and some other teachers. The literacy coach will follow through with co-planning and co-teaching in 2018-2019 and beyond. **Debra attended the Literacy Summer Institute in Saskatoon and continued to work with two resource teachers who also attended. Those resource teachers worked on co-planning and co-teaching with teachers in their schools who did not attend.**
 - c. Literacy coaches will attend PD that focuses on developing writers (mRLC with Faye Brownlie, Jennifer Serravallo, etc.) **Both Tamara and Debra attended the mRLCs with Faye and co-planned and co-taught with the majority of the teachers who attended.**
 - d. Develop a co-planning/co-teaching plan with teachers who attend PD with literacy coaches (mRLC, Summer Institute, etc.) **See above.**

Use BC Performance Rubrics on writing (similar to the ones we use for reading) to help teachers focus on appropriate learning targets for their students. **This happened with teachers who**

attended mRLC with the coaches and with schools who have writing as part of their literacy goals on their school plan (e.g. RLG)

Literacy Data: Early Years

<p>Data Set(s): EYE EDI PBrA Grade 3 Provincial Assessment Reading Recovery</p>
<p>Underlying Assumption:</p> <ul style="list-style-type: none">• 20% of students receive Reading Recovery.• RR and EIR can support different children.• The data sets are related to each other.• Literacy development is part of the whole child’s development.• Children who are not ready go to RR and continue to “lag”/need supports.
<p>Predictions:</p> <p>EDI</p> <ul style="list-style-type: none">• Children are less healthy now than in the past.• Children have less social competence than in the past.• Children have more basic numeracy than in the past.• Children coming to school with more anxiety, fear, and inattention. <p>EYE</p> <ul style="list-style-type: none">• There will be much fewer children needing tier 2 &3 supports in Spring than in Fall.
<p>Observations (What do we notice?):</p> <p>EDI</p> <ul style="list-style-type: none">• Physical health & well being upon school entry is declining.• The number of children who are vulnerable in basic numeracy has decreased from 21% in 05/06 to 11% in 16/17.• Social competence upon school entry is declining.• Anxious and fearful behavior is increasing. In 05/06 1% of children met few/no developmental expectations; in16/17, 5%.• The number of children who met few/no developmental expectations for pro-social & helping behavior is above the provincial average.• The number of children who are vulnerable in basic literacy is down from 11% in 05/06 to 8% in 16/17.• The number of children who are vulnerable in advanced literacy has risen from 5% in 05/06 to 24% in 16/17.

- The greatest areas of need are physical health, emotional maturity, and communication skills.

EYE

- 132 students in K were included in the EYE.
- The percentage of children who need Tier 1 support increased from 52% in Fall to 87% in Spring.
- The percentage of children who need Tier 2 support dropped from 27% to 9%.
- The percentage of children who need Tier 3 support dripped from 21% to 4%.

PBrA

- From grades 1-3, the number of students who are meeting and exceeding expectations decreases and the percentage of students who are not yet meeting or minimally meeting expectations increases.
- The percentage of children meeting expectations in a trade stays the same from 16/17 to 16/18.
- The N/A column is not making sense mathematically.

Grade 3 Provincial Assessment

- The number of students meeting expectations for reading age-appropriate texts ranges from 73% in 11/12 to 45% in 18/19.
- The percentage of students meeting expectations in using strategies during reading to make sense of texts ranges from 73% in 12/13 to 48% in 18/19.
- The percentage of children meeting expectations in demonstrating comprehension ranges from 69% in 11/12 to 37% in 18/19.
- The grade 3 cohort of 11/12 was very ready in Language & Thinking skills (45%) when they entered school.
- There is a correlation between readiness in literacy in the EDI and Grade 3 assessment results.

Reading Recovery

- In 17/18, there were 18 students (17 from Elmwood) for whom no space was available in RR
- In 17/18, 32 students received RR, which is 21% of grade 1 students. 36% made celebrated progress.
- There is no accurate data on the number of lessons
- 41% of the students in Reading Recovery were recommended for longer term support.

Questions	Theories of Causation: (Students/Infrastructure/Curriculum/Instruction/Teachers
<i>Why are so many students entering school with</i>	<ul style="list-style-type: none"> • Pre-school needs are not being met. • Greater isolation of society; less face-to-face interaction. • Increased poverty levels mean lack of resources for families

<i>such low levels of readiness</i>	<ul style="list-style-type: none"> • Our school population includes significant numbers of children in care, immigrant, refugee, and indigenous families, all of whom are vulnerable populations. • Less parental support in the home—both parents are working more. • Children are exposed to less play with fewer opportunities to socialize with their peers before entering school. • Lack of consistent community supports across the division <p><i>(This working group stopped here and ran out of time for more questions)</i></p>
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Other Data Sets to Consider:

- Reading Recovery over time
- Provincial report card results for reading and writing
- Following cohorts of students through the grades: is what we’re doing having an impact on the literacy trajectory?
- EIR: what impact is it having?

Conclusions:

- We need to increase use and effectiveness of Learning Sprints to carry forward PBrA teaching plans.
- We need to reach out to pre-school students to build school readiness.

Next Steps:

- Increase the number of teachers (including coaches) who attend Learning Sprint PD with Simon Breakspear
- Explore the possibility of having pre-schools in all of our communities.
- Collect data from existing pre-school programs to see how they’re making a difference.

Literacy Data: Middle Years

<p>Data Set(s):</p> <ul style="list-style-type: none"> • Grade 8 Provincial Assessment (Reading and Writing 2007-2018) • PBRA Results 2017-2018 • Divisional Literacy Levels (2016-2018)
<p>Underlying Assumption:</p> <ul style="list-style-type: none"> • Grade 8 Provincial Assessment is more subjective than intended • PBRA: BLSLSD teachers are matching teaching and student needs • RA: BLSLSD teachers with RA training are matching teaching strategies and student needs
<p>Predictions:</p> <ul style="list-style-type: none"> • We predict growth between Grades 7 and 8 • BLSLSD Grade 8 students may be below the provincial average in both reading and writing

	<ul style="list-style-type: none"> Grade 8 students in BLS D may improve in reading since 2016 because teachers are using PBRA to inform planning
	<p>Observations (What do we notice?):</p> <ul style="list-style-type: none"> In 2018/2019, 63.6% of BLS D Grade 8 students were meeting expectations, whereas across the province, 64.6% of Grade 8 students were meeting the expectations in Reading (key ideas and messages) Grade 8 students in BLS D are about 7-9% below the provincial average in Reading (interpretation and critical response). However, when we combine meeting and approaching, we are close the provincial average. We wondered about the role of teacher discretion here. Overall, the trend is going up and the number of out of range is dropping. In Writing, we are below the provincial average in all three areas but when you combine meeting and approaching, we are about the same. Trend is going up but there was a drop in 2014-2015 and then back up again Looking at our PBRA results, we noticed that 85% of our early years students are at least minimally meeting expectations. The number of students not meeting expectations in high school is much higher but the number of high school students who did not participate in the assessment ranges between 3.94% in Grade 9 and 22.45% in Grade 12. The number of students exceeding expectations is going down across the grades. Some growth in high school, but not in Grade 12 (see above) Students are making some gains between Grade 3 and 4. 57% of BLS D students (1-12) are fully meeting or exceeding expectations in Divisional Literacy Levels and 57% of Grade 8 students are fully meeting expectations in the provincial data. There is consistency in our assessment. We are considerably below our target of 80%.
	<p>Theories of Causation: (Students/Infrastructure/Curriculum/Instruction/Teachers)</p>
	<p>STUDENTS</p> <ul style="list-style-type: none"> Level of engagement with the PBRA seems to decrease with older students. They not see value in the assessment. Grade 8 students perform better in January than they do at the end of the year, which may be related to engagement and/or anxiety about the switch to high school. Students may not have enough daily access to books they want to read and can read. Younger students are more comfortable with PBRA because it mirrors what happens in their classrooms on a regular basis <p>INFRASTRUCTURE</p> <ul style="list-style-type: none"> A large number of Grade 12 students are not completing the PBRA at the end of the year, which may be because they are not in a second semester

	<p>course that is administering it. It is not easy for high schools to organize this.</p> <ul style="list-style-type: none"> • Timing of the assessment varies, which changes results. Some end of year happen as early as mid-April and others as late as mid-June. • Divisional Literacy Coaches are involved in some assessments at most schools but not all. • School plans are not always collaborative and are not consistent. We wonder who makes them and who is invested? <p>CURRICULUM AND INSTRUCTION</p> <ul style="list-style-type: none"> • PBRA Assess/Plan/Teach/Reassess cycle connects with the Learning Sprints work in our division. It is strength based and leads to teachers being reflective and intentional. • PBRA and ELA Curriculum also align and expect teachers to be intentional about meeting the needs of the students they have in front of them. • We are only at the beginning stages of understanding and using PBRA to drive instruction • A limited number of teachers have knowledge and experience with the refreshed ELA curriculum <p>TEACHERS</p> <ul style="list-style-type: none"> • MY/SY teachers may not see the same value with PBRA as EY teachers. Also have less experience with reading assessment. Less engagement. • There may be inconsistencies with the Grade 8 provincial assessment (within BLS and throughout the province). • Resource Teachers are not consistent with PBRA (from school to school) • Teachers may lack the skills to teach reading • Teachers may not be engaging students • Teachers might not know where to go to get the support they need, or they may not have equal access to “just in time” PD and support • Teachers may also be facing an overload of PD expectations (literacy, numeracy, ESD, Indigenous Perspectives, etc.)
<p>Other Data Sets to Consider:</p> <ul style="list-style-type: none"> • Divisional Literacy Levels over time • Following groups of students over time, especially students who had an intervention, such as Reading Recovery • Impact of Self-regulation work in BLS (OT/PT programming and how it is connected to academic progress and literacy growth, number of workout rooms, number of students using workout rooms) • Our School Survey data, especially around engagement • Reading Apprenticeship Data – who’s trained? • Reading Recovery – who is trained? What are they doing now? How many are middle years teachers or teach something other than grade 1? 	

Conclusions & Next Steps:

- Marking Grade 8 provincial assessment (like we do with the Grade 12 Provincial Exam and with the PBrA) may result in more consistency
- Keep revisiting PBrA planning and using Learning Sprints – make sure we keep this alive – leaders need to keep coming back to these through collaboration meetings, staff meetings, school plans, work with literacy coaches and with each other at BLLT
- Ongoing PD about reading instruction throughout the grades and much more in MY. EY teachers are expected to attend literacy PD (Smart Start and EIR) but MY Teachers are not. Maybe that should change.

Literacy Data: Senior Years**Data Set(s):**

Divisional Performance-based Reading Assessment (PBrA) data: 2016-2018
Grade 12 ELA Provincial Standards Exam : 2009-2018
Grade 9 ELA Credit Attainment : 2009-2018

Underlying Assumptions:

- SY is the slowest-moving grade band in terms of using data to inform instruction.
- SY teachers need to see the value of PBrA assessments in guiding instruction—this understanding is still being built.
- Senior years pedagogy still tends to have a more content-centered focus than a student-centered focus (across disciplines).
- The PBrA data doesn't necessarily show the subtleties of individual student growth, especially in the "Not Yet" column.

Predictions:

- BLSd grade 12 students will fall within 2-3% of the provincial average on the Grade 12 exam.
- In the PBrA data:
 - Our "Not Yet Meeting" population will be less than 25%.
 - Our "Fully Meeting" and "Exceeding" populations together will be about 30%.
 - About 45% of our student population will be "Minimally Meeting."
- Most first-time grade 9 students (80%+) will achieve a grade 9 ELA credit.
- Indigenous students will fall below divisional averages on all literacy assessments.

Observations (What do we notice?):**PBrA Data:**

- Our "Not Yet Meeting Expectations" population is lower than we had predicted.
- Our "Fully Meeting Expectations" and "Exceeding Expectations" population together is higher than we had predicted.
- Female students are outperforming male students in the SY PBrA data.

- In SY, the # of students in the “Fully Meeting Expectations” column falls significantly after grade 9.
- Generally, in Senior Years, performance on the PBrA declines.

Grade 9 ELA Credit Attainment Data :

- 90% of BLS D first-time grade 9 students are attaining their Grade 9 ELA credit
- Indigenous students are attaining their grade 9 ELA credit at significantly lower rates, but the gap has been narrowing over time.
- Girls have a slight edge over boys in their grade 9 ELA credit attainment, though the difference is not significant

Grade 12 ELA Provincial Standards Exam :

- The performance gap between girls and boys has widened since grade 9
- Borderland students, since 2012, have scored below the provincial average (between 1.7% and 7.3% - average 5%)
- BLS D girls are often performing above the provincial average; boys are consistently performing below it (avg. 10% lower)
- BLS D students fall behind the provincial average most in Managing Ideas & Info, and in Enhancing Clarity & Artistry of Writing.

General Observation: BLS D boys are underperforming compared to BLS D girls in all literacy assessments

Questions	Theories of Causation: (Students/Infrastructure/Curriculum/Instruction/Teachers
<p>PBRA <i>Why is there such a drop from grade 9-10 in the Meeting Expectations category of our PBRA data from last year?</i></p> <p><i>Why is there a trend toward declining PBrA results in Senior Years.</i></p>	<ul style="list-style-type: none"> • We developed the grade 10 assessment in-house. It may be more difficult than the DART assessments. • Perhaps the topic/subject of the text is the issue. • We have limited data—only one year of reliable data. We need to see what happens in subsequent years. <ul style="list-style-type: none"> • The PBrA has taken longer to roll out in Senior Years than other grades. There is still a learning curve in administering it. • Infrastructure/Teachers: The assessment has been “production-based” (logistics/how-to), rather than learning-based (using the results for feedback, planning and responsive teaching), leading to... • Lack of investment from both teachers and students.

<p>Gr 12 Prov. Exam</p> <p><i>Why is BLSD consistently below the provincial average on the ELA exam?</i></p> <p>General</p> <p><i>Why are boys consistently underperforming in literacy as opposed to girls?</i></p> <p><i>Why is the gap between male & female students widening the longer they are in high school?</i></p>	<ul style="list-style-type: none"> • SY ELA instruction is still generally more content-focused than student-centered. • Our male population is scoring significantly lower than our female population (about 10% lower). • Our pedagogical model may not be reflecting the process-based nature of the ELA exam (across disciplines). • EAL students account for a certain amount of downward-skewing of the data. • Girls in high school are more invested in performing for performance sake than are boys. • System assessments are academics-based and don't prioritize the practical learning (i.e. vocational) that engages more boys than girls. • Teachers may be struggling to engage high school boys in literacy/learning in ways that meet their learning/social needs for relevance, collaboration, variety of texts, choice, and inquiry. (i.e. pedagogy in high school may still be more traditional (content-focused) than student-centered). • Girls are more likely to buy into, and comply with, an assessment than are boys. • Boys' need for relevance, practicality and applicability is surpassing the need to succeed academically. Purposefulness is becoming paramount.
<p>Other Data Sets to Consider:</p> <ul style="list-style-type: none"> • <i>Grade 12 Math Data:</i> to compare performance of boys and girls to see if the performance gap is similar, or whether this is specific to literacy. • <i>Our School Survey:</i> to gain insight into how/why boys are disengaging from literacy. 	

- *Further years of PBrA data:* to see if present trends continue as PBrA work becomes more embedded in divisional culture and teachers and students become more purposeful about the assessment, feedback and planning that flows from it.

Conclusions

- Our boys are disengaging from literacy in high school.
- We need to continue to apply best practices in literacy teaching (i.e. Reading Apprenticeship), that develop disciplinary literacy and lead to increased student engagement.
- Feedback from PBrA work is important to student engagement, motivation and autonomy, and needs to become standard practice in BLSD.
- We must continue to support teachers' and students' growing understanding of the purposefulness of PBrA work. Support teachers in growing the practice of bringing meaningful feedback to students, being transparent about using the feedback for planning and teaching, and mentoring students in monitoring their own progress and growth.
- The ELA Curriculum refresh supports best teaching practice in literacy, the Reading Apprenticeship work, and the kind of process work the ELA Standards Exam requires. We need to make a plan for rolling it out with divisional support following this year's Pilot completion.

Next Steps:

- Consider setting up a SY working group to look further into the data and plan how to promote Disciplinary Literacy across the disciplines.
- Inform high school teachers of the male-female gap to mindfully plan around engagement and success.
- Explore ways to increase understanding among high school teachers of teaching practices that keep male students engaged (9-12 PD day? RERL Committee? School PLCs? Materials?)
- Work within the Literacy Committee to create a plan for re-vitalizing/strengthening our Reading Apprenticeship work at the school level. Explore how the ELA Curriculum roll-out can be supported with Reading Apprenticeship support.
- Continue to support the ELA curriculum pilot teachers in their growing understanding of the ELA curriculum and how it supports best practice in literacy teaching. (Coaching support: PD, co-planning, co-teaching, etc.)
- Create a focus in the BLLT literacy slot for building the understanding of the importance of feedback to students in the PBrA work, and how this builds engagement, and students' investment in their own learning.
- Create a PBrA "Best Practice" working group to better standardize assessment practices in BLSD (perhaps create a document of Standard practices), and to revise assessment question sheets to better match the rubric and ensure all prompts are clear and effective.

Literacy Continuing Goals and Action Plans for 2019/2020

(the first three goals are a continuation/extension of the work we started in 2018/2019)

- 1) BLS D teachers will develop a clear and thorough understanding of the current ELA curriculum
 - a. Continue to work with Manitoba Education and the south-central cohort to develop a common understanding
 - b. Literacy coaches will continue to support the teachers who joined the cohort in 2017 and 2018, as well as support the new teachers who are joining in the fall of 2019.
 - c. Literacy coaches will continue to strengthen our own understanding of the new curriculum and use it whenever we are working with ELA teachers and work to prepare for the rollout across the division in 2020/2021
 - d. Literacy Coaches will attend the International Literacy Association Conference in October 2019, focusing on the connections to the ELA Curriculum.
 - e. Literacy Coaches will read and share several books about designing inquiry lessons and communities.
- 2) BLS D students will increase reading comprehension and analysis skills and catch up to or exceed the provincial average.
 - a. Both Literacy Coaches will continue to support teachers and schools with PBRA, but gradually release responsibility of administering and coding and move toward using the assessment to co-plan and co-teach
 - b. Literacy Coaches will support the giving of meaningful feedback to students so they stay invested in their progress.
 - c. Literacy Coaches will continue to provide Continuing Contact PD for RA and EIR teachers.
 - d. Literacy Coaches will also attend ILA Conference sessions about reading comprehension and analysis.
 - e. Tamara will facilitate residencies that are focus on reading comprehension and analysis at Parkside and RVS.
- 3) BLS D students will increase writing competency to meet or exceed the provincial average
 - a. Debra will facilitate a writing residency at RLG
 - b. Tamara and a team of teachers will attend mRLC. One network with Syd Korsunsky and another with Faye Brownlie.
 - c. Debra and a team of teachers will participate in an mRLC network with Faye Brownlie.
 - d. We will explore the idea of marking the Grade 8 Provincial Assessment in divisional teams and use the assessment results to plan next steps for students.
- 4) Work with the Divisional Literacy Committee to carry forward the next steps generated from the Got Data work completed on May 27, 2019.
 - a. See data reports

Numeracy

Data Observations

Grade 7 Middle Years Assessment 2018-19

In competency 1, students ordering fractions, there has been an increase in the last year of 6% or students who are meeting or approaching mid-grade 7 level of performance. The number of students who are not meeting the desired level of performance decreased by 4.9%.

In competency 2, students ordering decimals, there has been an increase in the last year of 2.5% or students who are meeting or approaching mid-grade 7 level of performance. The number of students who are not meeting the desired level of performance decreased by 3.1%.

In competency 3, representing numbers, there has been a decrease of 8.2% of students who are meeting or approaching mid-grade 7 level of performance. The number of students who are not meeting the desired level of performance increased by 9.3%.

In competency 4, solving problems with patterns, there has been an increase in the last year of 5.7% or students who are meeting or approaching mid-grade 7 level of performance. The number of students who are not meeting the desired level of performance decreased by 3.3%.

In competency 5, mental math, there has been a decrease of 4.2% of students who are meeting or approaching mid-grade 7 level of performance. The number of students who are not meeting the desired level of performance increased by 5.2%.

Competency 1, 2 and 4 which showed an increase in students approaching or meeting performance are considered foundational outcomes in the numeracy project.

Competency 3 and 5 which showed a decrease in student achievement are not specific outcomes in the curriculum or the numeracy project (although they are connected).

Grade 6 Numeracy Achievement Project Grade 6: June 2018

85% of the students in Grade 6 from classrooms where the teacher participated in the NAP for one year scored above 65% on the baseline assessment. Their mean score on the assessment was 86%.

91 % of the students in Grade 6 from classrooms where the teacher participated in the NAP for 2 years scored above 65% on the baseline assessment. Their mean score on the assessment was 83%

Analysis of Data: Possible Causal Factors/Questions

Students:

- Students are not making connections between the mathematical concepts in each competency.
- Students with social/emotional issues in the middle years are impacting their learning.
- A large number of students may approach math with a fixed mindset, especially as they get older.
- Students may not be engaging with the math.

Infrastructure:

- There may not be enough time allotted in the day for math in all classrooms and the entire curriculum may not be covered effectively.
- Teachers may be using Pinterest or other social media sites for math activities that may not be based on best practice.

Curriculum:

- Teachers may use textbook as a curriculum rather than the actual provincial curriculum document.
- Teachers may not understand their curriculum deeply and how the concepts connect.
- Teachers may not be covering their entire curriculum.

Instruction:

- Teachers may be focusing on outcomes separately rather than making connections between them.
- Teachers may not be basing their instruction on formative assessments.
- Instructional practice may be based on the teacher's experience rather than the latest research on effective pedagogy and high effect strategies.
- Resources used may not in line with the Manitoba curriculum
- Resources used (ie textbooks) have an overwhelming amount of practice material, and "coverage" of the resource overrides deeper learning of the outcomes.

Teachers:

- The provincial Grade 7 Assessment is not standardized so results are very subjective depending on the teacher.
- Earlier teachers may not be completing their entire curriculum every year and these gaps increase every year.
- Teachers may not feel that their strength is in the area of math. In elementary and middle years, more teachers are generalists and not math specialists.

- Teachers may be overwhelmed with the demands of the job and be unable to spend the time preparing lessons that are engaging for students.
- Divisional focuses on literacy may cause teachers to make a choice between literacy and math in terms of professional growth choices.
- Teachers may not be applying what they are learning during PD when they return to their classrooms.

Other noticings and wonderings:

- Why does the data from the mRLC for Grade 6 students seem higher than the performance results from the Grade 7 assessment?
- The assessments that we are looking at for Grade 7 are non-standard. The drastic differences between the same competencies in each school suggest that teachers are not assessing in the same way throughout our division. This would also mean that there are not consistent assessment practices across the province. This makes it very difficult to compare us to the province, or get consistent results through our division.

Other Data Sets that Could Be Used:

- Baseline Assessments from the mRLC Action Research Project for 2019. Is this data consistent with what we are seeing in other assessments? With more years in the project, we can start to look at the same group of students each year.
- Report Card Data – Is the report card data consistent with our other assessment data?
- Look at how the provincial assessments are being done in the different schools.
- Data collected for number of minutes teaching math in each school.

Conclusions and Next Steps:

1. The data in both the Grade 6 and the Grade 7 assessments are suggesting that the Numeracy Achievement project is having an immediate positive impact on our students. However, we must address the disconnect that appears between Grades 6 and 7. Perhaps some of the understanding is around what the expectations are in each curriculum. For example, Grade 6 students need to understand improper fractions and mixed numbers, and may be able to be very successful at that. However, when they have to apply these concepts in a multi-step situation such as adding and subtracting fractions, it takes the knowledge to a new application level.

Next steps:

- Work with Grade 6 and 7 teachers to understand what comes before and after in each year of their curriculum.
- As a facilitator, address these connections during the PD sessions with the Grade mRLC 7/8 NAP and the Grade 6 divisional NAP sessions.

- Dig deeper with the teachers in the middle years during our planned residencies as well as during co-teaching school visits.
2. There appears to be more success with the competencies of the Grade 7 Provincial Assessment with the competencies that are direct outcomes in the curriculum and are also considered foundations outcomes in the NAP.
- Provide supports to Grade 7 teachers around the Grade 7 assessment and making connections between this assessment and the NAP.
 - During Grade 6 and 7 & 8 PD, Intentionally make connections to the 2 competencies (mental math and representing numbers) so that teachers see that they need to continually reachback on these competencies starting from September in order to support other curricular outcomes.
 - Intentionally make connections from competencies to outcomes during PD.

Action Plan

- Provide professional development with the mRLC Action Research Project and divisionally from Grades 4-8
 - Focus on making connections between mathematical concepts and curricular outcomes
 - teaching to promote conceptual understanding using high yield instructional practices
 - Using a pacing and sequencing guide to cover curriculum as well as understand their curriculum more deeply.
- Using formative assessment to help teachers teach responsively.
- Follow up and connect with as many teachers as possible at the classroom level to reinforce the PD.
- Continue work with the Numeracy Committee to do the ongoing work of encouraging growth mindset in each school.
 - developing positive norms and expectations in each BLS D classroom.
 - continued work on the data base of resources to give more access to teachers of quality resources and materials. This was started in 2017-18, but is a very time consuming process and needs to be continued over the next school year.
 - Continued updates on the Numeracy Action research project and how tools used in the project (ie reach back) can be used in all classrooms to improve achievement.

- School residencies
 - Work with all teachers to develop knowledge of best teaching practices through developing conceptual understanding in mathematics. Shift from one-day Professional Development to work with teacher to get new learning and apply it immediately in their classrooms
 - Explore how to develop vertical conversations with teachers to connect big ideas and make mathematical connections throughout the grades.

- Continue the conversations about making sure there is enough time for math in all grades and that the time is used on high yield instructional strategies.

ECDI

GOALS

- Children will experience and become comfortable in school prior to entering Kindergarten.
- Children are ready for school (EDI indicators)
- Children feel welcomed to school and delighted with a bag of books and supplies (scissors, markers, construction paper, etc.).

Strategies

- Schools provide a pre-Kindergarten experience, including daily attendance. Teachers provided programming & adult support; resources to support the program are purchased.
- ECDI funds are allocated to support parent-child programming that is provided through Family Resource Centres, Family Rooms (in schools), pre-school programs (in schools).
- Little learners bags -- Books, construction paper, scissors, glue and markers were supplied. Children could choose three books, which included non-fiction text, fiction, and numeracy text. School staff participated in choosing the contents of the bags.

Data Sources and Indicators

- Anecdotal evidence -- observations of children (comfort levels in the program); parental feedback
- Kindergarten teachers, principals, resource teachers more Kindergarten students who are comfortable and eager to be in school; Parents report reduced anxiety in children about starting school.
- EDI data is tracked over time (looking for improvements in physical readiness, literacy, numeracy, and social-emotional readiness).
- Attendance at programs includes many of the Kindergarten children; children's readiness in literacy is high in the EDI data; parents report feeling like they know how to support their child's readiness to start Kindergarten.
- Number of bags distributed is tracked over time; Anecdotal evidence from Kindergarten teachers & observations and feedback from children and parents.
- Bags became a part of the Kindergarten registration process or pre-Kindergarten programming. Parents and children communicated appreciation for the bags and books to the Kindergarten teachers.

FRENCH IMMERSION PROGRAM

Grade 3 Numeracy

Goals:

To increase students in French Immersion to use Math vocabulary to communicate.

Teachers in French Immersion will create “Math word walls” to encourage students to use the vocabulary effectively

Teachers will work with the Numeracy coach to get support and develop strategies to increase communication using Math Language.

Data used:

The data used included provincial grade 3 Numeracy assessment results from 2011-2012 to 2018-2019

Data Observations:

Grade 3 French immersion students in BLS D were on average below the province in three of the four strands tested during the date range of 2011-2012 to 2018-2019, and slightly above the province in the mental math strand. The largest gap (8.08%) is noticed in the patterning strand (predicts an element in a repeating pattern). The exception to this was in 2012-2013 where BLS D students scored above the province by 34% in the pattern strand.

Theories of Causation / possible causal factors and questions

Students:

- There may be students in French Immersion missing some basic math French vocabulary.
- Students are not exposed to French outside the classroom.
- Exposure to French during the school day and at home is minimal due to cultural make-up of the community.
- Students may not be engaging with the math and communicating with it.

Infrastructure:

- Number of minutes in Math for French Immersion students may be different than that of their English counterparts.
- Resources may not always match the curriculum, and the time to translate everything is a barrier to use the best resources available.

- Teachers may resort to social media sites (Pinterest, Teachers pay teachers, etc) to find readymade materials and ideas which may not always be in line with Manitoba curriculum or best practices for teaching French Immersion Math.

Curriculum:

- Teachers may not be covering the entire curriculum
- Teachers may be using other resources rather than the curriculum document

Instruction:

- Teachers may not feel this is valid at this time of the year
- Teachers may not be asking intentional questions to expect students to communicate (math is communicational, maybe some teachers are not seeing it this way)
- Teachers could be focusing more on the math aspects and not as much on the communication aspects.

Teachers:

- Teachers at this level are generalists and not math specialists therefore they may not feel their strength is math.
- Teachers may be overwhelmed by the divisional demands on literacy and they may choose to focus on literacy and not math for their own personal development.
- Teachers may be placing more value on number patterns therefore making it easier not to focus on language

Other questions:

- Are teachers in French Immersion assessing the same way as their English counterparts?
- What (tool or testing vehicles) are they using in French Immersion for the different assessments?

Other data sets we could use:

- Compare the number of minutes of teaching math in both French Immersion and English programs.
- Make comparisons between the report card data categories and the provincial data. Are there disconnects?

Conclusions (and next steps):

- We need to encourage more connections between the environment And French “Math language”. For example, “3D solid walk” around the classroom/school.
- Send a book home with “Math language” in French and matching visuals.

Continuing goals and action plan:

Encourage more student conversations in Math using Math Language

Include more visuals in the classroom including “Math word wall”, student made books, etc.

Encourage more connections with the environment using Math curriculum concepts.

Use a variety of Math vocabulary games.

Teachers will continue to work with Numeracy coach to develop strategies to increase communication using Math Language.

FRENCH (FCC) – ENGLISH PROGRAM

GOALS: The goals for the **French: Communication and Culture** curriculum are . . .

- to give students an opportunity:
 - to acquire the necessary language skills to communicate in French;
 - to value the learning of French as a tool for personal, intellectual, and social growth;
 - to demonstrate an appreciation of francophone cultures;
 - to further develop intercultural communication skills that are essential to all global citizens.
- to train teachers so they have the skills to assess French literacy levels and adjust instruction to meet specific learning goals;
- to provide new teachers with the PD to support the implementation of the new FCC curriculum.
- to continue supporting all teachers with the ongoing implementation of the FCC curriculum.

NEXT STEPS/ACTIONS:

- FCC Methodology PD sessions/training for new FCC teachers - core instructional pedagogy to deliver the new FCC curriculum:
 - 2-day sessions to be announced with BEF facilitator Carole Bonin for new FCC teachers.
- FCC Reading Assessment PD for all FCC teachers:
 - 1-day local PD facilitated in house (to take place this school year 2018-2019)
- Commitment (by French Language Coordinator) to visit each FCC teacher in their classrooms a minimum of 2 times per school year, (or more frequently as needed) followed by focused conversations and observations regarding the FCC curriculum and methodology.
- FCC Cultural activities:

- may include inviting francophone guests to schools to facilitate workshops with students or field trips to a French cultural activity
 - minimum expectation of 1 cultural activity per school per year
- FCC resources:
 - resources continue to be purchased with funds both from the revitalization grants and divisional categorical grants for French Language instruction

Focus on the Future

The plan for BLSD with regards to focus on the future remains consistent in doing the following:

- exposure to career opportunities
- An increase in Apprenticeship opportunities
- exposure to career options and the education piece for those options, students will enrol in the career education courses offered in schools, in the career development course students will show evidence of their learning in the area of career development
- in the career development course students will show evidence of their learning in the area of career development
- students will demonstrate an understanding of the HSAO and explore possible career

Strategies

- the HSAO teacher will organize and facilitate HSAP information sessions, students will know of the local employers who have placement opportunities available, students will take part in the apprenticeship camp offered
- continue with the increase in staffing in this area, make more connection in the community where students may be placed in apprenticeship opportunities
- career education days, post-secondary education days, offer career development courses
- grade 7/8 students will engage in interests and strengths inventories, grade 9 students will participate in the take your kid to work program offering, all teachers will make curricular connections to life and work scenarios
- the HSAP teacher will organize and facilitate HSAP information sessions, students will know of the local employers who have placement opportunities available
- hiring of a Career Development Facilitator who will help to increase the profile of local career opportunities beyond that of vocational areas

Data Sources

- recorded lists of employers willing to host students, student feedback after the apprenticeship camp
- HSAP enrollment data, credit completion data
- enrolment reports, attendance sign up for career days and learning fairs
- personal interest surveys, reflection on job shadowing experiences
- continuation of the trades camp for grade 7/8 students, number of schools requesting tours and information regarding RRTVA and HSAP
- the number of local career days that are planned and organized by our Career Development Facilitator

Promising Practices from 2018/2019

- Salary expenses for the following positions
 - Red River Technical Vocational Area Director
 - Red River Technical Vocational Area Program Coordinator
 - High School Apprenticeship Staff
- Tours of Vocational programs promoting those career options
- Apprenticeship options for students to engage in learning and employment opportunities
- Career Internship Teacher who facilitates high school internship options
- World of Choices event
- No Limits for Girls in Trades event for Grade 8 girls in partnership with Community Futures Triple R
- Career days and learning fairs happened across the division
- Trades camps
- Intro to Construction Trades Technology & Introduction to Trades Technology semester for students in grade 10 to experience carpentry, piping, automotive repair, welding, autobody as possible career pathways
- Incorporating myBlueprint in schools
- A mandatory ½ credit for grade 9 students in career exploration
- A mandatory safety in the workplace online unit for Grade 9 career exploration students & HSAP students
- Safe workers of tomorrow presentations
- Safe Manitoba presentations
- Food Handlers course for all Culinary Arts students
- Voluntary credit offerings for grade 12 career exploration courses
- Several CDI and CFE offerings
- Rotary Career Symposium in Winnipeg
- Construction Trades Expo – students and staff attended
- Health Care information session attendance at Health Sciences Centre
- Skills Canada in school program
- Intro to High School Course – visits from community employers
- Post-Secondary & Industry tours
- WISE connects summer sessions
- Take Our Kids to Work Day 2018
- Skills Manitoba & Canada participation
- CME Dare to Discover- Intro to Lean Principles

The list of promising practices comprises many items that continue each year in Border Land. These continue to be our goal areas as we move forward in promoting careers and vocational options that are available to our students.

EAL

In Border Land School Division EAL grant dollars are distributed to schools based on the number of EAL students in the location. Professional and support staff is hired to support the students. Going forward we are pulling together a group of administration who have the majority of EAL learners and will engage in a data inquiry around our disaggregated EAL provincial data.