

# RED RIVER VALLEY SCHOOL DIVISION

2016-2017

## REPORT TO OUR COMMUNITIES

The Red River Valley includes 15 schools. Situated south and west of Winnipeg, the division also includes 4 Hutterian Colony Schools 2 immersion schools and 1 English/français partiel. The communities we serve include Oak Bluff, Starbuck, Sanford, Domain, Rosenort, Morris, Lowe Farm, Ste. Agathe, St. Pierre, St. Malo, Dufrost, and St. Jean Baptiste. We are proud of the diversity in our school division.

In the past few years, the Board of trustees has initiated a few projects to address equity in the division. The Board now pays for school supplies for all kindergarten to grade 8 students. The Board also pays for musical instrument rentals and picks up the expenses for school teams making it to provincial competitions. Travel, rooms and meals



are paid so that families are spared additional expenses. These initiatives were started based on feedback received at the parent and student forums.

*Left to Right: Alma Mitchell (secretary treasurer), Darren Skog (assistant superintendent), Jake Cornelsen, Charlene Geiler, Jacqueline Wolfe, Shelley Syrota (chair), Fred Kelesnik, Pauline Lafond-Bouchard (superintendent & CEO), Alicia Lazaridis, Maureen Sicotte*

### Our Vision

THAT EACH OF US WILL BE LIFE LONG LEARNERS

The student population of the division as of September 30, 2016 was 2,115.

K	1	2	3	4	5	6	7	8	9	10	11	12
146	178	155	163	173	145	155	175	179	168	181	150	147

The division has 232 English as an Additional Language students which is 11% of the student population. The division also has 240 Self-declared Aboriginal students which is 11% of the student population.

## EDUCATION PLAN

The Red River Valley School continues with its three priorities:

- Priority # 1 - Student Achievement
- Priority # 2 - Building a Community of Leaders
- Priority # 3 - Citizenship/Environment

## PRIORTIY # 1 STUDENT ACHIEVEMENT

### LITERACY OUTCOMES

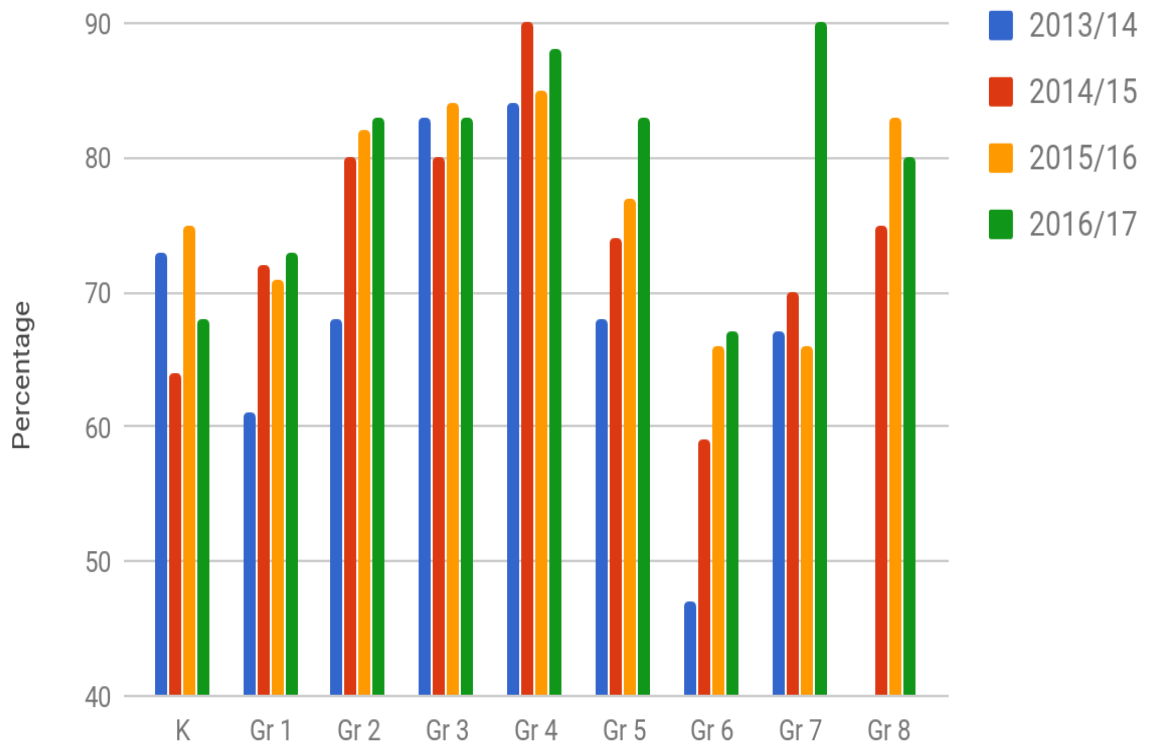
- a) By June 2017, 80% of K-8 students will be at or above their grade level in reading and understanding in English.
- b) By June 2017, 80% of K-8 immersion and francais partiel students will be at or above their grade level in reading and understanding in French.
- c) By June 2017, 80% of K-8 Aboriginal students will be at or above of their grade level in reading and understanding.

## LITERACY RESULTS

Percentage of students at or above grade level in reading – English (English Program)

Grade	2013-2014	2014-2015	2015-2016	2016-2017
K	73%	64%	75%	68%
1	61%	72%	71%	73%
2	68%	80%	83%	83%
3	83%	80%	84%	86%
4	84%	90%	85%	88%
5	68%	74%	77%	83%
6	47%	59%	66%	67%
7	67%	70%	66%	90%
8	N/A	75%	83%	80%

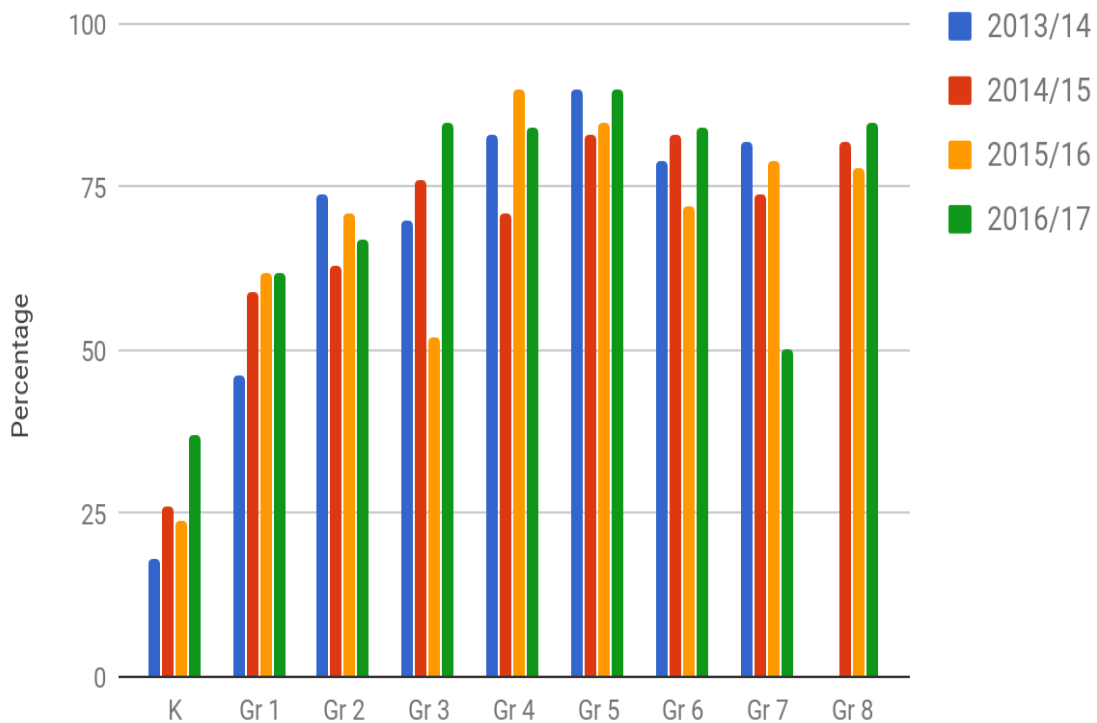
Reading Levels At or Above Grade Level (English) June 2017



Percentage of students at or above grade level reading in French (Immersion/Partial French Schools)

Grade	2013-2014	2014-2015	2015-2016	2016-2017
K	18%	26%	25%	37%
1	46%	60%	60%	62%
2	74%	64%	69%	67%
3	70%	76%	77%	85%
4	84%	71%	93%	84%
5	90%	84%	85%	90%
6	79%	84%	72%	84%
7	82%	74%	79%	50%
8	N/A	82%	78%	85%

Reading Levels At or Above Grade Level (French) June 2017



## **NUMERACY OUTCOMES**

- a) By June 2017:
  - 90% of grade 3-8 students will have mastery of addition facts
  - 90% of grade 3-8 students will have mastery of subtraction facts
  - 85% of grade 3-8 students will have mastery of multiplication and division facts.
  
- b) By June 2017:
  - 90% of grade 3-8 Aboriginal students will have mastery of addition facts
  - 90% of grade 3-8 Aboriginal students will have mastery of subtraction facts
  - 85% of grade 3-8 Aboriginal students will have mastery of multiplication and division facts.
  
- c) By June 2017, 90% of grade 3-8 students will have mastery of matching problems with addition and subtraction and 85% in multiplication and division.
  
- d) By June 2017, 90% of grade 3-8 Aboriginal students will have mastery of matching problems with addition and subtraction and 85% in multiplication and division.
  
- e) By June 2017, we will have data on all K-2 students in the area of early numeracy foundational concepts that lead to mastery of math facts.

## **NUMERACY RESULTS**

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Mastery of addition facts	80%	89%	92%	95%	98%	98%
Mastery of subtraction facts	64%	78%	84%	89%	94%	94%
Mastery of multiplication facts			80%	90%	89%	95%
Mastery of division facts			69%	80%	87%	90%
Matching operation – addition	70%	96%	77%	92%	91%	90%
Matching operation – subtraction	80%	96%	82%	92%	91%	95%
Matching operation – multiplication			68%	69%	73%	90%
Matching operation - division			68%	65%	55%	80%
Create a word problem – addition	85%	92%	82%	85%	91%	90%
Create a word problem – subtraction	80%	85%	82%	92%	92%	95%
Create a word problem – multiplication			68%	69%	73%	90%
Create a word problem - division			68%	65%	55%	80%

*\*Mastery of math facts means that each student will correctly answer each question on the assessment for each strategy.*

## PRIORITY # 2 - BUILDING A COMMUNITY OF LEADERS

- a) By June 2017, the division will have a revised ProGrow document.
- The ad hoc committee met four times during the year. Other groups also met to review the document that pertains to their employee group. The draft teacher document was shared with RRVTA executive in January 2017 and a quick overview was presented at the teachers' AGM in May. The principal document was shared with the administrators on June 7<sup>th</sup>. A final draft document was ready in June and will be piloted in two schools. This goal was not quite achieved and the new goal is to have full implementation in September 2018.
- b) By June 2017, student achievement will improve by building teacher capacity through the school leadership.
- This year's focus on building administrator capacity as instructional leaders at the administrator retreat. Jerome Cranston from University of Manitoba joined us again as a critical friend to continue discussions on defining what it means to be an instructional leader in RRVSD. What are the characteristics? What do they do?
  - The administrators began a book study on Pete Hall's Book Building Teachers' Capacity for Success – A Collaborative Approach for Coaches and School Leaders.
  - Senior administration met with the numeracy, literacy and technology coaches to define their roles and how they can help support administrators become more effective instructional leaders. The coaches facilitated sessions with administrators during admin team meetings.

The following is a brief look at the professional learning of the admin team in 2016-2017:

### September:

- Instructional Leadership – How do you know "IT" isn't happening?
- What does "IT" mean to be an administrator in RRVSD

### October:

- Quadrant Activity
- Coach Interviews
  - Takeaways
  - Group discussion

### November:

- Quadrant Activity – What did you learn about how you spend your time? What have you done that's different?
- Round/Walkthroughs (Talked about what to look for in a math class and literacy class)
- Literacy Assessment Wall meetings

### January:

- Quadrant Activity – New calendar year, what are you changing about your job as the instructional leader to get into classrooms? (Round table sharing)
- Rounds – Why, what, the Big Four
- Practice Rounds – Math/Literacy videos provided by our coaches

### March:

- Rounds – (What's was something positive, what was a challenge, what is one question you have)

### May:

- Rounds – Sharing (What have you done this month?)
- Completed interview rubrics

June:

- Held our Education Plan year end/planning meeting
- c) By June 2017, teachers in the division will have increased capacity in classroom instruction and supporting EAL students.
- The EAL committee met and reviewed the available resources. Resources were made available to classroom teachers.
- d) By June of 2017, teachers will have increased knowledge of, and competency in, aboriginal cultures and traditions.
- On October 5<sup>th</sup>, 2016 all teaching staff, clinicians and administrators attended a professional development day in Oak Bluff. The divisional Professional Development Committee planned this day. The theme for the day was **Expanding Horizons: Engaging Perspectives for Aboriginal Education in the Classroom**. The morning consisted of two keynote speakers. Kevin Chief and Niigaan Sinclair were the morning presenters. The afternoon consisted of breakout presentations from Elder Bone, Elder Paynter, and Jean Friesen as well as the Blanket Activity which all were meant to educate our staff and demonstrate to them how they could embed Aboriginal perspectives into curriculums in their classrooms.
  - All grade 7 and 8 students from the division gathered at the Morris Multiplex in June where the Blanket activity was presented to them by St. Malo Students. The feedback from teachers and students was very positive.

**PRIORITY # 3 – ENVIRONMENT/CITIZENSHIP**

- a) By June of 2017, 100% of students in Grade 5-8 will acquire knowledge to become responsible and literate digital citizens.
- We have 611 students in grades 5 to 8. 307 worked on Ignition. Ignition is an online digital citizenship program with lessons designed for middle years students. The topics of the lessons include: Digital Footprint, Internet Safety, Cyberbullying, Conducting Online Research, Digital Time Management and STEM Careers. About 50% of grade 5 to 8 students worked on it this year. Currently, 71 students are certified which is 12%. This does not include students who were certified last year.
  - A number of schools had the RCMP ICE (Internet Child Exploitation) Unit present to the students.

**Student Services Goals**

- a) By June 2017, all students, including those who have been identified as having specific mental health needs, will have increased access to mental health and wellness support.
- The student services team met with each school team to determine their needs in the area of mental health. Based on this information, a mental health strategy was developed for each school. Divisional supports were in place to help with the strategies
  - This past school year was the first year of the Red River Valley School Division and Addictions Foundation of Manitoba partnership. The partnership has allowed us access to an AFM Counsellor at 0.6 F.T.E. Six schools were able to access support on an as needed basis. Lowe Farm, Rosenort, Morris, St. Malo and both schools in St. Pierre had access to these services if/when needed. A report was provided to the Board in June on the counselling activities and prevention activities offered. A few examples of the preventions

activities include: Alcohol and Other Drugs and Gambling (AODG) Education, Fentanyl and other Drugs Community Forum, MPI texting simulator, impairment goggles to name a few.

- b) Support students through enhancing inclusive practices in the school and classroom.
- All resource teachers attended Fay Brownlie presentation on Classroom review. A support document for the classroom review process was created and shared with almost all staff by June 30th- teachers, clinicians, resource, guidance and principals. An implementation plan was created for 2017-2018.
- c) Students who use AAC will increase their understanding and use of vocabulary.
- Speech/Language Pathologists attended “Closing the Gap” sessions and implemented ideas in all schools. Students used new Augmented and Alternative Communication (AAC) materials like the Pragmatic Organisation Dynamic Display (PODD) communication books to continue to develop their communication skills.

### Our Mission

THE RED RIVER VALLEY SCHOOL DIVISION, WITH THE SUPPORT OF FAMILIES AND COMMUNITIES, STRIVES TO PROVIDE A LEARNING ENVIRONMENT THAT WILL ALLOW OUR STUDENTS THE OPPORTUNITY TO ACHIEVE TO THEIR HIGHEST POTENTIAL IN A GLOBAL ENVIRONMENT.

## BOARD PLAN

The Red River Valley School Priorities are:

1. To plan and provide quality education for the future of our students.
2. To continue to recruit/retain dedicated and highly competent employees.
3. To provide safe and friendly environments (buildings, grounds and transportation).
4. To be leaders in education.

PLEASE NOTE: The updated Board Plan will be available in September 2017 – Check our website [rrvdsd.ca](http://rrvdsd.ca)

### WE BELIEVE

- **ALL PEOPLE SHOULD BE TREATED WITH RESPECT, DIGNITY, COMPASSION AND EMPATHY.**



- **IN HONESTY, INTEGRITY AND EQUITY.**
- **THROUGH CREATIVITY, FUN, TEAMWORK AND LEARNING, WE MAKE A DIFFERENCE.**

