

Portage la Prairie School Division

"dedicated to the pursuit of excellence"

October Report for the 2018-2019 School year



<http://www.plpsd.mb.ca/>

Superintendent: Todd Cuddington

Assistant Superintendent: Pamela Garnham

Director of Student Services: Rochelle Rands

Division Staffing Profile (Sept. 2018)

Full-Time Equivalents	Number	Full-Time Equivalents	Number
Principals	9	Speech Language Pathologists	6.0
Vice-Principals	7	Community Connector	1.0
Teachers	214.775	Occupational Therapists	1.0
Counsellors	11.45	Physiotherapists (OT/PT contracted time)	110 days
Resource Teachers	13.7	Psychologists	4.0
Teachers supporting special needs low enrolment classes	13.7	Outreach Facilitators	3.8
Educational Assistants	120.654	Coaches/Consultants	4.75
Career Coordinator	1.0	Mental Health Facilitator	1.0

Our Mission

To recognize the individual needs and potential of our students and to provide these students with the opportunity to undertake schooling experiences that will contribute to the development of their full potential. Schooling experiences will give consideration to the future demands that will be placed upon society by our rapidly changing world.



Portage la Prairie is located on Treaty One Land, the traditional territory of the Ojibway, Dakota, Cree and Anishinabe, and homeland of the Métis nation in the Central Plains Region of Manitoba, with a population of just over 13 000. Portage la Prairie is located approximately 75 km west of Winnipeg along the Trans-Canada Highway and is situated along the Assiniboine River.



Our Story

Education for Sustainable Development

All eighteen schools have embedded education for sustainable development within their school plans. We believe that working together to protect our environment and the land we live on is a foundational message that is delivered to our students daily through projects, lessons and community activity.

Our Division is composed of eighteen schools, seven located within the city of Portage la Prairie, one in the town of Oakville and ten Hutterite Colony Schools in the surrounding areas and offers both English and French Immersion Programming K-12. Our division enrollment at September 30, 2018 was 3470 students with a Teaching Staff of 281.375 FTE and Support Staff of 224. Our professional staff includes a team of Computer Technicians, Strategic Initiatives Learning Coordinator, Literacy and Numeracy Coaches, English As An Additional Language consultant, Indigenous Achievement Coordinator, and 5 Outreach Facilitators. Our High School campus hosted 1079 students this year with a slight decrease from the previous year, at Sept. 30, 2018. PLPSD celebrated 185 Graduating students with a Provincial Diploma, 20 with a Mature Student Diploma, 7 with a French Immersion Diploma, 4 Vocational Diplomas and 59 Graduates identified as Indigenous Students. We celebrated the achievement of 3 students with Certificates of Completion from our Life Skills Program. Additionally, 23 Hutterian PLPSD students and 8 out of division students received graduation diplomas whereby some high school students are taught by our division teachers but not enrolled as our students

French Immersion dual track (French Immersion/English) programming is offered in three of our schools at the Early, Middle and Senior Years levels. Programming at the High School level supports the attainment of a French Immersion Diploma by the end of grade 12. French Immersion population continues to increase. Currently we are at 150 at the High School level and K-8 is 319 a total of 469 students enrolled in the PLPSD French Immersion K-12 program.

English as an Additional Language student population continues to grow with increasing numbers annually and 197 students were identified as of September 30, 2018.

Self-Declared Indigenous Students at Sept. 30, 2018 represented 276 Federal students and 1406 Provincial students with an Indigenous identity. The number of **Students in Care** continues to fluctuate though at Sept. 30, 2018, 146 students were identified divisionally.

With a diverse variety of culturally and linguistically rich backgrounds within its catchment borders, Portage la Prairie School Division has developed a wide variety of innovative programs to serve its students. From its modern power mechanics facility at the high school campus, to the delivery of innovative programs in special education, university and technical skills preparation, Indigenous Education, and English as an Additional Language programming. Portage la Prairie School Division is recognized province wide as a leader in the development of programs for students from multiple cultural backgrounds, varying interests, and wide-ranging academic abilities.

Enrollment Projections

Portage la Prairie School Division enrollment continues remain consistent with a fall projected enrollment of 3470 students. This summary is inclusive of the French Immersion and English Programs. The table on the far right highlights the Kindergarten trends for enrollment.

*Kindergarten Enrollment specific to French Immersion (5 years):

Sept. 2015	Sept. 2016	Sept. 2017	Sept. 2018	Sept. 2019
40	44	53	64	57

Location	Sept. 30/14	Sept. 30/14	Sept. 11/15	Sept. 30/15	Sept. 12/16	Sept. 30/16	Sept. 7/17	Sept. 30/17	Sept. 7/18	Sept. 21/18	Sept. 28/18
EAMS	340	339	338	339	331	337	339	338	339	343	343
ECVS	428	429	417	417	435	435	458	451	477	474	473
FLR	192	189	187	190	196	201	222	223	206	219	221
HUTT	291	291	300	298	279	279	295	297	305	304	304
LVS	384	379	370	363	363	371	373	371	352	366	361
NMS	141	141	164	169	175	171	162	156	147	153	153
OVS	143	142	158	158	170	170	153	152	164	161	161
PCI	1095	1094	1132	1086	1116	1082	1071	1112	1104	1090	1079
YQS	381	380	371	371	375	366	396	389	377	374	375
TOTAL	3395	3384	3437	3391	3440	3412	3469	3489	3471	3484	3470



	Feb-16	Actual Sept/16	Feb-17	Actual Sept/17	Feb-18	Actual Sept/18	Feb-19
ECVS	31	46	38	44	43	43	40
ECVS-FI	41	44	40	52	62	64	51
FLR	19	28	13	36	18	28	17
LVS	18	34	27	38	11	30	16
NMS	15	36	17	26	16	19	8
YQS	21	35	26	40	25	34	18
OVS	21	20	12	13	15	17	16
HUTT	18	18	35	34	25	25	25
TOTALS	184	261	208	283	215	260	191
			5 Year Average=	197		209.4	

Our Story

COMPREHENSIVE ACADEMIC PROGRAMS
 Variety of courses in Sciences and Humanities
 French Immersion Program Grades K-12
 French Culture and Communication Grades 4-12
 Music Programs: Band, Music, Guitar, Choral Grades K-12
 Advanced Placement Courses offered in our High School, Computer Technology

INNOVATIVE PROGRAMS
 High School Sports Academies: Hockey, Basketball, and Volleyball,
 Mature Student Program Physical Education & Sports Programs
 Walking School Bus, Roots of Empathy
 Archiving Program, SmArts, Digital Media, Career Education
 Programs including:
 High School Apprenticeship Program, Credits for Employment, Bring Your Own Device

VOCATIONAL TRAINING
 Business Education, Industrial Arts,
 Human Ecology, Power Mechanics, Building Construction Trades, Hairstyling, Health Care Aide

FACILITIES
 Modern Computer Labs with Leading Edge Software, Mobile Device Carts
 High Speed Internet Access with Wi-Fi
 Science Labs, Automated Libraries, Modern Gymnasiums

STAFF
 Highly Qualified, Dedicated, Innovative



Together we celebrate,
 -A variety of Social Justice groups and opportunities including such events as: Breakfast for Breakfast, WE Day, Fair Trade, Manitoba Council for International Cooperation (MCIC-Middle Years Conference)
 -A Breakfast Program within each school supported by the community and the school division
 -Supports and partnerships created between the schools and our community
 -Schools are equipped with teams of students supports including Administration, Resource, Counsellor and Curricular Coaches
 -Support for Mental Health and a community connection with Southern Health/Santé Sud, Teen Clinic offering support for medical care for students from ages twelve to twenty-one
 -An Infant Lab to support families who wish to continue education
 -A career focused transition opportunity for all high school students including vocational opportunities
 -Collaboration with First Nations communities
 -Providing employment opportunities and internships (coordinated by the IAA Facilitator and the Division Career Coordinator
 -Consultant for English as an Additional Language- Our consultant initiates first steps between our Newcomer families and our schools to strengthen school and community relationships
 -Outreach Facilitators and a Community Connector to assist in meeting the home/school needs

We strive to meet the challenges of,
 -Poverty within our community and challenges with proper nutrition and public transportation
 -Significant distance between schools leading to attendance challenges and the need for increased outreach supports
 -High numbers of students entering school without a foundation skill set for social and academic success
 -Student transitioning at the grade seven and nine levels
 -Establishing partnerships with community businesses and career networking opportunities for students to help build career portfolios necessary for success in the workplace

LITERACY

Literacy- Expected Outcomes	Data Reports		
1.1 To improve student learning with literacy instruction and assessment strategies for all K-12 students including French Immersion and English programs	1.1 Strong Beginnings provides a collection of evidence of literacy data essential for planning for student learning at the division, school and classroom levels. This initiative continues to take place mid-September and supports two full days for teachers to assess students individually.		
	1.1	K-12 Literacy Assessment Report and Analysis	
		Kindergarten and Grade 1	Grade 2-12
	Data reports	<ul style="list-style-type: none"> • K – letter Id & phonological awareness (PA), instructional text level and writing vocabulary • 1 – letter Id, PA, hearing and recording sounds in words (HRSW), instructional text levels <p>-Data continues to be maintained through the CLEVR system -Data results were reviewed and shared with each school. -Reading Recovery results were shared with our division mid-year. A decision to increase RR time was made within the division. Additional teachers will receive training in the next school year. -12 Reading Recovery and Early Literacy Teachers attended the national Reading Recovery and Early Literacy Conference</p>	<ul style="list-style-type: none"> • Provincial assessment result summary: Gr. 3 Reading (English Program)-Performance remains fairly consistent over the past three years in most areas assessed. The gap is lessening between provincial "meeting expectations" performance and our local results. Student comprehension has seen the most gains overall. Gr. 3 Reading in English and Gr. 4 Reading in French (French Immersion Program)-Continues to be a large variance with performance in the three-year trend which is largely due to a small population of students. The current year notes performance significantly higher than provincial average performance. Gr. 8 Reading Comprehension and Expository Writing (English Program) Results-Relatively consistent with that of the province but slightly lower overall from our divisional achievement noted in the past year. Our greatest challenges in performance continue to be "responding critically to a variety of texts" and understanding key ideas and messages in a variety of texts". Gr. 8 Reading Comprehension and Expository Writing (French Program) Results-Strengths noted in writing as opposed to reading. • Grade 2-8 Instructional Text Level (French Immersion and English) data was collected divisionally for the purpose of supporting student learning and instructional practices related to literacy. Performance summaries were discussed between the school teams and the Literacy Coach. • Grade 3, 9 and 12 Provincial Assessment data is reviewed and helps to inform literacy priorities and initiatives for the upcoming school year. School supports and professional learning is strategically planned to respond to areas of need identified on the assessment summaries along with the divisional data collection results. • Grade 12 assessment results for English are consistent with other years. The addition of a new "Transactional English" course presents the largest challenges in performance. Highest course achievement was noted in English Literature. Overall pass rate was 70% for 140 students.
Response to data collection/actions taken	- Literacy Coach continue to support divisional implementation of the assessments -Collected data helped to identify a need for support for professional learning in the area of emergent literacy -Provincial Assessments including Reading Recovery and Early Literacy Intervention data are used to target areas of need and plan for intervention. - Reflection and analysis of the literacy assessment process and what is needed to support both teachers and students remains ongoing	-Collaboration with middle year's teachers via the Literacy Coaches and SILC continues to be essential for common understanding with language used in the Provincial Assessment (Gr. 7 and 8) -Conversation around instructional practices and assessments as they relate to the grade 3 provincial assessments were established to support teachers in a half-day session followed by direct in-class support as requested. RAD/OCA Report-This year the RAD process and data entry shifted to an online Google Survey that simplified communication between the Middle Years Literacy coach and the teachers. Information reported in the survey was used to guide the planning for the next school year's model. The practice of formative assessment and common language has been an essential piece in the collaboration process divisionally. SRA Report- Standard Reading Assessment (SRA) was facilitated by the Early Literacy Coach at YQS with grades one to three.	
Professional Literacy Learning Experiences	<ul style="list-style-type: none"> ➤ Introduction to Taking Running Records Grades K-2 ➤ Introduction to Marie Clay's Letter Identification, Hearing and Recording Sounds in Words, and Writing Vocabulary Grades K-1 ➤ MRLC project with Faye Brownlie (NMS and FlaR) "Writing in the Early Years Classroom" ➤ ELA Cohort and Planning days 	<ul style="list-style-type: none"> ➤ Introduction to Taking Running Records Grades 3-8 ➤ Dinner PD (Heartmaps) ➤ Summer PD with Faye Brownlie (2 days, K-12) ➤ mRLC- Writing in the Middle Years ➤ mRLC- Facilitating Writing Workshop in the Middle Years Classroom ➤ ELA Cohort and Planning days 	

	<p>-ELA cohort project with MET involved 28 teachers and support personnel divisionally. 3 full day meetings in Carman were attended with follow up planning days and support from the Divisional Literacy Coaches. -Day 2 last period was allocated for professional sharing of evidence related to the ELA cohort project. -MET collected year end survey feedback from the project and summaries were shared with division leaders. Surveys and conversations with cohort participant and divisional leaders have provided evidence that understanding and implementation of the ELA curriculum is increasing though the progress has been slow due to the nature of the practice and theory based curriculum. Greatest impact has been noted by direct support during coaching opportunities with the divisional supports and the planning days. -Literacy Coach's continued participation in the regional Literacy Meeting has supported our divisional initiatives.</p> <p>French Language Report</p> <p><i>French Immersion</i> -Teachers received 3 full days for further learning on the curriculum documents facilitated by the SILC and the French Coaches in the absence of BEF consultant. The addition of 2 French Coaches (.25 for the Early Years and .25 for the Middle/Sr. Years) has supported teachers through direct coaching opportunities, increasing culture and language in the schools. FI teachers received a divisional Category B Grant to support professional learning with the Cadre Français. Three full days were facilitated by the SILC and the Coaches.</p> <p><i>French Culture and Communication</i> -PLPSD hosted a one-day methodology workshop from BEF. 7 teachers participated in the session. A cohort project coordinated by BEF will include selected teachers for the upcoming school year to further learning with FCC Methodologies. The EY French Coach supported teachers directly as requested. A Make and Take session was held for teachers. The division FCC committee met twice as planned during the year to give voice and promote interdivision sharing of resources, etc. for FCC teachers. Ideas for focus based on the provincial review/division results guided our target areas for planned focus.</p> <p>-French Coaches meet monthly with the SILC to share ideas and target initiatives as outlined in the grant approved by BEF. Agendas and minutes are maintained on the Google Team Drive for interdivisional reference as needed. The role of the coach continues to develop as skills are acquired necessary to support teachers. The next year will see 4 days for the coaches to work directly with BEF consultant (Lynn Michaud) to support deeper understanding of "L'approche intégrée".</p>																								
<p>1.1 EAL Consultant will work with school teams to ensure linguistic and culturally responsive supports are provided to students as they transition in to PLPSD</p>	<table border="1" data-bbox="446 597 2604 850"> <tr> <td colspan="4" data-bbox="446 597 2604 639">1.5. EAL/ELL Graduates from PLPSD</td> </tr> <tr> <td data-bbox="446 639 975 678">2016-2017</td> <td data-bbox="975 639 1507 678">2017-2018</td> <td data-bbox="1507 639 2042 678">2018-2019</td> <td data-bbox="2042 639 2604 678">2019-2020</td> </tr> <tr> <td data-bbox="446 678 975 717">4</td> <td data-bbox="975 678 1507 717">4</td> <td data-bbox="1507 678 2042 717">5</td> <td data-bbox="2042 678 2604 717"></td> </tr> <tr> <td colspan="4" data-bbox="446 717 2604 756">Number of new EAL/ELL students enrolled between September 1 and May 30</td> </tr> <tr> <td data-bbox="446 756 975 795">2016-2017</td> <td data-bbox="975 756 1507 795">2017-2018</td> <td data-bbox="1507 756 2042 795">2018-2019</td> <td data-bbox="2042 756 2604 795">2019-2020</td> </tr> <tr> <td data-bbox="446 795 975 850">23 students</td> <td data-bbox="975 795 1507 850">32 students</td> <td data-bbox="1507 795 2042 850">29 students</td> <td data-bbox="2042 795 2604 850"></td> </tr> </table> <p>-Two Professional learning evening sessions were offered for Early Years Hutterian teachers</p>	1.5. EAL/ELL Graduates from PLPSD				2016-2017	2017-2018	2018-2019	2019-2020	4	4	5		Number of new EAL/ELL students enrolled between September 1 and May 30				2016-2017	2017-2018	2018-2019	2019-2020	23 students	32 students	29 students	
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<p>1.2 To review and respond with necessary and available interventions to the data collected through EDI to improve the outcomes and opportunity for children in the early years</p>	<p>1.6 The current year was a data collection year. Results are expected to be received early fall and will be reported in the next year's report. The most current information reported is from the 2016-17 single year report: 265 Surveys were completed and 253 surveys were used in the analysis (95%) Target Areas for attention (the areas with the most need are noted below):</p> <ol style="list-style-type: none"> Gross and Fine Motor Skills (need increased 9% from 2014-15 and almost double from what the provincial results indicate) Approaches to learning (increased 5% from 2014-15 and provincial average is 9%). This includes child independence, problem solving, following routines and adjusting to changes. Lacking prosocial and helping behaviour (significantly higher than MB-i.e. 59% compared to 37%). This includes not helping someone who is hurt, sick or upset and child is not likely to include other students in play). Basic Numeracy (5% higher need than MB) this includes not being able to count, compare or recognize numbers, unable to identify shapes and difficulty with time. Communication and General Knowledge (12% higher need than MB). This includes difficulty with speaking and understanding language <p>-Multiple Challenge Index: 7% of Children are considered to be vulnerable in 9 or more sub-domain areas (MB is 5%).</p>																								
<p>1.3 To continue to employ the equivalent of 75% SLP position to assist community partners and the school to meet the identified needs so our preschool children who have, or are at-risk for communication, speech, language, hearing, and/or emergent literacy difficulties by providing early intervention supports</p>	<p>1.0 Report submitted by the SLP Team -Monthly preschool parties at FLR, NMS, LVS, YQS and OVS. ECVS hosts 4 per year. This program is geared to increasing preschool children's confidence and comfort in the school setting. It is an hour long session that follows a mini-routine in a play-based format. It is also designed to encourage family engagement with staff. Attendance averaged between 8-12 preschoolers per party; with some home-daycares participating as well. -Bi-weekly "book buddies" groups at the Tupper Street Family Resource Centre (TSFRC). This program has gained significant popularity this school year. We have seen an increase in attendance; averaging 24 preschool children each session compared to 10 preschool children last year. There has been an increase in new immigrant families and Indigenous families participating in these groups. Parent survey has indicated overall satisfaction with the format and programming of Book Buddies. -SLP support in the North Memorial Preschool program. Collaboration with the preschool teacher (who was new to this role this school year) occurred. Programming was developed to enhance school readiness skills through play. The focus this year was to create a preschool setting that was an invitation to play by setting up several "dramatic play centers". This year we had 7 children registered, however, only 3 children attended regularly. Through informal discussion with families in the community, it was indicated that parents would be more willing to register for the free preschool if the hours were extended from 1.5 hours to a full afternoon, and possibly everyday rather than every other day. -annual Professional Development to all licensed daycares, nursery schools, Portage Aboriginal Head Start program. The SD SLPs facilitate a half-day learning opportunity to preschool staff in order to build capacity and enhance positive working relationships with staff. The theme of PD this year was "Developing Speech & Language Skills Through the Use of Crafts and Theme-Based Books". Surveys indicated that the majority of participants enjoyed the topic discussed, the resources that were shared, and the use of demonstrations and modeling strategies. Preschool staff were noted to participate and share much more than they had in the past. When asked if there was anything they would change, several indicated they would like more opportunities for PD than once per year.</p>																								

	<p>-Additional PD: This year we also presented to the moms at Portage Aboriginal Head Start on school readiness skills and their role as preschoolers first teachers. We were invited to present to the moms that attend the Healthy Babies Program at TSFRC, we discussed the importance of play, the importance of speaking with children, developmental milestones, the guidelines around Sipper cups & pacifiers from a communication perspective. We also presented to the Skills Up graduating class at RRC on school readiness and their role as early teachers in supporting learning through play.</p>
<p>Disaggregation and interpretation: What does our assessment data tell us?</p>	
<p>-Attendance and transiency continue to challenge our system as we continue to take proactive measures to educate staff and establish common assessment divisionally while providing the best opportunity for skills attainment division wide for all students. -EDI results help to inform our distribution of divisional resources. We recognize high numbers of students entering school identified as “Not Ready” in multiple domains. Challenge areas vary from year to year which has reinforced our divisional direction to continue to target language and literacy, numeracy and social readiness through preschool initiatives including the Preschool parties and summer camps. -At the Grade 12 level, Provincial Assessment summaries are aligning with targeted areas in terms of need for support. An emphasis will be placed on instructional methods and student learning especially for the Transactional English population. -Divisional Literacy Data is beneficial for tracking student progress and targeting areas of need within schools. We are continually reflecting upon our purpose for the collection as it relates to our context. -Strong Beginnings at the K-8 levels has provided teachers with an opportunity to assess student skills and plan for next steps to meet the individual needs of our children. -Opportunity for collaboration and moderation among teachers has been welcomed through the 7-9 RAD/OCA structure continued this year. Teachers meeting together to discuss common language, formative assessment practices and quality literacy instruction at the middle years has helped them target areas of instruction to support student needs. A shift to increase the level of moderation practice within each school is being explored for increased sustainability and extending the practice beyond grade 7 to 9 with the use of the Literacy Support Teachers for the next school year. -Our outreach facilitators and family rooms offer a liaison for parents/guardians to foster relationships with school staff and support education for their children. -The addition of the 2 Literacy Coaches to support the High School and the Early Years in addition to the overall Literacy Coach/Coordinator has been beneficial to increase conversation and professional learning in a way that is supported for many teachers especially during the transition to the new ELA Curriculum. -Participation in the MET ELA Cohort continues to be an essential learning group to ensure there is a shift in instructional practice and understanding of the new curriculum document. Locally we are challenged by the time needed for collaboration and deeper learning experiences. -The introduction of the French Coaching time, though in its early stages has presented evidence of improvement with higher interest divisionally during such events as Voyageur Days and Concours d’arts oratoire with many more participating.</p>	
<p>Planning and next steps</p>	
<ol style="list-style-type: none"> 1. PD to support continued implementation of Strong Beginnings to ensure teachers have the skills and understanding to deliver the assessments as outlined in the “Divisional Literacy Assessment Summary” 2. Emphasis on building professional knowledge and capacity of provincial assessment which will also support classroom instruction and assessment practices 3. Continued participation in the MET ELA Cohort project increasing to 48 participants for the upcoming school year. 4. A ELA Cohort group will be established at the high school level beginning with the English Department. 5. Continued PD for French Immersion teachers through the supports from the Department and from the newly created position of FI Curriculum Support / Conseilleure Pédagogique. .5 FTE will be allocated as FI Curriculum support at the Early Years level, .25 FTE at the Middle and Sr. Years levels 6. RAD/OCA-shift from divisional moderation meetings to in school collaborative processes led by an “in-house” RAD/OCA facilitator 7. SRA continues in the Early Years as an option for teacher in grades 1-3. 8. Summer Literacy PD will be offered to support literacy initiatives. 	
<p>NUMERACY</p>	
<p>Expected Outcomes</p>	<p>Data Reports</p>
<p>2.1 To increase teacher capacity with numeracy instructional and assessment strategies for K-9, students in both French Immersion and English programs</p>	<p>2.1.1 Data collected from each school at the grade 3-6 levels (September, January and May) continues to prove beneficial for building math fact fluency and embedding foundational numeracy knowledge. The math fact data draws specific attention to the need to continue to review student’s progress and promote instruction and “reach back” in this area. Assessment is inclusive of ALL students. Data includes reports from French Immersion, English as an Additional Language, English program and Indigenous students combined. -Numeracy Coach meets with each school administrator and teacher together to discuss their math fact data and next steps every November. 3 year trends based on September data; Grades 3-6: <i>Addition facts:</i> Sept. 2016-Sept. 2018 –Performance has increased in every addition strategy identified except “doubles” where a slight decrease of 3% has been noted in the 3-year trend. Grade 5 data represents a slight decrease in 3 strategy areas assessed. Grades 3-6: <i>Subtraction:</i> Sept. 2016-Sept. 2018 –The majority of the increase in skill is noted at the grade 3 and 4 levels. Performance has decreased in all grade for “back down through 10 strategy” Grades 4-6: <i>Multiplication:</i> Sept. 2016-Sept. 2018 –The highest performance level is grade 4. Grade 5 and 6 data shows growth in 8/9 strategies. Sept. of grade 5 increased the demand for higher math facts (up to 9X9) Grades 4-6: <i>Division:</i> Sept. 2016-Sept. 2018 –The highest performance level is grade 4. The data for grades 5 and 6 is parallel to that of the multiplication facts with an increase in higher level multiplication and division. 2.1.2 Provincial Assessment Results Grade 3 Students meeting expectations in the English program represent an increase in the competency areas of “Equality” and “Representing a whole number in a variety of ways”. A decrease in performance for students meeting expectations in “Repeating patterns” by 4% and “Mental Math” by 1% when comparing the data over 4 years. The French Immersion results are based on a small number of students in comparison to the divisional results and fluctuates from year to year. The current year presents strengths in all assessed competencies. -Grade 7 Provincial Numeracy results, for 200 students, indicated near provincial averages in the current school year for the English program. When considering a 3-year trend with at level performance we measure a significant decrease in the difference between what the provincial is reporting for percentage of student “meeting expectations”. Divisionally we are seeing evidence of positive impact with the current supports in place. The French Immersion Grade 7 Numeracy performance, based on 19 students, is reported to be higher than provincial averages in all assessed areas. -Grade 12 Provincial Math Exams – Essentials, Applied and Pre-Calculus combined results presented an increase of 13% overall when compared to the collection of PCI’s previous year’s data. The pass rate for Math Essentials 40 is the lowest at 69% compared to 79% pass rate for Pre-Calculus 40 and 89% pass rate for Applied Math 40. Overall a total of 130 wrote the Provincial Assessment for Math with a pass rate of 73%. 2.1.3 Division Grade 3 Numeracy Committee created a “divisional” assessment to be completed during the last 2 weeks of October, 2018. This remains a pilot and working document as the assessment continues to be vetted by the committee with the inclusion of Prairie Spirit numeracy team of 5 teachers (spring 2019). Due to the high level of interpretation of student responses more work is required in this area prior to implementation. 2.1.4 Numeracy Project (formerly mRLC Action Research) All grade 6 and 9 teachers are implementing the project. Two pilot schools (LVS and EAMS) implemented the program for grade 7 and 8. Results have shown that at the grade 6 level, an increase between 15 and 20% has been noticed in the initial pilot schools (LVS and FlAR) over the last four years of administering the baseline assessment in June. The grade nine’s have shown an increase of 10-25% (fluctuation in % is largely due to staff changes over the 4 years) for the baseline assessment conducted in June annually. Teachers report that they enjoy using the pacing guides as it helps to focus their instruction and they are exposing students to greater breadth of the math curriculum over the year. Teachers, by using the various tools included in the project, are able to use formative assessments to help guide their “reach back” and meet the needs of all students while continuing to expose students to the curriculum document in its entirety. 2.1.5 Mathology program to support teacher instruction was piloted in grades 1 and 2 at NMS. 2.1.6 Summer PD (K-8 teachers)- John and Jane Felling “Box Cars and One-Eyed Jacks”</p>
<p>Disaggregation and interpretation: What does our assessment data tell us?</p>	

Math Fact data: Teachers must plan for opportunities for students to practice math facts daily. This message will be delivered through all aspects of divisional math PD and the use of the newly created Numeracy Leaders at each school.

Provincial Grade 3 and 7 Assessment: By implementing a common assessment across the division accompanied by a half day PD workshop on the administration and understanding of the assessment, the numeracy coordinator is able to target specific areas that require professional development to support teacher capacity building.

-Provincial Numeracy results for French Immersion students continues to be higher than the provincial average. This observation is likely due to a few factors including small class size and professional interpretation of student performance. There continues to be emphasis placed on professional collective learning experiences to gain further consistency with implementation and understanding about student learning. Observations noted for the English Numeracy assessment reflect slightly lower than provincial averages in all areas though there remains question about whether these observations are due to student skill set or teacher interpretation for the purpose of reporting. The coaching model has continued to provide more divisional opportunity to have conversations with teachers about what students are expected to learning and what the learning looks like. The assessment continues to provide a medium for conversations about numeracy achievement in all schools.

-Grade 12 Provincial Exam results in Essentials, Applied and Pre-Calculus Math overall were improved from the previous year due likely to the scheduling changes to facilitate full year math program initiative taken by PCI.

Numeracy Project: Participating teachers are now able to complete and assess the majority of curricular outcomes for their grades while having opportunities to reach back to foundational outcomes in a meaningful way using the tools from the project.

Numeracy Coordinator: Continues to enhance the opportunities for teachers to access and receive professional development in both teacher strategies and pedagogy. This structure of support has allowed for ongoing review and reflection in the area of numeracy at the division and school level. All initiatives planned by the Numeracy Coordinator are monitored and receive follow up to ensure longevity.

Mini-Residency: Extended time in NMS (one week per month) provided opportunity for teachers to have access to the Numeracy Coordinator for projects, planning and identified curricular needs.

Planning and next steps

1. Continue with the divisional math fact assessment for grades 3-6
2. To target teacher understanding of the competencies related to the grade three assessment for all teachers grades K-3. Sherry Perih, Early Years Numeracy Consultant (MET) will be offering mandatory PD sessions with the Numeracy Coordinator (2.5 sessions per grade 1 and 2 teacher divisionally)
3. To continue the vetting process in collaboration with Prairie Spirit SD and implementation of a common grade three assessment. The intent for the assessment is to support the completion of the Provincial Grade Three Assessment
4. Continue to monitor grade seven results for patterns in data and need for intervention with instructional practices
5. To establish regular meetings with Numeracy Leaders representing each school.
6. Initiate full implementation of the Numeracy Project at the gr. 6, 7, 8 and 9 levels
7. There will be continued PD opportunities to support targeted areas identified
8. To increase the coaching role .25 to support the Numeracy Projects at grades 6-8.
9. To offer summer Numeracy PD-Carole Fullerton (K-2 Equality and Patterning, 3-8 Proportional Reasoning)

INDIGENOUS ACADEMIC ACHIEVEMENT

Expected Outcomes	Data Reports
3.1 To ensure implementation of the Divisional Indigenous Education Policy and Smudging Procedures	3.1 <ul style="list-style-type: none"> • The policy was approved by the Board June, 2018. The Indigenous Academic Achievement Facilitator presented divisionally at staff meetings to ensure understanding and interpretation of the policy is consistent. Google Drive has been used as a sharing platform for divisional access for all employees.
3.2 To increase academic success for Indigenous students	3.2.1 IAA Facilitator report <ul style="list-style-type: none"> • The Indigenous Academic Achievement Facilitator presented at the Division-wide professional development day in October as well as at staff meetings as requested during the year. The topics for presentation were Treaty Education, Indigenous Education resources and the Indigenous Education policy. • A folder hosted on the Google Drive platform was created to support teachers with lesson plan ideas, resources available, Experiential learning including information on speakers, Land-Based Learning opportunities and field trips. • Individual requests for classroom presentations, guest speakers, and professional conversations about Indigenous education topics have been supported regularly during the year. • A total of 160 presentations were given to K-12 classrooms. They included Orange Shirt Day, Blanket exercise, 7 Teachings, Identity, Communities and Treaties. Presentation feedback was good to excellent on a scale of 1-5 using Google Survey for evaluation and feedback. • A divisional Indigenous Awareness Day was hosted at Dakota Tipi June 7, 2019 for all gr. 6 students. 180 students participated in guest speaker presentations and a powwow demonstration in the afternoon. The BBQ lunch hosted by PLPSD served as an authentic way to build community. • Community networking was supported through collaborative planning to host a Dakota Tipi Education Gathering in January, 2019. An additional opportunity was created through the planning with the City of Portage la Prairie's Indigenous Community Coordinator and PLPSD IAA Facilitator to host a day in February for high school students titled "Youth Elder Conference" held at Keesheemaquah Conference Center. 90 PCI and Long Plain School students attended the day. • The high school offered 7 Indigenous themed courses for credit. Feedback from participants highlighted positive impact from the course work and opportunity for knowledge building. An average of 12 students were enrolled in each class. • La Verendrye School offered an Indigenous Education course to grade 8 students. 24/50 students in grade 8 opted to take the course that was designed to embed current issues and historical references in an learning atmosphere that emphasized discussion. All students registered successfully completed the course expectations. • Attendance reports for the current school year continue to reflect a need for continued support and intervention divisionally. The highest number of absences in noted at the grade 8 level. This observation is comparable to that of previous school years. Highest attendance levels are noted at the grade 3 and 4 levels divisionally. • *Report on the Indigenous Health Internship program-see Career Coordinators report in section 4.3

3.2.2 Speech and Language Report: Indigenous Academic Achievement Report: Language Enrichment Groups Data Collected:

Grade	PA screen		EVT-2 (avg.=85-115)	
	Fall 2018	Spring 2019	Fall 2018	Spring 2019
Kindergarten	9.6	26		
1	21	37.3		
2			88.8	93.75
3			85.68	86.125

Desegregation of data – what does our data tell us? Why did we choose the tests we did, what did we learn, trends in data

The SLPs in PLPSD have been implementing Language Enrichment Groups for the past 17 years. In the past, testing was extensive and time consuming. Testing has consistently shown improved language skills in all areas targeted. This school year, testing was narrowed down in an attempt to be able to give vital information without losing contact time with students. Currently, the phonological awareness screening (K + Gr 1) and the Expressive Vocabulary Test-2 (Gr 2 + Gr 3) were implemented for pre- and post-testing as they reflected areas of focus for the related grades.

What does our data tell us?

-Both kindergarten and grade 1 students showed marked improvement in their phonological awareness skills. While the majority of students made improvements, in the kindergarten group 23 of the 54 students are currently below the expected criteria for students of this age group. 31 of 54 have demonstrated solid skills.

-For the grade 1 students, at the beginning of the school year, 38 out of 52 students were in the “red-flag” zone but by the end of grade 1, while most demonstrated improvement, only 16/52 continued to be in the red-flag zone. The data tells us that we need to continue to explicitly teach phonological awareness skills well into grade 2 and that phonological awareness skills need to be directly addressed at the preschool level prior to entry in to kindergarten.

With regard to vocabulary development, grade 2 & 3s demonstrated standard scores within the average range in post-testing. This is a slight improvement from the beginning of the school year where they scored in the borderline or low average range.

Results achieved through program implementation:

-The LEG program was implemented with 54 kindergarten students, 52 grade 1 students, 20 grade 2 students, and 16 grade 3 students, for a total of 142 participants. Small group sessions were implemented typically in 3 30-minute sessions per 6-day cycle (either on alternating days or three consecutive day blocks). Some groups occurred in the classroom in conjunction to what was being taught by the teacher. For example, during literature circles, the SLP targeted vocabulary and narrative development with identified students. Other groups were facilitated in a “push-in” format as a center in the classroom. In this format, the SLP targeted phonological awareness, vocabulary, and concept development with the entire class or with identified students. Some of the groups were facilitated in a traditional pull-out format. These groups typically targeted vocabulary, narratives and basic concepts following the class theme during ELA. Selected books were introduced in LEG at least a week before the whole-class, and tier 2 vocabulary were identified and reviewed, concepts related to the books were explored, and general pre-teaching took place to better prepare LEG students to participate in whole-class discussion.

-Pre-testing took place in Fall 2018 and those scores were taken as a baseline. These scores are presented as group averages in the table provided.

-Post-testing was completed in Spring of 2019 to calculate growth.

-Children’s books with a focus on Indigenous representation are continued to be used in LEG sessions. Generally, these materials have been noted to increase discussion, active participation, and sharing of personal experiences among group members as our students see themselves represented in the stories and can relate on a personal/cultural level.

Disaggregation and interpretation: What does our data tell us?

- -Students in Care and Indigenous populations continue to require additional programming supports divisionally
- -Teachers are requesting the Indigenous Academic Achievement Facilitator to conduct classroom workshops for students
- -According to the survey that was given to teachers about the classroom workshop the majority of responses were positive and feedback was given to continue with this project in the future.
- -Feedback from the teachers and students indicate a desire to continue with the Indigenous Awareness Day for all grade 6 students in the division
- -Individual schools continue to request opportunities to engage in learning about Indigenous education.
- -Data collected from Indigenous themed courses indicates that students, overall feel the courses are important and should continue to be taught at PCI.

Planning and next steps

1. To continue to emphasize the use of the Google sharing folder to support divisional beliefs and understanding related to Indigenous education and policy
2. The IAA Facilitator will continue to offer workshops to build capacity for teachers about Indigenous perspectives and knowledge
3. The IAA Facilitator and divisional leaders will continue to collaborate and network with Indigenous leaders in the area.
4. To continue to embed Indigenous perspectives into curriculum planning.
5. To continue to monitor academic progress for the Indigenous population and celebrate growth and achievement whereby increasing the desire to complete at minimum, a high school level of education
6. SLP next steps: Continue to explore and expand different ways of language support to identified students within the RTI model. Expand strategies for teaching tier 2 vocabulary due to the huge success noted in push-in and collaboration with Teachers. Continue to incorporate strategies used in the classroom into the LEG groups (eg. sharing circles, classroom topics) and strategies practiced in the small groups offered for use in the classroom (eg., EET, providing visuals to guide sharing circle). Continue using the Talking Tables program and use its lesson format when developing lessons based on our growing indigenous children’s picture book library. Expand the use of push-in/centers-approach to more schools and more classrooms in order to support stronger connections with curriculum and to reach larger numbers of students.

STUDENT ENGAGEMENT/WELLNESS

Expected Outcomes
4.1 To plan and support for the successful engagement of students from K-9

4.1.1 To provide and support a variety of opportunities for student involvement in community-based activities (SmArts Grants)

4.1.2 To plan and support for successful transitions for students between schools

4.1.3 To hire additional support workers within schools to liaise between home and school

4.1.4 To provide wellness opportunities for students as arranged by the .5 FTE Mental Health Facilitator

4.1.5 To deliver the "Our School" survey to gr. 9-12 and use data collected to target areas for intervention

4.1 Provincial Engagement results Gr. 7- French Immersion and English program results in the "Nearly Always" achievement level present significant variations in the 3-year divisional trend. Locally our scores are very inconsistent.

- Increased conversation about student engagement and inquiry learning has taken the forefront with instructional practice.
- Teachers are identifying increased levels of engagement with a shift of instructional practices that embed lessons focused around inquiry.
- Student Engagement, according to the Provincial Assessment Results for Middle Years show increased engagement in the English program in all areas assessed when compared to the previous year. Engagement reports for the French Immersion students are based on a small population of students and therefore continues to fluctuate substantially from year to year.

4.1.1		SmArts Projects Approved 2018-19		
Data collection		*Amount requested from grants: \$24595.05, Amount distributed: \$19986.90		
School	Targeted population	Art Form	Program Philosophy	
North Memorial	K-6 (150 students)	Stained Glass Medicine Wheels	The SmARTS Program is intended to complement the regular academic program by integrating the arts into the teaching of the regular academic curricula or to enhance the arts programming in a school by collaborating and learning from artists with specific areas of expertise, not found in the school. The program is funded locally by the Portage la Prairie School Division. Approval of funds is based on the following criteria: 1. Curriculum relevance 2. Innovation-motivate and engage students 3. Inclusivity- "Art for Everyone" 4. Student Voice-choice and voice throughout process 5. Skill Development-acquire new skills 6. Builds Community-connecting and sharing experiences	
Oakville School	K-3 (75 students)	Wood Butterflies		
Oakville School	Gr. 5-8 (90 students)	Hip Hop Dance		
Westroc Colony	Gr. 1-8 (29 students)	Pottery		
Brennan Colony	Gr. K-12 (38 students)	Wood and Soapstone Carving		
Fort la Reine School	K-6 (217 students)	African Dance and Drumming		
École Crescentview School	Gr. 4 French Immersion and English (82)	Sonic Saucers/Assiettes acoustiques		
École Arthur Meighen School	Gr. 5 and 6 (50 students)	La traite des fourrures et la peinture à point métis		
Yellowquill School	K-8 (375 students)	Soapstone Carving		

4.1.2	Activities to Support Student Transitions Within the Division
ECVS grade 4 to EAMS grade 5	Parent Meeting at EAMS scheduled in April EAMS staff to visit each classroom for 20 minutes at the end of April. Small group visits (6 kids at a time) EAMS staff will come here in May Class tours of EAMS mid-June
NMS grade 6 to LVS grade 7	May 15 – three former NMS students at LVS came for a sharing circle May 17 – NMS and LVS grade 6 students and staff attended the Manito Ahbee Festival in the Winnipeg as a shared field trip. May 22 – NMS students walked to LVS in the am to attend a MUG group activity, then had a guided tour of the school by a staff member June 10 th – final transition activity will be NMS grade 6 and staff will ride the shuttle bus to LVS, have breakfast with LVS students, then attend the LVS swimming trip to Splash Island.
Fort la Reine grade 6 to YQS, and EAMS grade 7	Early May-Small Group meeting with the Counsellor (3-4 students a time) Mid-May- Parent information night at YQS and EAMS Mid-June- Shadow activities at YQS for all gr. 6 students
LVS, YQS, EAMS, OVS and Long Plain grade 8 to PCI grade 9 (English to English program and French Immersion to French Immersion program)	-Information evening for parents/guardians -Visit to feeder schools from PCI counsellor and resource and shadowing with current gr. 9 students -Individualized transition meetings as deemed necessary by school team -School tours and vocational tours
Transportation Plan	-PLPSD restructured the school bus routes to provide transportation within the city at two access points.

4.1.3 Outreach workers were assigned to schools as follows in response to targeting needs based on 2017-18 school year. Workers were assigned to supporting student success by helping them to access school and ensuring basic needs were met. Class reviews conducted in September helped to identify target areas within each school.

- Breakfast programs at all Division schools have been accessed by increasing numbers of students. The program continues to be supported and maintained by school staff and in some schools, the Outreach worker.

Average Participation in Coordinated Divisional Breakfast Programs (2018-19 School Year)						
Yellowquill School	Oakville School	Fort la Reine School	La Verendrye School	Portage Collegiate Institute	Crescentview School	Arthur Meighen School
20-25 students have been attending the breakfast	10-15 students access available breakfast food daily. Cereal bags and fresh fruit are	25-30 students per day participate in the program offered by 10 volunteers (one	71 students participated in the program with a range of 60 to 150 students accessing	70 students participate in the program offered 5 times per week. The program operates	45-60 students have been attending the breakfast program daily, with 10-12 volunteers.	20 students have been attending the breakfast program, with 4 staff volunteers

program, with 10 staff volunteers	prepared by 6 volunteers regularly.	teacher and nine from the community).	breakfast daily. The program is operated by 9 staff volunteers.	with the support of 3 Educational Assistants, a teacher and an Outreach Facilitator.		
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**4.1.4 Report submitted from the Mental Health Facilitator, PLPSD
September 2018 – June 2019**

Fall 2018 marked the third year of the mental health facilitator position within the Portage la Prairie School Division. To date, the Mental Health Facilitator’s (MHF) time has been split between several different areas.

1) *Relationship Building*-Working with school staff across the division is an important part of the mental health facilitator position. Through regular presence at École Arthur Meighen School, École Crescentview School, Yellowquill School, Oakville School, Fort la Reine School and La Verendrye School, the MHF strengthened existing relationships and worked to support school staff when dealing with the mental health needs of their students. The MHF’s time in schools also facilitated relationship building with students, which is key to increasing student engagement with their social emotional learning (SEL) and the idea of mental health. For the 2018-2019 school year, the MHF extended her time in each school by teaching classes every other week, thereby facilitating 26 weeks of contact with each school (instead of 13 weeks).

Next Steps: Being in schools on a regular basis has improved student engagement in their SEL and has fostered important relationships with staff and administration. The MHF will continue to build relationships with school staff, students, and community stakeholders.

2) *Professional Development*-The MHF also provided some professional development to school staff, presenting at the PLPSD division wide in-service October 18, 2018. This presentation explored the use of social emotional learning and the Strong Kids curriculum in the classroom. Approximately 20 teachers attended this daylong session and were provided with concrete tools for use in their own classrooms.

Next Steps: In the 2019-2020 school year the MHF will be leading a professional learning community of school counsellors from across the school division to continue supporting the implementation of social emotional learning in school classrooms.

3) *Committee Work*-The MHF represents the PLPSD on the Flourishing Communities Advisory Group chaired by Southern Health-Santé Sud, as well as on the Provincial Student Mental Health Networking Group chaired by Cheryl Chorneyko (Student Mental Health Consultant, Manitoba Education and Training).

4) *Crisis Support*-The MHF assisted the division’s crisis response team providing support to staff and students as needed.

5) *Practicum Supervision*-The MHF supervised a PLPSD guidance counsellor’s counselling practicum and provided feedback to her university professor regarding her relationship/attending skills, assessment skills, intervention skills, classroom skills, and professional skills.

6) *Program Development*-The MHF’s time was primarily focused on delivering a social emotional learning curriculum to students at several PLPSD schools, including École Arthur Meighen School, École Crescentview School, Oakville School, La Verendrye School, Fort la Reine School, and Yellowquill School. Over the course of the 2018/2019 school year approximately 610 students received instruction in social emotional learning. Strong Kids instruction was delivered to all grade 4, 5, and 6 students at Yellowquill School, École Arthur Meighen School, École Crescentview School, La Verendrye School, and Oakville School. Additionally, two Grade 4 classes at Fort la Reine School received Strong Kids instruction. Each classroom was visited by the MHF once every two weeks to provide a lesson on social emotional learning, which facilitated MHF presence over a longer period of time in each school. The MHF provided teachers with extension activities that reinforced the main ideas covered during Strong Kids lessons. Classroom teachers were expected to complete these activities with their classes in the week the MHF was not coming into their classroom. The MHF has also been going into schools at the request of school guidance to assist with social emotional learning on an as needed basis. To that end, the MHF facilitated a school wide assembly at ECVS focusing on positive self-esteem and gratitude as strategies that promote positive mental health.

Next Steps: Students willingly participated in classroom discussions and activities, and expressed having enjoyed the curriculum overall. Upon completing instruction time, classes successfully recalled the main ideas covered in the SEL curriculum. Although the majority of classroom teachers diligently completed the follow-up lessons with their classes, there were still some classes where the extension activities were not completed. In planning for next year, the MHF will seek feedback regarding why the activities were not completed and which ones resonated better with students. Placing a social emotional learning curriculum within a broader context would help to secure administration and teacher support. Without a strategic mental health plan that focuses on the whole school, it is difficult to contextualize and rationalize the need for SEL within the classroom when so many other things are just as important. Moving forward, some of the time of the mental health facilitator should be spent working with schools to develop a mental health plan that includes specific short and long term goals, thereby placing SEL in a broader context and reinforcing the need for follow through with all program components.

4.1.5

- Students in grades 9-12 participated in the “My School” survey (January 2019). Results were shared with all administration and target areas were discussed with staff. Continued efforts to address areas of concerns continue to be reviewed. Embedding student voice in the planning process divisionally continues to be a priority.

4.1.6

- Additional bus routes continue to benefit students and families some of which have no access to vehicle. Records indicate that on average 25 student ride the bus each day in addition to the about ten students for whom special arrangements have been made to accommodate challenging circumstances within the city.

4.1.7

- Positive Behaviour Intervention began Year 0 at Yellowquill School. Initial data and collective understanding of the initiative was the focus in the current year.

4.2 Plan and support for the successful engagement of students from 9-12

4.2.1 Monitor graduations rates annually

4.2.2 Monitor grade 9 credit attainment data

4.2.3 Monitor suspension rates annually

4.2.1 Graduation Rate-Regular Students	2014-15	2015-16	2016-17	2017-18	2018-19
Calculated based on initial enrollment Sept 30 each year and number of graduates at year end	85.8%	86.5% (0.7% increase)	94% (7.5% increase)	Sept 30: 207 Grade 12 identified 173 grads = 84% (decrease 10%)	Sept. 30: 205 Potential Grads identified June 30: 185 Grads =90%
4.2.1 Graduation Rate-Mature Students Calculated based on initial enrollment Sept. 30			Grads were included in overall % of graduates	Sept 30: 105 Mature Students 22 grads = 5%	Sept. 30: 82 Potential MS Grads identified June 30: 22 = 27%
4.2.1 Graduation Rate-French Immersion Number of students who received a French Immersion Diploma	GRAD-6	GRAD-6	GRAD-15	GRAD- 9	GRAD-7
4.2.1 Graduates-Indigenous Identified Percent calculated using overall enrollment at Sept. 30	47/179 = 26%	46/179 = 26%	63/199 = 32%	59/206 = 29%	Sept. 30: 55 Potential Grads identified June 30: 59 = 29%

4.2.2 Grade 9 Credit Attainment	2014-15	2015-16	2016-17	2017-18	2018-19
Calculated based on initial enrollment Sept 30 each final credit total at year end inclusive of French Immersion Grade 9 students (end of June)	NA	86%	81.3%	Sept. enroll= 242 @ 9 courses each June credit summary – 1925 credits achieved 88.3% credit attainment	Sept. enroll = 229 @ 10 courses (inclusion of CDV10 and additional math credit) = 2290 possible credits June credit summary-1855 81% credit attainment

4.2.3 It is our belief that students learn best when they are at school. Suspensions are issued when deemed necessary according to PLPSD policy and are closely monitored by Senior Administration.

<p>4.3 Career Development Initiative (CDI)</p> <p>To continue to promote, develop career development opportunities for all students to support successful transition in to the future workforce</p>	<p>High School Apprenticeship report at June 2019</p> <ul style="list-style-type: none"> 47 students enrolled in the high school apprenticeship program earning up to 8 credits each towards high school graduation as well as authentic apprenticeship hours Students employed and apprenticing as automotive technicians, ag technicians, carpenters, cooks, construction craft workers, hairstylists, plumbers 2018/2019 school year 105 High School Apprenticeship credits achieved thus far High School Apprenticeship has grown exponentially in the Portage School Division in the past four years <p>Health Care Aide Partnership report at May 2018</p> <ul style="list-style-type: none"> Students earn 5 credits towards High School Graduation as well as Health Care Aide Certification 7 available slots filled by participants 35 credits at the Grade 12 level earned <p>Career Development Internship report at June 2019</p> <ul style="list-style-type: none"> Students had the opportunity to earn up to two <i>Career Development Internship credits</i> (one at grade 11 and one at grade 12 level). The purpose is to encourage students to explore the world of work and the attainment of skills as unpaid interns/110 hours is one credit. Minimum age of 16 to participate and must have a Career Development pre-requisite 2018/19 school year 13 CDI credits achieved <p>Credits for Employment report as of June 2019</p> <ul style="list-style-type: none"> Students had the opportunity to earn up to two <i>Credits for Employment</i> (one at grade 11 and one at grade 12 level). The purpose is to encourage students to explore the world of work and the attainment of skills as paid employees/110 hours is one credit. Minimum age of 16 to participate and must have a Career Development pre-requisite 2018/19 school year 135 CFE credits achieved <p>Portage School Division Mandated Grade 9 Career Development CDV</p> <ul style="list-style-type: none"> 2017-18 Career Development course mandated at the grade 9 level. Course serves as a pre-requisite to earn Credits for Employment In the 2018/2019 school year the Grade 9 CDV was integrated into an all-year ELA program. 236 Grade 9 students to earn CDV credit/including essential components such as Young Workers' Readiness Certification, Resume Composition, Safe Workers of Tomorrow Presentation, and Interview Preparation <p>Celebration Video from Semester 1: https://drive.google.com/drive/folders/1vwvZv1_q8EJqfVpTnn-KjTNY8rps6LwK</p>			<p>Trends reported: Credits for Employment- gradual increase in participation and proven to be a viable way to increase graduation rates. There are no barriers to students entering the program because they are taking a mandatory course (for PCI) (CDV10) in grade 9 to ensure the foundation is set for future employment. Increased partnerships with the community (Summer STEP program at MDC, McCains Foods, southern Health).</p> <p>Significant transference of employment opportunity experience for students in the community: Currently there are about 30 partnerships for the apprenticeship and about 200 community partnerships overall including the Credits for Employment.</p> <p>Career Fair-Done in conjunction with Parent Teacher night. Safe Workers of Tomorrow presentation is delivered to all grade 9 students. Community career contributors provide presentations to gr. 9 (example: physiotherapist). Partnerships with community Futures Heartland to support students in the learning of interviewing skills. Collaboration with the Community Youth Enhancement worker to support summer employment. Post Secondary tours. Indigenous Health High School Internship Program-Number of participants has been stable over the past years and continues to be an option of interest.</p> <p>Next Steps-to continue to network with community partners for increased employment opportunities. Career Fair- Next year will be more specific to skill trades, health care and food processing. Each fair would be specific and designed to represent local industry. To collaborate with a newly created position at the high school to support all students with employment opportunities</p>																															
<p>4.4 Learning to Age 18 Coordinator Grant (L18)</p> <p>To continue to promote, develop career development opportunities for all students to support successful transition in to the future workforce</p>	<p>ALTERNATE CREDITS</p> <p>PORTAGE COLLEGIATE INSTITUTE</p> <p>2018 - 2019</p> <table border="1"> <thead> <tr> <th></th> <th>Semester 1</th> <th>Semester 2</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>Fast Track Credit Recovery</td> <td>10</td> <td>13</td> <td>23</td> </tr> <tr> <td>Credit Recovery</td> <td>47</td> <td>43</td> <td>90</td> </tr> <tr> <td>Independent Study</td> <td>28</td> <td>62.5</td> <td>90.5</td> </tr> <tr> <td>Self-Directed Learning</td> <td>35</td> <td>70</td> <td>105</td> </tr> <tr> <td>Outreach</td> <td>26</td> <td>50</td> <td>76</td> </tr> <tr> <td>Mature Student Program</td> <td>20</td> <td>34</td> <td>54</td> </tr> <tr> <td>TOTAL</td> <td>166</td> <td>272.5</td> <td>438.5</td> </tr> </tbody> </table>		Semester 1	Semester 2	TOTAL	Fast Track Credit Recovery	10	13	23	Credit Recovery	47	43	90	Independent Study	28	62.5	90.5	Self-Directed Learning	35	70	105	Outreach	26	50	76	Mature Student Program	20	34	54	TOTAL	166	272.5	438.5	<p>Career Credits achieved at June 2019:</p> <p>HCA (Health Care Aide): 35 CFE (Credits for Employment): 135 HIP (High School Internship): 21 HSAP (High School Apprenticeship): 105 CDI 13 Total of 309 Community Career Credits</p>	<p>Trends:</p> <p>An increased number of students enrolling in the program. An increased sense of belonging noticed by multiple interactions between students as opposed to individual learning. Social discussion has provided student voice and learning in the classroom setting. Greater success noted with the number of students who start and complete coursework. Improved attendance with non attenders. Students who have been previously been registered in Outreach are finding success with attendance in the program. The number of credits achieved continue to increase from previous years' data. Students with a variety of academic purpose enroll in this learning opportunity. The program supports the individual paths for learning. Teacher met with Long Plain First Nations students at Long Plain to support academic achievement and transitioning proceses. The program has also supported students in the transition back into the regular stream of coursework.</p> <p>Next steps:</p> <p>Continue with grouping opportunity to promote socialization with learning and creating a space of belonging. Increase conversation about understanding and relating content to real life learning. Emphasis on the processes of learning over the completion of content → purposeful learning</p>
	Semester 1	Semester 2	TOTAL																																
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<p>4.5 Technology Education (TE)</p> <p>4.5.1 To support the mandatory implementation of technology as an instructional tool and a</p>	<p>4.5.1</p> <ul style="list-style-type: none"> Technology Leaders were selected to represent each PLPSD school. Leaders met most day 4 from 3:15-4:15 and was led by the Division Technology Coach (DA). Topics for discussion included: Application of technology within building, assessment practices, trouble shooting, need for professional development supports and goal setting. Division led survey implemented by the Technology Coach on the topic of PD for Educational Technology was presented in October reported that teachers and administrators preferred in class PD/assistance in regards to implementation technology as opposed to evening sessions outside of the classroom. Time allocated for direct, in-class support for teachers assumed 50% of the coach's role. The time was shared with all schools with an emphasis on Fort la Reine and École Crescentview School. In addition to the in-class support the coach scheduled one-week residency in all schools (except LVS and Huttarian Schools). 																																		

<p>record keeping platform for monitoring student learning and reporting progress</p>	<ul style="list-style-type: none"> • PD sessions were hosted by the Tech Coach during a variety of divisional PD days, staff meetings and after school sessions. Topics included were Google Classroom, SeeSaw, Productivity with iPads, Markbooks, Infusing Technology into Curriculum Planning. Microbits presentations were arranged and conducted with both teachers and students. • Divisional teams (19 participants) attended Riding the Wave 2-Day Conference. • Conversations and presentations were shared with teachers about assessment practices and the use of the Markbook at the middle years and high school. There continues to be challenges with the set-up of Markbook and recording the evidence of student learning using the Markbook as it exists. • Early years' emphasis has been largely in using iPads for the purpose of collecting evidence of student learning. SeeSaw has been the preferred application to collect this evidence. Preparations are underway for a pilot project at Fort la Reine School to target K-4 classrooms in using SeeSaw to collect and assess student learning. The pilot will begin January, 2020 for all K-4 teachers at Fort la Reine School as well as various other teachers Yellowquill and École Crescentview Schools. We are currently exploring options between Edsby and SeeSaw. • Google Classroom has been mandated by divisional leaders. The expectation was that teacher use Google Classroom in at least one of their classes by February, 2019. All teachers have reported success and feedback has been largely positive. Edsemblé Markbook was used by all grade 7 to 12 teachers to report student achievement. Conversations with divisional coaches about assessment practice continue to be a focus. • The Parent Portal fosters transparency with student achievement as parents/guardians and students are able to access the assessment information updated regularly by teachers. This open portal will extend to grades 7 and 8 in the near future. • The annual reports from G-Suite Administrative Dashboard represent high levels of regular usage (User accounts, Google Drive, Google Classroom, Gmail). At May 31, 2019 PLPSD has 3921 active G-Suite accounts.
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Disaggregation: What does our assessment data tell us?

- We are noting student engagement trends show a lot of fluctuation in a 3-year trend when comparing “Nearly Always” level of achievement. Continued conversation between gr. 7 teacher is necessary to ensure common understanding of what this means and how evidence of achievement might be represented at assessment time.
- An increase in Outreach workers divisionally has increased home and school communication while providing alternative supports for students.
- Data collected through School Reviews/Profiles was used to target areas of need within each school.
- Student reflections/surveys completed during Strong Beginnings has provided an opportunity for student voice in the planning process as it is another opportunity for teachers to engage in where students are in their learning process and how to engage them further.
- Many opportunities are being accessed by teachers to support teaching the “whole child”.
- The Summer Program for K-4 students continues to be valued within our community with continued interest from families and students. Programming included a parent education portion. Transportation continues to pose challenges.
- The Breakfast program is managed primarily with school staff as volunteers. The number of students who access this support has once again increased from the previous year in all schools.
- Student voice is valued and responses from the Our School Survey leads to further inquiry and in some cases changes.
- Positive Behaviour Intervention System provided data to target areas of need school-wide as well as a whole school focus for intervention and collective understanding.
- Significant efforts have gone into planning for student transitions within the division in response to data collected from students at all school in form of surveys, feedback, conversations.
- The Career initiative continues to expand with high levels of interest from the students and the community businesses. Alternative options for credits contribute to increasing numbers of graduates annually.
- French Immersion enrollment and attainment of diploma continues to challenge our division with decreasing numbers at the high school level as students are presented with many options for courses that affect the completion of the requirements to fulfill the French language diploma. Communication with students in terms of interests and course requirements and options continues to be priority for High School Administration. -Current employment opportunities and preparedness for students at the high school continue to increase as student seek options for employment.
- A local decision to provide all grade 9 students with the Career Credit (CDV10) has made increased opportunities for more students to participate in the “Career” options including apprenticeship
- The use of technology as a tool for assessment and curriculum planning is increasing. Teachers have responded well to the option for in-class mentorship and support with using technology.

Planning and next steps

1. To continue to place an emphasis on the importance of post-secondary training
2. To continue to recognize the impact of the Breakfast program at each school and ensure a sustainable model for its continuation.
3. To continue to include CDV10 as a required course integrated into the grade 9 ELA for students at PCI and respond to student needs in terms of career preparedness
4. To increase both the teacher and student knowledge as it relates to Google Classroom as a tool to enhance learning by increasing the time for the Technology Coach and in-school mentors and access to additional technology tools for application.
5. To review the available courses for students in French Immersion at the 9-12 level and ensure there are relevant options available to fulfill the graduation certificate requirements.
6. To include “student engagement” language into divisional coaching/professional learning opportunities to systemically build on common understanding around evidence of student engagement
7. To continue into Year 1 at YQS and extend the initiative into at least one other school with Year 0.

Data Summary- INSTRUCTIONAL LEADERSHIP

<p>5.1 To increase capacity of our Divisional Leadership teams</p>	<p>5.1</p> <ol style="list-style-type: none"> 1. PLC/RTI-an additional 25 teachers, administration will participate in a 2-day workshop in Brandon. This will mean that all administrators, Resource teachers and some teachers will be trained to understand the foundational theory of “Response to Intervention”. Common language and understanding will be essential for the distribution of student supports within PLPSD as well the language will be transferred to school planning processes and the allocation of supports within schools. Class Profiles/Reviews will continue to be a mandatory piece of information that will be used as reference when allocating additional supports to schools. 2. Administrators are required to begin integration of the PLC/RTI model beginning September 2018 within their schools 3. Administrators will continue to participate in a book study centered around the PLC/RTI model (<u>Learning by Doing</u>, <u>Professional Learning Communities at Work</u> and <u>Taking Action</u>). 4. Instructional coaches new to their role will receive opportunity to access training necessary to support colleagues. (French Immersion Coaches-Laura and Natalie, Literacy Coaches- James and Jennifer) 5. Continue to build and support the networking system implementation of Literacy and Numeracy/Instructional leaders within each school guided by the Literacy and Numeracy Coaches as a system of direct support for teachers to foster best instructional practices and common understanding of curriculum.
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6. Division Professional Development days allocated to support the implementation of PLC/RTI will be as follows: Oct. 18- K-12 Topic Day, Nov. 5-All Day School Based PLC/RTI focus, Feb.22- All Day K-12 PLC/RTI focus, April 12- All Day School Based PLC/RTI focus

Summary Report: PLPSD model of professional support for teachers is structured to offer a coaching and collaboration model. Subject area coordinators for the most part lead the learning opportunities and plan for direct support or coaching opportunities for teachers within classrooms. This includes Literacy, Numeracy, Indigenous Achievement and Instruction. Additional coaches are assigned to support divisional focus areas where needs are great. This includes 1.25 additional literacy coaches, 1.0 French Immersion and FCC coach (.5 at the K-4 level and .5 at the middle/sr. years' level. Though funds were secured from the French Revitalization Grant, the additional cost for this divisional initiative was managed by the division) and 1 technology coach. Support teachers are identified each of the schools to work collaboratively with the assigned coordinators and coaches to ensure sustainable practice and regular communication between divisional and school levels.

- **Administration Council** included a "progressive professional learning" model to support divisional initiatives including: RTI/PLC, Walk Through Training and the Danielson Framework for Evaluation.
- **Principals** met monthly to participate in discussions centered around areas of need as identified on the agenda.
- **Student Services** structures are established using a tiered model whereby schools begin with class profile meetings, data is collected and support decisions are based on needs and school supports and funds are allocated accordingly. The director of student services manages the collective school data at the divisional level to ensure adequate supports accommodate student needs divisionally. Regular meetings were held (6) during the year with the Clinicians and Resource Teachers, Counsellor meetings were scheduled separately. PLPSD participated in the SSR &R with the Student Services Support Branch (MET).
- **Professional Learning Community** Structures for collaborative practice (PLC)- continues to evolve in our 2nd year of implementation divisionally. Administrators continue to manipulate flexible school structures to support regular collaboration times for teachers to plan for and monitor student learning. Multiple teams of teachers participated in school based professional learning experiences accessed through the division coordinators or divisional grant requests.
- **Response to Intervention (RTI)**- Divisional Professional learning days (1 with Paul Farmer from Solution Tree, 3 in-school half days, Administrative PD) have provided all teachers with foundational information, understanding and the use of common language.
- **GALE**- online virtual professional learning library was newly acquired mid-year and continues to gain momentum with its use.
- Professional Evaluation/Instructional monitoring- Classroom Walk-Through 2-day training was provided to all administrators as a foundation for conversation around shifting our collection of evidence related to professional practices. **The Marzano and Danielson Framework** for professional evaluation are being considered for future implementation divisionally.

SCHOOL DIVISION PLAN – 2019/2020

Planning Process

Factors that influence Division priorities:

- Division's Strategic Planning session that was held on April 30 & May 1, 2015. A formal review of the plan is held twice annually (Fall and Spring)
- Provincial priorities and directives
- Division data (e.g., early literacy assessment results, attendance and graduation rates, Our School survey, Early Development Instrument)
- Provincial assessment results
- Division demographics and local community needs
- Parent Advisory Councils
- Planning and monitoring of the Division's Strategic Plan by the Strategic Planning Continuance Committee
- Student Services Department Review

Planning process:

A Strategic Planning session was held on April 30 & May 1, 2015. The session was facilitated by Ken Klassen and the participants included 8 Trustees, 3 Senior Administrators, 8 Principals, 7 Vice-Principals, the Huttarian Schools' Administrator, Supervisor of Operations, the Division's Computer Consultant, and the Strategic Initiatives Learning Coordinator (SILC). The Division's Strategic Plan is monitored by the Strategic Planning Continuance Committee. The Committee met twice during the 2015-2016 school year (Oct. 20/15 & Apr. 28/16). In addition, a sub committee consisting of the Assistant Superintendent, Director of Student Services, and the Division's Literacy and Numeracy Coaches, the SILC, and Indigenous Academic Achievement Facilitator, had 3 formal meetings to discuss and develop the Division Plan. The Division is also participating in a pilot with 6 other Divisions on implementing Manitoba Education's K-12 Framework for Continuous Improvement.

There is a Strategic Plan committee consisting of three Board members, two Principals, the Assistant Superintendent and the Superintendent of the school division. They meet twice during the school year to review and update the plan. *A Strategic Planning session was held October, 2019.*

Divisional Plan is strategically aligned with each School's Plan to ensure implementation of initiatives and consistency division wide.

Data Sources:

- Division data (e.g., early literacy assessment results, attendance and graduation rates, Our School survey, Early Development Instrument)
- Provincial assessment results
- Division demographics and local community needs

School Division Priorities
1. Literacy and Languages ➤ 1.7 Early Childhood Development Initiative (ECDI Grant)
2. Numeracy
3. Indigenous Academic Achievement
4. Student Engagement/Wellness ➤ 4.3 Career Development Initiative (CDI) Grant ➤ 4.4 Learning to Age 18 Coordinator (L18) Grant ➤ 4.5 Technology Education (TE) Grant
5. Instructional Leadership

LITERACY AND LANGUAGES

Expected Outcomes (specific, measurable, observable)	Strategies (Division Actions, Roles and Responsibilities)	Indicators (monitoring progress and timelines)	Data Collection (evidence of progress)
1.1 To improve student learning with literacy instruction and assessment strategies for all K-12 students including French Immersion and English programs	<p>1.1.1 ELA Curriculum-cohort participants (A and B) will receive professional learning from MET consultants relative to their cohort structure. Cohort C will be implemented at the high school level beginning with the English Department. Literacy Coach will support additional collaboration time within the division for cohort participants (52 participants) Early, Middle and Sr. Years Coaches will support implementation within the classroom.</p> <p>1.1.2 Middle and Early Years Coaches will facilitate the RAD (Reading Assessment District)/OCA (Ontario Comprehensive Assessment) and SRA (Standard Reading Assessment) will continue to be implemented to target reading comprehension instruction at selected levels/classrooms</p> <p>1.1.3 Divisional Literacy Assessment Collection/Strong Beginnings</p> <p>1.1.4 mRLC participation in Writing and Reading workshops: Writing Across the Curriculum, Principals and Literacy Coaches: Understanding Quality Instruction, Evidence-Guided Literacy Instruction: Closing Learning Gaps</p> <p>1.1.5 Kindergarten teachers will participate in MET: Growing Readers and Writers professional learning opportunity. Learning will be sustained with support from the Literacy Coach</p> <p>1.1.6 Continued structured conversations with the grade 3 teachers and the Literacy Coach to ensure common understanding around the Provincial Assessment</p> <p>1.1.7 Early Literacy Intervention team will meet to enhance pedagogy through continued discussion and review of professional literature during the year with the Literacy Coaches</p>	<p>1.1.1 Cohorts A, B, will be monitored by MET and sustained within division by the Literacy Coaches. Cohort C will be individual to the high school and structured, supported and monitored by the Literacy Coaches</p> <p>1.1.2 RAD/OCA “in-house” collaborative meetings will support formative assessment practice. The MY Literacy Coach will monitor the process and progress. Deadlines will be established and the timeline updated to provide greater flexibility with planning and collaboration.</p> <p>1.1.3 Timelines and support will be provided to schools by the Literacy Coordinator. This will include due dates. Data summaries will be shared with administrators by the Literacy Coach</p> <p>1.1.4 MRLC project participation will be monitored, organized and supported by the Literacy Coaches. Sustained learning beyond</p> <p>1.1.5 Kindergarten teachers will be supported by the Early Years Coach as a follow up to the session offered</p> <p>1.1.6 Literacy Coach will provide a half day learning opportunity for Gr. 3 teachers in addition, an invitation to further individual support from the Coach</p> <p>1.1.7 ELI Team will meet 3 times annually</p> <p>1.1.8 The French Coaches will meet with the SILC regularly to prioritize initiatives based on the grant received from BEF. 2 full days of planning will be planned and monitored by the Coaches and SILC</p> <p>1.1.9 FI teacher support for L’approche intégrée will be a 3-year mentorship project with an end goal being to have the coaches support and mentor teachers within the program.</p>	<p>1.1.1 Feedback from teachers, student reflections/ observations</p> <p>1.1.2 Conversation and evidence of collaboration and practice shared with coaches</p> <p>1.1.3 Data maintained on CLEVR</p> <p>1.1.4 mRLC participant feedback summaries</p> <p>1.1.5 Feedback, professional learning documentation (i.e. journals)</p> <p>1.1.6 Provincial Assessment results, common understanding observed through conversations</p> <p>1.1.7 ELI Provincial data</p> <p>1.1.8 Feedback/survey/conversation of progress, evidence observed in practice</p> <p>1.1.9 Coaches feedback and reflections from project and documented evidence of continued learning</p> <p>1.1.10 Exit slip and conversation with BEF Facilitator at project’s end</p>

	<p>1.1.8 French Immersion teachers will be supported by instructional coaches (K-4 and 5-12) to increase their understanding and implementation of L'approche Intégrée and planning with Cadre. All K-12 teachers will be received 2 full days for planning using the Cadre supported by the divisional French Coaches.</p> <p>1.1.9 French Immersion coaches will receive direct mentorship and training from BEF with L'approche Intégrée.</p> <p>1.1.10 Selected (7) FCC teachers will participate in a cohort methodology project led by BEF.</p> <p>1.1.11 FCC Coach and SILC to ensure Divisional and school plans align as well provide a networking opportunity for teachers of French. Target goals include:</p> <ul style="list-style-type: none"> a. <i>To increase teacher competence and confidence in teaching the new French Communication and Culture curriculum as intended with the balanced literacy</i> b. <i>Provide authentic activities to promote understanding and appreciation of French culture</i> c. <i>To promote French and increase parent awareness of the value of learning French</i> 	<p>1.1.10 BEF will monitor the participation of the cohort participants and share feedback with the coaches and SILC to establish next steps</p> <p>1.1.11 FCC coach and the SILC will meet twice during the school year with a representative from each of the schools to share ideas and review divisional and school goals related to FCC initiatives.</p>	<p>1.1.11 Meeting minutes and conversations with teachers</p> <p>*Emphasis will be placed on the teachers to document their own professional learning for conversations about evidence of progress.</p>
<p>1.2 EAL consultant will work collaboratively with school teams to ensure necessary linguistic and culturally responsive supports are provided to students to promote successful transition into new school communities and with MB curriculum</p>	<p>1.2</p> <ul style="list-style-type: none"> • English as Additional Language Consultant provides resources and opportunities to schools, groups and individuals to support language acquisition and promote student success in addition, assist with school intake <ul style="list-style-type: none"> -collaborate with school teams regarding student placement and needs for supports. Liaise between home and school -Collect data to monitor needs for special language needs -Collaborate with the Literacy, Numeracy Coach and the SILC to ensure continuity and access for programming for students identified as English Language Learners -Pilot the intake procedure prepared by MET -“Newcomers Lunch” held once per month at PCI. 	<p>1.2</p> <ul style="list-style-type: none"> • (English as Additional Language Consultant) from student intake to assisting teachers in the planning process based on the draft document <i>K-12 Curriculum Framework for English As An Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming</i> • Ongoing monitoring of students who require support • Ongoing collaborative conversations within school teams where the need for support has been identified • End of June, the number of new enrollments, the total number of EAL students supported and the number of graduates will be reviewed and reported to the Director of Student Service. 	<p>1.2</p> <ul style="list-style-type: none"> • EAL Consultant maintains a summary of documented graduates from PLPSD • Number of student intake during school year • Demographic collection of country of origin and languages spoken in PLPSD • Participation in Newcomers Lunches
<p>1.3 To review and respond with necessary and available interventions to the data collected through EDI to improve the outcomes and opportunity for children in the early years</p>	<p>1.3</p> <ul style="list-style-type: none"> • Director of Student Services and/or SILC will share results from EDI as they are received • SILC will collaborate with the provincial coordinator to support teachers with its implementation every 2 years (2018-19 is a data collection year) • SILC will collaborate with Student Services to review results • Student Services Director will ensure EDI results are embedded into decision making and planning around divisional needs. • Administrative teams will reference EDI data in planning processes 	<p>1.3</p> <ul style="list-style-type: none"> • Data collected through the EDI process will be considered when planning for supports and interventions at the early years. • Administrators will share results with their staff 	<p>1.3</p> <ul style="list-style-type: none"> • EDI result summary analysis
<p>1.4 Early Childhood Development Initiative (ECDI) To continue to employ the equivalent of 75% SLP position to assist community partners and the school to meet the identified needs of our pre-school children</p>	<p>1.4</p> <ul style="list-style-type: none"> • Director of Student Services will continue to monitor projects established to support areas identified through the school and community partners in supporting preschool children who are at-risk for communication/language/learning delays based on demonstrated needs/evidence gathered from administration of EDI instrument [in previous years]. 	<p>1.4</p> <ul style="list-style-type: none"> • Annual reports will be submitted by the Speech and Language Pathologists to the Director of Student Services noting areas of focus as well as projects to support the identified areas. 	<p>1.4</p> <ul style="list-style-type: none"> • ECDI Survey data <p>*Data collected under “Literacy” will be used to determine target areas for instruction and improve student learning.</p>

NUMERACY

Expected Outcomes (specific, measurable, observable)	Strategies (Division Actions, Roles and Responsibilities)	Indicators (monitoring progress and timelines)	Data Collection (evidence of progress)
<p>2.1 To increase teacher capacity with numeracy instructional and assessment strategies for K- 12 students in both French Immersion and English programs</p>	<p>2.1.1 Continue with the divisional math fact assessment for grades 3-6</p> <p>2.1.2 To target teacher understanding of the competencies related to the grade three assessment for all teachers grades K-3. Sherry Perih, Early Years Numeracy Consultant (MET) will be offering mandatory PD sessions with the Numeracy Coordinator (2.5 sessions per grade 1 and 2 teacher divisionally)</p> <p>2.1.3 To continue the vetting process in collaboration with Prairie Spirit SD and implementation of a common grade three assessment. The intent for the assessment is to support the completion of the Provincial Grade Three Assessment</p> <p>2.1.4 Continue to monitor grade seven results for patterns in data and need for intervention with instructional practices</p> <p>2.1.5 To establish regular meetings with Numeracy Leaders representing each school. This will involve a book study (Visible Learning for Mathematics).</p> <p>2.1.6 Initiate full implementation of the Numeracy Project at the gr. 6, 7, 8 and 9 levels</p> <p>2.1.7 There will be continued PD opportunities to support targeted areas identified including a Math residency at NMS with Carole Fullerton for 5 days in January, 2020 and participation in selected mRLC programs/projects. This residency will allow representation from all K-8 schools. A Team of 7 Grade 9-12 teachers will attend 3 days arranged by mRLC with Peter Liljedahl.</p> <p>2.1.8 Summer Professional Learning with Carole Fullerton targeting patterning and equality for K-3 teacher and proportional reasoning for grades 4-8.</p>	<p>2.1.1 Data will be submitted to the Numeracy Coordinator in September and February and May for analysis. 3 year trends will be monitored and annual September performance will be reported on the Divisional Report.</p> <p>2.1.2 Grade 1 and 2 teachers will attend 2.5 days of focused PD around the 4 competencies found in the grade 3 assessment. Grade 3 teachers will attend .5 days of focused PD on implementing the divisional grade 3 assessment.</p> <p>2.1.3 Vetting will happen once more in the spring of 2020 to address any concern arising from fall implementation of Divisional Grade 3 assessment.</p> <p>2.1.4 Professional Development will be conducted on Proportional Reasoning at the grade 7 level.</p> <p>2.1.5 Numeracy Leaders (one from each school) will meet every day 2 for 70 minutes. Sessions will be directed by the Numeracy Coordinator. Established structure is intended to increase numeracy conversation within each school building.</p> <p>2.1.6 June- Baseline assessments will be given to teachers involved in the Numeracy Project. Pacing Guides will be mandatory for all grade 5-9 teachers.</p> <p>2.1.7 Regular collaboration with Numeracy Leaders, Administrators and teachers will guide the need to support additional PD.</p> <p>2.1.8 Summer PD will be planned and implemented by the Numeracy Coach based upon identified need areas.</p>	<p>2.1 Provincial assessment results- Math Fact data, feedback and evaluations from teachers, administration Report card data Baseline scores from mRLC Numeracy Project, attendance for summer institutes</p>

INDIGENOUS ACADEMIC ACHIEVEMENT

Expected Outcomes (specific, measurable, observable)	Strategies (Division Actions, Roles and Responsibilities)	Indicators (monitoring progress and timelines)	Data Collection (evidence of progress)
<p>3.1 To increase academic success for Indigenous students</p> <p>3.1.1 IAA Facilitator</p> <p>3.1.2 Speech Language Pathologists will review current structures for supporting students K-3</p>	<p>3.1.1 IAA Facilitator will</p> <ul style="list-style-type: none"> • Attend professional development (PD) sessions to learn and share strategies for integrating Indigenous perspectives with teachers and support staff through presentations and workshops. • Organize and facilitate Indigenous Awareness Day at Dakota Tipi. • Organize and facilitate presentations linked to curriculum and grade levels that promote knowledge and awareness of Indigenous history and culture. • Monitor the number of students participating in Indigenous themed courses at the high school • Support the Indigenous themed course offered to Gr. 8 students four times per cycle at LVS. • Collaborate with divisional coaches to support and embed Indigenous perspectives into planning for student learning. 	<p>3.1.1</p> <ul style="list-style-type: none"> • Maintain a log of PD sessions attended and presented • Maintaining a log of planned activities and meetings as well as number of participants involved. • IAA Facilitator will collaborate with teachers in conversations and through feedback forms to ensure supports are relevant and meeting the needs of both teachers and students. • IAA Facilitator will collaborate with the PLPSD Career Coordinator to monitor annual participation in the Indigenous Health Internship Program. • Annual invitations will be sent by the IAA Facilitator to the post-secondary presenters • Student population/identity, attendance and graduation rates information will be collected at the beginning and the end of the 	<p>3.1.1</p> <ul style="list-style-type: none"> • Participant surveys and feedback from PD sessions and student initiatives • Number of meeting attended with community leaders. • Average student enrollment in Indigenous Themed courses at PCI. • Student attendance • Number of students who self-declare as having Indigenous identity

	<ul style="list-style-type: none"> To support teachers with learning around Indigenous topics through professional grouping (individual, small and large) Promote events divisionally to support an awareness of Indigenous culture and knowledge and history (i.e. Orange Shirt Day) Collaboration with community and divisional leaders to support opportunities for students To promote post secondary learning through an annual presentation (U of W, BU, ACC, Red River and U of M are represented by their Indigenous recruitment representative) To monitor attendance for Indigenous students from K-8 divisionally <p>3.1.2 Speech Language Pathologists collaborate with school teams to share their data related to baseline skills for students in K-3. Structures for program delivery are being reviewed this year.</p>	<p>school year. Information will be shared with schools and division annually.</p> <p>3.1.2 SLP Indicators</p> <ul style="list-style-type: none"> Speech and Language Pathologists will obtain baseline data to target students for language interventions and remediation (Language Groups) Groups will be structured to meet 2-3 times per 6-day school cycle for 30-40 minute sessions directly with the SLP. Progress will be reported at year end. Progress is noted from end of year assessment conducted by the SLPs compared to baseline data. -SLPs are entering conversations about restructuring the intervention cycles to support the recommendations of the RTI model (intervention and remediation tiers) instead of maintaining the same population for the full year. 	<ul style="list-style-type: none"> Number of presentations, workshops conducted by the IAA Facilitator <p>3.1.2 SLP Language Data (Phonological awareness, receptive vocabulary, basic concept knowledge, verbal sequencing and storytelling, and grammar skills)</p>
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STUDENT ENGAGEMENT / WELLNESS

Expected Outcomes (specific, measurable, observable)	Strategies (Division Actions, Roles and Responsibilities)	Indicators (monitoring progress and timelines)	Data Collection (evidence of progress)
<p>4.1 To plan and support for the successful engagement and wellness of students from K-12</p>	<p>4.1.1 School administration will ensure there is at least 1 goal to reflect student engagement and wellness for all students in their school and community. - Middle and Sr. Years schools will continue to provide opportunities for social justice events</p> <p>4.1.2 PBIS implementation YQS Administration will continue with the implementation of PBIS school-wide with the support of the counsellors and psychologists. Fort la Reine will begin with Year 0 Portage Collegiate Institute-beginning to discuss the potential for PBIS at the high school 4 Additional trainers will receive training in August 2019. Currently 6 people have been trained divisionally. Proactive planning for behaviour will be emphasized in school plans as a Tier 1 prevention support. The PBIS team will be responsible for supporting teachers with the instruction and implementation of the strategies and targeted objectives.</p> <p>4.1.3 School teams may apply for SmArts grants (within division) opportunities to embed the Arts within the schools through additional funds. Applications due to SILC by early October</p> <p>4.1.4 PLPSD Mental Health Facilitator (.5 FTE) will collaborate with the Student Services Director to respond to divisional needs by providing direct support for students through the Strong Kids program for gr. 4-6</p> <p>4.1.5 Transition planning -Individual schools will assume responsibility for establishing necessary transitioning supports to meet the needs of all students.</p> <p>4.1.6 PLPSD schools will seek student voice through school based initiatives and surveys, conversations with counsellors and teachers.</p>	<p>4.1.1 School Administration will communicate through school newsletters and announcements opportunities for students to participate in or benefit from related to wellness. School goals to be reviewed annually</p> <p>4.1.2 PBIS will continue to be data driven and supports will be responsive to the collection of this data. The PBIS school team will monitor the progress</p> <p>4.1.3 SmArts grants will be collected by SILC and approved annually by mid October. Deadline for applications will be by Oct. 4 annually</p> <p>4.1.4 The Mental Health Facilitator will provide an annual summary report on the “Strong Kids” initiative Mental Health Facilitator will collect information from surveys to target success and challenge areas across the division and plan for proactive intervention</p> <p>4.1.5 School Student Services teams will collaborate with each other to create opportunities for transitioning students for the upcoming year as well when necessary during the school year. Information will be collected from the school counsellors at year end.</p> <p>4.1.6 School based team meetings will monitor student voice data as reported by staff and students</p> <p>4.1.7 School teams will establish a volunteer group to manage and maintain the breakfast program.</p>	<p>4.1 School Plans due Oct. 31 annually to Sr. Administration</p> <p>4.1.1 Ongoing monitoring of PBIS data collection with the school team Suspension and office referrals will be monitored</p> <p>4.1.3 Summary of SmArts projects compiled and submitted to Asst. Superintendent at year end</p> <p>4.1.4 Data from Gr. 5 Mental Health Survey</p> <p>4.1.5 Summary of transition plans will be included in the annual CI report</p> <p>4.1.6 Support will align with school based needs</p> <p>4.1.7 Average participation in daily breakfast program will be collected at year end</p>

	<p>4.1.7 Breakfast programs and such initiatives as “Breakfast for Breakfast” will continue to operate within schools organized by school staff on a voluntary basis.</p>		
<p>4.2 To increase student attendance and participation in programs</p>	<p>4.2.1 Divisional Outreach staff Director of Student Services will allocate an Outreach facilitator/Community Connector for each school to bridge the gap between home and school</p> <p>4.2.2 In town bus service- PLPSD Sr. Administration will arrange two additional pick up points within the city of Portage</p> <p>-Support a Community Connector for the Division</p> <p>4.2.3 Graduation Rates-PLPSD will monitor annual number of Graduates and the various rates of graduation for students</p> <p>-French Immersion program enrollment and entries/exits from the program will be monitored</p>	<p>4.2.1 Student Services Administrator in collaboration with the school administrator will monitor the duties and role of the Outreach Worker to ensure effectiveness of intervention School Outreach/Community Connector worker will maintain a record of intervention and have regular meeting with the school team to review target areas.</p> <p>4.2.2 Number of students using the bus service will be monitored. Consideration will be given to an additional pick up location if there is a need</p> <p>4.2.3 French Immersion and English program enrollment will be reviewed at each transition year (Kindergarten, Grade 4 to 5, Grade 8 to 9 and Graduation). Sr Administration will participate in school based conversation with the School Admin. Teams</p>	<p>4.2.1 Outreach reports</p> <p>4.2.2 Attendance records Class size summary table Bus usage data collected from Operations Dept.</p> <p>4.2.3 French Immersion enrollment data (Including entries and exits from the program) Annual Graduate Rate (FI and English programs) Annual Gr. 9 Credit Attainment Kindergarten F.I and English program enrollment numbers</p>
<p>4.3 Career Development Initiative (CDI)</p> <p>To continue to promote, develop career development opportunities for all students to support successful transition into the future workforce</p>	<p>4.3 To work effectively with PCI Career Counsellor to promote Community Career Credits and related programming to students. To work effectively with community stakeholders to promote and encourage partnerships. To work effectively with parents to promote Community Career Credit educational opportunities. To continue to build relationships with students and to provide positive opportunities for experiential learning. To provide numerous opportunities for presentations that foster career exploration. To provide opportunities for Career Exploration for Middle Years students within the Portage School Division</p>	<p>4.3 Data that reflects Community Career Credits as established, as indicated through participation of Portage School Division students. Data that reflects Community Career Credits as an effective means for students to meet high school graduation requirements.</p>	<p>4.3. Community Career Credit Data including HCA, Credits For Employment, Career Development Internship, and High School Apprenticeship credits Presentation and participant numbers</p>
<p>4.4 Learning to Age 18 Coordinator Grant (L18)</p> <p>To continue to promote, develop career opportunities for all students to support successful transition into the future workforce</p>	<p>4.4 PLPSD Learning to Age 18 Coordinator/Extended Studies Coordinator</p> <ul style="list-style-type: none"> - will support the attainment of alternative programming options for students - Maintain student engagement and academic success by offering academic support in an alternate setting and delivery model <p>Connecting students to the work place through arranged field trips during the year Providing/facilitating opportunities for volunteer Work in collaboration with the Career Development Coordinator PCI Administration will schedule all Gr. 9 students to achieve a mandatory (PLPSD only) Career Course credit: CDV10</p>	<p>4.4 Alternate settings offered: Credit Recovery, Self-Directed Learning, Outreach, Off-Campus Learning, Long Plain Outreach (1/2 day each week to delivery and support Outreach coursework), Community Transition Program A minimum of 3 field trips will be arranged and open to all students during the school year CDV10 course combined with ELA10 scheduled over both first and second semester (maintaining the same teacher) as a foundation for future options in apprenticeship or work experience.</p>	<p>4.4. Report of activity/list of field trips Summary of credits earned through various programs offered including: Credit Recovery, SDL, Outreach, Off Campus Programming and CTP</p>
<p>4.5 Technology Education (TE)</p> <p>4.4.1 To support the mandatory implementation of technology as an instructional tool and a record keeping platform for monitoring student</p>	<p>4.5.1 Technology Coach will work collaboratively with schools to support the implementation of Google Classroom and the G Suite, iPads</p> <ul style="list-style-type: none"> -Provide workshops for teachers and support staff based on request and need including a monthly evening book study. -Offer direct coaching opportunities in the classroom -To implement and support the use of SeeSaw/Edsby as a digital portfolio options in the early years classrooms <p>4.5.2 Facilitate day 4 meetings with the Technology Leaders. The role of the Tech Leaders will be:</p>	<p>4.5.1 Tech Coach time has been increased to 1.0 FTE A schedule will be used to ensure time is allocated based on initiatives. Teachers may request additional time as available</p> <p>4.5.2 Administrators will allocate release time for Tech Leaders each day 4 at 3:00pm. Leaders will be asked to report at each meeting (progress, challenges, school based questions, etc.)</p> <p>4.5.3 Parents/Guardians/Students will have access to selected parts of the Markbook</p>	<p>4.5.1 Feedback from admin and teachers Teacher feedback survey on pilot project Google and SeeSaw Dashboard information</p> <p>4.5.2 Report from Tech Leaders</p>

<p>learning and reporting progress</p>	<p>4.5.3</p> <ul style="list-style-type: none"> -Participate in day 4 meetings as arranged by the Technology Coach -Serve as a liaison between the divisional committee and the school -To support teachers when possible with the usage of technology supported by the division sharing using Edsembli -Grades 9-12 (PCI only) Opening the Parent Portal on school admin system for attendance and Markbook communication -Grades K-6 attendance only -Grade 7-8 attendance and Markbook 	<p>Teacher will maintain up to date Markbooks Daily attendance will be recorded in Edsembli</p>	<p>Agenda and Minutes from meetings (google drive) 4.5.3 Administrators report for use of Edsembli mark book Feedback from Technology Coach and teachers</p>
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INSTRUCTIONAL LEADERSHIP

Expected Outcomes (specific, measurable, observable)	Strategies (Division Actions, Roles and Responsibilities)	Indicators (monitoring progress and timelines)	Data Collection (evidence of progress)
<p>5.1 To increase capacity of our Divisional Leadership teams in the Portage la Prairie School Division</p>	<p>5.1.1 Overall PLPSD Divisional focus: Year 3- implementation of the PLC/RTI model. School based directions from admin will include scheduled collaboration time for PLCs/RTI teams using a detailed agenda for more formal discussion times. Sr. Admin along with the Admin team and SILC will continue to collect evidence of and practice Walk Through Observations as a part of the evaluation process to support professional evaluation. The language of “visible learning” and “learning targets” will be commonly understood to provide feedback with evaluations Sr. Admin along with the Admin team will continue to explore the Danielson Framework for professional evaluation as a potential replacement for the current evaluation Collaboration time for Principals will continue in the monthly Principal Council meetings will include a timed agenda item to include professional learning from either the Literacy, Numeracy or Instructional/Curriculum and Assessment Coordinator</p> <p>5.1.2 Director of Student Services will embed PLC/RTI conversations into the Student Services meetings and through PBIS implementation in selected schools. Support and networking for Student Services Teams will be structured to support need. SS Director and SILC will respond to the SSR & R recommendations by creating opportunity for the SS Divisional Teams (RT, Counsellors, Clinicians) to review formal plans (SSPs), processes and reporting. SS teams will explore alternate ways to report and plan for student learning for students with SSPs.</p> <p>5.1.3 Literacy and Numeracy Coordinators, Numeracy along with the SILC will participate in a professional learning monthly to support their development of instructional leadership practices, networking about divisional initiatives and supporting teachers with MET Provincial Assessment expectations. Coordinators will collaborate with coaches and assigned support personnel to ensure consistency with practice, language and implementation of initiatives divisionally.</p> <p>5.1.4 Mentorship for teachers new to PLPDS and in their first 2 years</p>	<p>5.1.1 PLC/RTI will be included in a progressive professional learning plan and part of the Admin Council Monthly Meetings. Administrators will create meeting times for school teams to collaborate with student learning and curriculum as foundation topics. Admin teams will be asked to share evidence of the PLC/RTI model as it exists within their schools. Divisional Grade Group (X3) meetings will support collaboration at same grade level divisionally. Curriculum conversations will lead to the creation of common formative assessment. Half day will be spent with Paul Farmer as a follow up to the initial one day PD day in the previous year. Teachers will receive a full day with the TC2 Learning Consortium led by Garfield Gini-Newman: Topic: Inquiry Learning. PCI, FlaR and NMS and YQS will receive a 2nd day of learning with the TC2 Team Facilitators. Administration Council meetings will continue to offer an opportunity for professional learning conversations. Agenda and a record of professional learning will be used to guide monthly meeting/learning and provide administrators access to the information using the Google Drive. Conversations in the current year will emphasize connecting big ideas in practice as our Admin team gains further understanding and common language used division wide. School Administration will transfer learning into school based initiatives and planning as reported on school plans. Instructional Support for the Divisional Leadership Team Hattie’s Visible Learning workshop (summer 2019) -All administrators are attending the National CAP Conference in Winnipeg. -Regular review of the divisional Mission and Vision statement as created fall 2018. “Through collaboration and responsibility, we will build capacity with students and staff in our division to promote lifelong learning” GALE online professional learning library will be encouraged in place of ordering paper copies of books where possible.</p>	<p>5.1.1 Progressive meeting agenda and plan for the day Agendas will be provided and minutes from each monthly focus Admin will collect evidence of learning by minutes from meetings Minutes from Principal Council will reflect learning sessions School plans will reflect divisional direction and school based goals created</p> <p>5.1.2 Google surveys will guide PD planning Participation in team meetings for divisional SS</p> <p>5.1.3 GALE Sessions and Retrievals will be monitored monthly and reported at the Admin Council meetings Feedback from teachers re: workshops conducted by Coordinators Year end reports and conversation about impact and evidence of growth</p> <p>5.1.4 Surveys, conversation and feedback from admin and new teachers will guide planning related to needs.</p> <p>5.1.5 School Administration and Sr. Administration in collaboration with the PTA</p>

	<p>will be coordinated by the SILC. Emphasis will be placed on classroom management, student engagement, assessment and instruction, reporting and technology. Other topics will be added based on feedback. Teachers new to PLPSD will participate in 5 mandatory PD sessions after school. Teachers in their first year will receive direct involvement from the SILC and the Technology Coach. PLPSD schools will provide mentorship for teachers to support their success.</p> <p>5.1.5 Professional learning opportunities for teachers will align with divisional plans. Online learning access will be supported by PERC (Portage Educational Resource Center), and Sr. Administration to increase equity and access of materials divisionally.</p>	<p>5.1.2 6 Divisional SS meetings will be allocated for meeting and professional learning. Additional target meetings will be structured as sub-committee meetings. Regular conversations and feedback from parents/guardians, teachers, clinicians regarding SSPs will be used shape and improve our student planning documents.</p> <p>5.1.3 Literacy and Numeracy Coordinators along with the SILC will collaborate monthly to support divisional networking with initiatives and ensure common practices occur. Reports will be collected as evidence of professional learning at year end.</p> <p>5.1.4 New teachers to PLPSD will attend an orientation in August as well as 4 evening PD sessions. Exit slips and feedback will target focus areas for sessions. In addition, teacher in their 1st and 2nd year of teaching will be supported with 2 professional learning meetings with the SILC and the Technology Coach.</p> <p>5.1.5 Requests for professional learning may be accessed at the school, divisional and PTA levels. Divisional priorities are foundational for approval of any requests.</p>	<p>monitor professional learning opportunities for teachers.</p>
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