

Swan Valley School Division

**2019-2020 K–12
Framework for Continuous
Improvement**

School Division Planning and Reporting

Swan Valley School Division

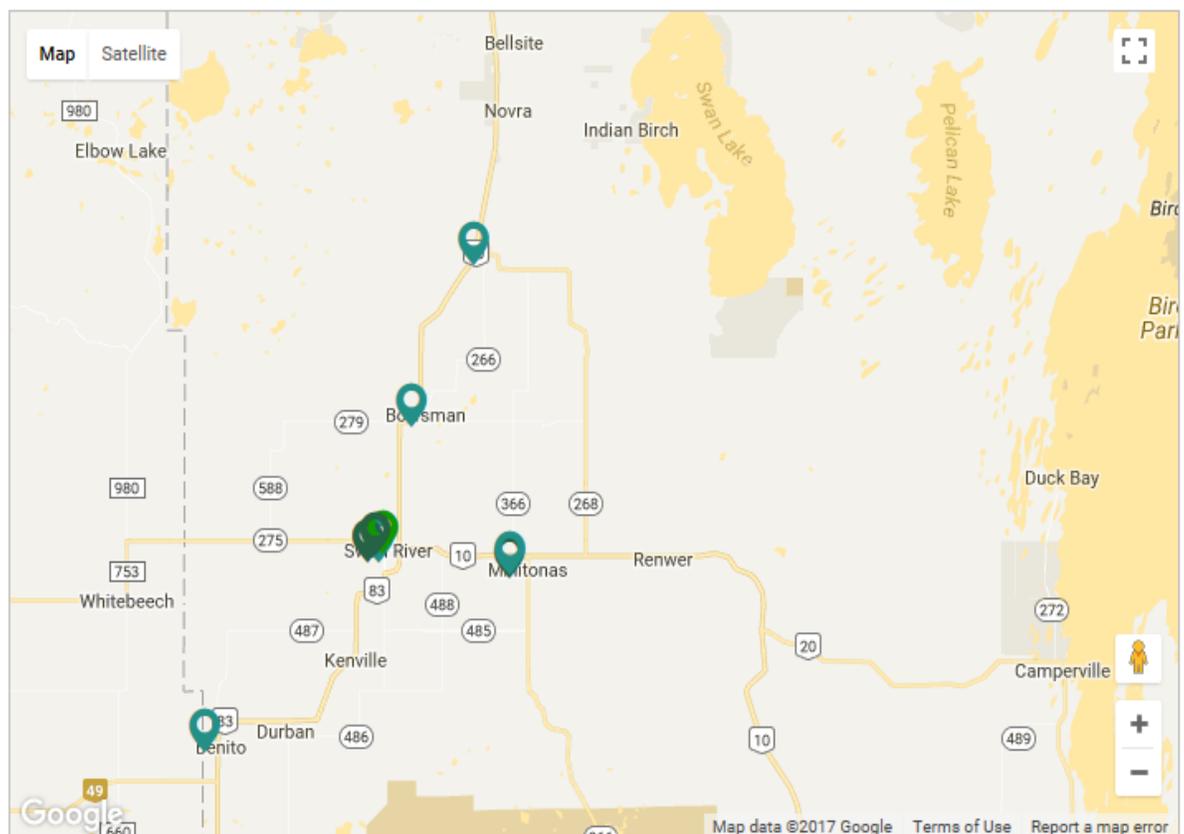
**Box 995
Swan River, MB**

1. **School Division profile:**

- a) **Provide a brief overview of relevant geographic or demographic information as well as specific school division strengths, equity issues and or challenges**

Geographic information:

Swan Valley School Division is located in the South Western part of Manitoba. The Division Office is located in Swan River. The Division has a total enrollment of 1416 FTE students. The Division serves the communities of Benito, Bowsman, Minitonas, Swan River and surrounding areas. The Division also provides high school programming to Wuskwi Sipiik First Nation and Sapotaweyak First Nation.



Demographic information:

Swan Valley School Division has 7 schools in 4 communities. This enrollment info is based on Sept 2019 enrollment. It is actual number of students.

School	Configuration	Students (actual)
Benito School	K - 8	78
Bowsman	K - 8	90
Ecole Swan River South School	K - 8 dual track	263
Heyes School	K - 6	168
Minitonas School	K - 8	114
Swan Valley Regional School	9-12	473
Taylor School	K-5	230
	TOTAL	1416

School Division strengths, equity issues and / or challenges

The division conducted a community consultation process in 2017/18. The result of that consultation resulted in the consolidation of Minitonas Middle School and Minitonas Elementary. MEY is in the process of being sold. The consultations also resulted in the Grade 7 and 8 students from Birch being transferred to Bowsman. This past year the division also closed Birch River School Division and those students will now be going to Bowsman. This created greater staffing efficiency and improved programming for students. The division offers full time kindergarten. The division has engaged in several partnerships/projects with UCN including this year a construction partnership that involves private business and Sapotawayak First Nation.

Challenges include:

- Decrease in provincial funding of about \$250,000 per year for three years
- Teacher Recruitment challenges in all area, particularly French Immersion
- Labour costs
- Declining enrollment
- Professional development costs
- Schools with under space utilization

b) Description of senior administrative team:

Name	Position
Jon Zilkey	Superintendent / CEO
Brent Rausch	Secretary Treasurer
Deb Burnside	Student Services Coordinator
Doug Coulthart	Transportation Supervisor
Chris Staniland	Maintenance Supervisor

c) **Division staffing profile: 2019-2020 Numbers**

Position	Number
Principals	5.75 FTE
Vice-principals	1.75
Teachers	74.59
Counsellors	3.0
Resource teachers	6.5
Teachers supporting special needs low enrolment classes	0
Educational assistants	63.24
Speech language pathologists	.95
Reading clinicians	0
Occupational therapists	0
Physiotherapists	0
Psychologists	1
Social workers	0
French revitalization coordinator	0
Early Literacy Intervention	1.31
ICT facilitator	0
Vocational facilitator	0
Workplace Safety Health coordinator	0
Learning to Age 18 facilitator	0
Research & Technology	.36
French Immersion Teachers	5.0
Vocational Teachers	11.0
Indigenous Education Coordinator	1.0
TOTAL	175.45

d) **Disaggregated data for students designated as English as an Additional Language (EAL) and self-declared Aboriginal students**

Disaggregation	No. of students	Percentage of student population
English as Additional Language	1	
Self-declared aboriginal	572	40%

e) **Education for Sustainable Development (ESD)**

Disaggregation	
Number of schools in division	7
Number of schools with ESD plan	7

2. **The website link to the most current School Division Plan with updates:**

<https://www.svsd.ca/Division/Pages/Strategic-Plan.aspx>

The Strategic Plan was developed in the 2016/17 school year utilizing the following process:

The development involved collecting information from numerous stakeholders:

- ▶ SWOT Analysis from all schools
- ▶ SWOT Analysis from all departments
- ▶ Feedback from high school students

Development involved 60+ stakeholders gathering for a day using the collected information from schools, departments and students to create the 5 Priorities for SVSD. A rough draft was created and circulated for feedback and a final Strategic Plan was passed by the board. Below are the priorities of the strategic plan.

Priorities

- ▶ Sustainability of Human Resources: the ability to recruit and retain high quality and diverse staff in all departments
- ▶ Programming for Success: provide age appropriate programming as well as incorporating best teaching practises to ensure student success at all grade levels
- ▶ Cultural Inclusiveness: address and support the needs of people from diverse cultures, and value and celebrate their unique contributions.
- ▶ Maximise Resources: optimal utilization of our human resources, programs and infrastructure
- ▶ Health and Well- Being: physical, social, nutritional and intellectual health and well-being for all

The division will be aligning its new strategic plan with its continuous improvement plan this year when it plans in April 2020 for the coming three year cycle. A similar process as stated above will be looked at with an increased focus on numeracy and literacy and specific targets for our students in the years to come.

Literacy and Numeracy Plan

The division embarking on a number of new initiatives in terms of Literacy and Numeracy. The division is Piloting/Testing a number of ways to improve our Literacy and Numeracy results. The following are the initiatives:

1. Reading Recovery

The division at one point participated in the Reading Recovery Program. It discontinued participation for a number of years. This year it is training two teachers in Reading Recovery. The long range plan is to have trained RR teachers in all our schools. We are currently continuing training on these two teachers.

2. K-8 ELA

A team of seven teachers from across the division is participating in a regional cohort piloting the new K-8 ELA Curriculum based out of The Pas. This will be a two year process. The focus is currently on grade 5-8.

3. Reading Apprenticeship

A team from our high school is participating in the Reading Apprenticeship Training. The team consists of 4 teachers from a variety of teaching fields of study.

4. Action Learning Schools

Action Learning Schools are focused on improving teaching and learning. The intention of this work is to provide practical hands-on support to schools to develop their capacity to effectively collect and use evidence and in turn, take actions that improve student achievement in reading, writing and mathematics. We had one school participating at Heyes. The focus is on Learning Sprints, by Simon Breakspear. We are also sending another administrator from Benito and a small team to participate in the next round of Learning Sprints in 2019-2020. We are also getting additional training for the principal of Heyes to continue to grow Learning Sprints at his school.

5. Numeracy Achievement Project

This involves one school from our division. This is an initiative spearheaded by MRLC and involves the participation of a number of other school divisions. The focus is on improving Numeracy Instruction at the grade 7 level. This is a two-year project conducted by MRLC. We have a team from Ecole Swan River South School participating in this project.

6. Workshop for Administrators on Quality Early Years Literacy and Numeracy

This is a workshop conducted by Connie Zimmer a Literacy/Numeracy Consultant from Park West School Division. This session will help administrators identify what quality literacy and numeracy instruction should look like when they do classroom visits. We had Connie in 2018-2019 and we plan to get her back to work with our staff or someone similar in 2019-2020. Part of the work will be on working with data and Bruce Wellman. We want to set more intentional goals with regards to numeracy/literacy and CAT results and improving them.

7. Student Services Achievement Coordinator Position

We have restructured divisionally to create a new position that half time will be focused on numeracy and literacy goals for the division. This is a huge step for our division to focus on our numeracy and literacy results for all learners but particularly our Indigenous students whose levels continue to not be at provincial average. Part of this mandate will look at creating curriculum teams in both numeracy and literacy and looking at the data for our provincial assessments and CAT tests.

8. Indigenous facilitator position

Our division has one fulltime person who is dedicated to working with students and teachers to infuse First Nation's culture and curriculum in our schools. This position includes the teaching of Cree to our students. We are pursuing depending on funding the creation of a liaison at our high school to work with our First Nations students specifically. (Next page is the report from our Indigenous facilitator on the year made for BSSIP)

Report from Indigenous Facilitator

- A) How were Indigenous parents/communities/organizations involved in the school division prior to receiving BSSIP funding?

The Swan Valley School Division believes that the education of students is enhanced by the involvement of parents and families in their children's education. We advocate strong connections between the home, school, and the community as one means of reducing barriers to student achievement. The BSSIP grant has helped to build meaningful partnerships between students, parents, guardians, teachers, and administration in our schools.

- B) What student and community factors contributed to your choice of project focus? (Include information such as estimated total Indigenous student population, graduation rates, attendance rates, and other information outlining number and/or percentage of total population targeted for project involvement)

The number of Indigenous students enrolled in the Swan Valley School Division continues to grow. A collaborative team approach by the IAA Coordinator and the BSSIP Learning Support Worker has played a critical role in support of student learning as well as build meaningful relationships between and among students and their families.

Evaluation

- A) State the targeted outcomes which focus on student success through increased parent/community involvement.

To assist families in supporting their children at each age/grade level

To enhance, improve, and promote existing Indigenous programming and/or activities in the division that supports Truth and Reconciliation

To communicate with families about school programs and student success

To encourage better school attendance and student/parent/guardian participation at parent/teacher day

Link parents/guardians to programs and resources within the community that provide support services

- B) State the student success and parent/community involvement results in relations to the targeted outcomes.

Number of Indigenous parents/guardians attending parent/teacher/child interviews has increased as per parent/teacher appointment schedules

Number of people at community based events/activities has increased as per record of attendance at each event throughout the school year

Number of Indigenous students who have shown an overall improvement when receiving additional supports for 2018-2019 has increased shown by the number of credits acquired per semester, marks/attendance as per reporting period, and through anecdotal feedback

Number of human resources attending a meeting to discuss a student's Individual Education Plan, Personal Learning Plan, and My Pathways has increased as per student file

- C) Identify tools/information sources used to measure the impact of parent and community involvement on student success and submit a summary of information gathered

PowerSchool Parent Login
SVSD Website
IAA Referral Form
Aboriginal Identity Declaration Form
School Registration Forms/Official Transcripts
Parent/Child/Teacher Interviews (report cards)
IEP, PEP, and Pathways (as per student file)
IAA/BSSIP monthly schedules (per school site)
Home Visits (as required/recorded)
List of Community Businesses/Organizations as Partners in Education

The Swan Valley School Division appreciates and respects parents/guardians as the 'first teachers' of their children. As such, the SVSD strongly encourages and welcomes the involvement of parents/guardians in all of its educational programs and/or activities. It is recognized that a parent's involvement in a child's education is a critical component in that child's academic success. Use of formative and summative assessment tools are used to communicate student progress to parents/guardians.

Results Average Provincial Grade 12 Marks

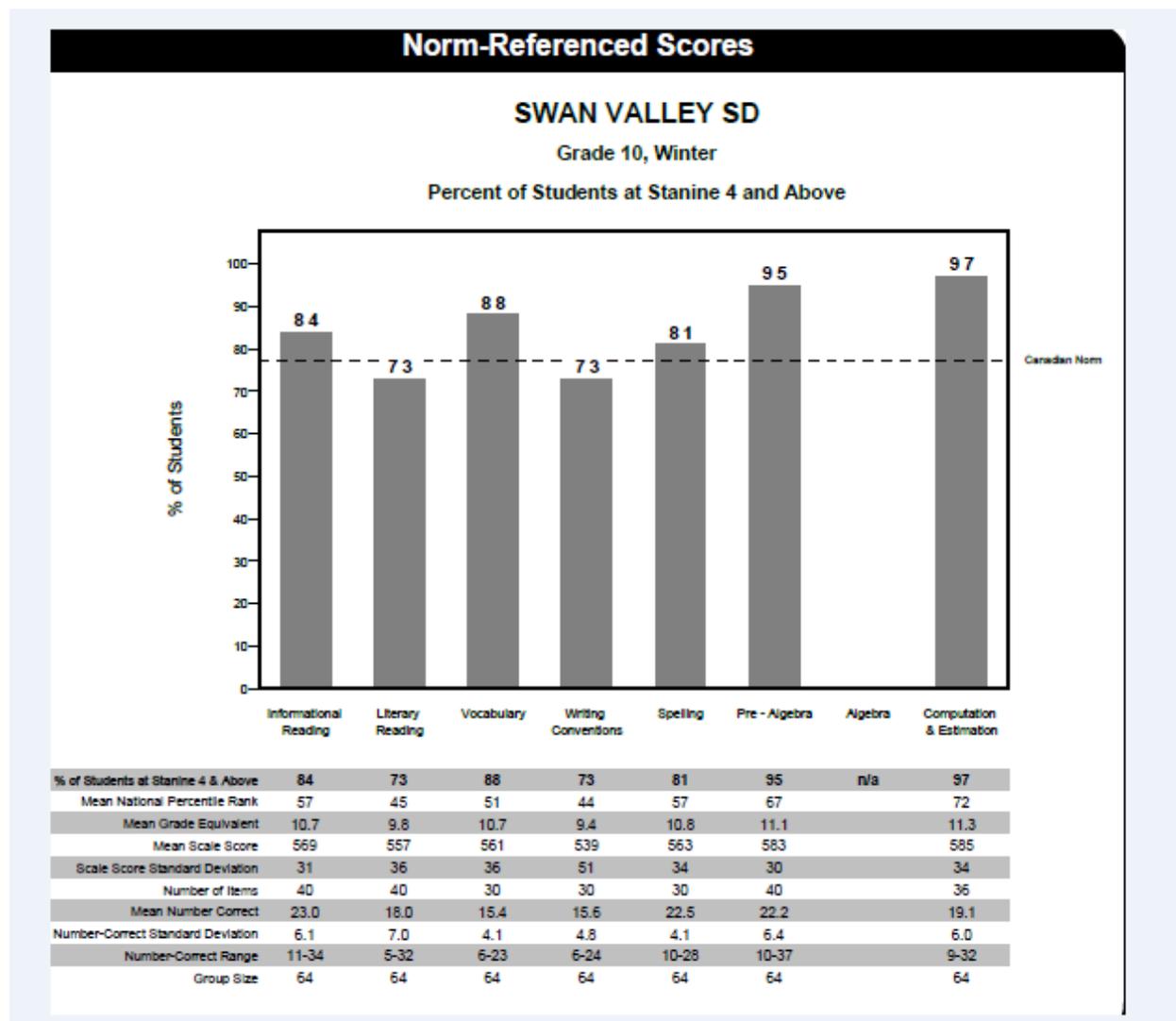
GRADE 12 PROVINCIAL TESTS	Jan/June 2017	Jan/June 2018	Jan/June 2019
APPLIED MATH. (PROVINCIAL)	56.6	58.1	62.7
ELA (PROVINCIAL)	68.3	67.8	68.1
ESSENTIAL MATH. (PROVINCIAL)	57.0	53.7	55.1
FL2-IMM (PROVINCIAL)	68.7	70.2	70.7
PRE-CALCULUS MATH. (PROVINCIAL)	68.5	68.0	68.4
APPLIED MATH. (DIVISIONAL)	56.7	45.8	66.0
NON-INDIGENOUS	57.6	46.4	69.5
INDIGENOUS		44.1	58.1
ELA (DIVISIONAL)	64.6	64.2	68.4
NON-INDIGENOUS	65.3	64.4	72.0
INDIGENOUS	62.8	63.9	61.9
ESSENTIAL MATH. (DIVISIONAL)	59.5	50.6	58.6
NON-INDIGENOUS	64.1	55.1	66.6
INDIGENOUS	52.5	41.9	50.5
FL2-IMM (DIVISIONAL)			
NON-INDIGENOUS			
INDIGENOUS			
PRE-CALCULUS MATH. (DIVISIONAL)	55.6	66.0	70.6
NON-INDIGENOUS	55.2	69.8	70.6
INDIGENOUS			

Comments for Grade 12 Provincial Exam data: Our provincial grade 12 results highlight that we are very similar to the provincial averages in Applied, Essential, Pre-Calculus Math and ELA and have been over a long trend. However we notice that our indigenous provincial marks are lower consistently across the board similar to provincial averages for indigenous and non-indigenous students. This is something that we need to continue to have as a focus for our indigenous students to reduce this gap. As mentioned above we have our Indigenous coordinator but we are also creating an Indigenous Liaison for SVRSS to provide even more support to our students.

CAT Data Grades 2, 4, 6, 8, and 10

SVSD administers the Canadian Achievement Tests (CAT4) to students in Gr. 2, 4, 6, 8, & 10. Individual student results are shared with each school, as well as school, and divisional data. Parents receive a Strengths and Needs Report of their child's assessment, indicated as Below Average, Average, or Above Average. The CAT4 results are used as one assessment measure to plan for individual student-specific programming.

Below is a snapshot of our Grade 10 results and an explanation of what we have been doing with this data.



Here is what our division does with this data:

Once we receive the CAT4 results, the resource teachers presents the results with the staff in a staff meeting using the Norm – Referenced Scores. The staff are shown how to interpret these results.

The staff are reminded that the CAT4 results are housed in the CUM files and that they should compare results with previous assessments to get a better picture of a students standing. ELA

and Math PLC's are instructed to look at these results in planning forward for programming needs. The Learning Support Team looks to see which students might need remediation and which students might need enrichment based on the results.

All staff are reminded that this is just a snapshot as students can under perform but they cannot over perform. Staff are reminded that a student can under perform due to illness, lack of sleep, nervousness etc... So, that is why we must compare the results to previous CAT4 assessments to look for trends.

Individual CAT results are mailed to parents along with the grade 10 April report cards where parents/guardians are invited to meet with SVRSS staff if they need help interpreting the results as these results may assist students and their families as they plan course and post secondary options.

Provincial Results Grade 3 and 4 and Grade 7 and 8 Assessments

We have noticed trends in our data again that indicate that our numeracy results are generally weaker than our literacy results. We have also noticed trends in gender for literacy and a general trend for our indigenous students not doing as strong as our non indigenous students again similar to the provincial trends. With the creation of our new literacy and numeracy position and the creation of numeracy and literacy committees we will be looking at analyzing these trends and data in a more meaningful way.

School Websites

<https://www.svsd.ca/schools/bowsman/About-Us/Pages/School-Plan.aspx>

<https://www.svsd.ca/schools/benito/About-Us/Pages/School-Plan.aspx>

<https://www.svsd.ca/schools/heyes/About-Us/Pages/default.aspx>

<https://www.svsd.ca/schools/taylor/About-Us/Pages/default.aspx>

<https://www.svsd.ca/schools/minmid/About-Us/Pages/default.aspx>

<https://www.svsd.ca/schools/svrss/About-Us/Pages/default.aspx>

<https://www.svsd.ca/schools/esrss/About-Us/Pages/default.aspx>

SWAN VALLEY SCHOOL DIVISION

SVSD MISSION

The mission of Swan Valley School Division is to create an inspiring, learning community where all belong, contribute and succeed"

SVSD VISION

Ready to Succeed

