

# Turtle Mountain School Division Annual Report on Continuous Improvement 2016-2017



## Division Profile:

Turtle Mountain School Division serves the communities of Killarney, Boissevain, Minto, as well as provides education services to the students on four Hutterite colonies. Killarney and Boissevain each have a K-12 school, while Minto School is K-8 with students then transitioning to Boissevain for their high school programming. The four colonies each have K-12 schools. We also work closely with the Turtle Mountain Adult Education Centre, which operates out of two sites in both Killarney and Boissevain.

In recent years Turtle Mountain School division has been increasingly successful in our efforts to meet the needs of all students. As we work for continuous improvement in literacy and numeracy, we have focused our efforts on strengthening the capacity of our teachers and their instructional strategies. We have utilized teacher leaders who work directly in classrooms with students and teachers, and by doing so model best practices which teachers can carry forward to utilize. We have also been engaged in several professional development initiatives in relation to literacy and numeracy, one of the most significant being the grade six and nine action research project with Laura Brake through the Manitoba Rural Learning Consortium.

In Turtle Mountain School Division we have also been focusing our efforts to strengthen engagement and resiliency amongst our students. As part of this effort we engaged our grade four to twelve students in a comprehensive survey process through OnBoard Education, one which enabled us to specifically identify which students are requiring additional supports. We intend to repeat this process in 2017-2018 to measure ongoing efforts. We also have used our Learning to Age 18 funding, along with divisional resources to fund a divisional social worker for 2017-2018. We feel this position will serve us well in meeting the needs of students.

The Turtle Mountain School Division Strategic Plan can be found on our website at [www.tmsd.mb.ca](http://www.tmsd.mb.ca). Our annual division plan, which stems from the four year plan, is also included.

The Senior Administration team consists of a Superintendent/CEO, Secretary-Treasurer, and an Assistant Superintendent of Student Services. We also have a Supervisor of Transportation as well as a Supervisor of Buildings and Maintenance.

Staffing Profile:

Principals: 7, Vice-Principals: 2, Teachers: 84, Counsellors: 2, Resource Teachers: 7.2, Educational Assistants: 34.5, Speech Language Pathologists: 1.5, Psychologists: 1, Social Worker: 1, Other: IT Leader (.50), Literacy/Numeracy Teacher Leader: 1.3, .80 Literacy and .50 Numeracy (grant funded), Career Development/CTS/Apprenticeship Teacher Leader (funded partially through consortium funding)

Student Demographic, English as an Additional Language and Self-Declared Aboriginal:

Turtle Mountain School Division includes 94 self-declared aboriginal students, representing 9% of the total student population. Turtle Mountain School Division also includes 99 EAL students, representing 10% of the total student population.

Education for Sustainable Development:

We have seven schools within Turtle Mountain School Division, all of which have included a focus on education for sustainable development as part of their school plans. There are numerous examples of work being done with students throughout the division in order to promote sustainable development, and these efforts are ongoing.

Schools developed projects which focused on the following areas of Education for Sustainable Development engagement, and included:

- Water and Energy: Renewable Energy kits and iPad apps were purchased so that K-8 students could design and construct projects using renewable energy sources-solar, wind, and hydro
- Citizenship Local and Global: Purchase of a school library set about the importance of being responsible citizens, social justice, and resiliency; Participation in aid projects to the developing world through Samaritan's Purse; Students attended WE Day and participated in a local project of painting sidewalk murals about Killarney Lake (phosphates, garbage) and cleaning up areas around the lake
- Procurement and Waste: Construction of mural, using sustainable materials (wood and recycled plastics)
- Healthy Schools, Food and Drink: Purchase of reusable student water bottles
- Building and Grounds: Construction and maintenance of community garden beds (purchased wood, soil, plants)
- Inclusion and Participation: Promotion of developing a lifelong healthy lifestyle through community and school-based activities, such a community "Field Day", including bouncy castles, games, and prizes

### Report on Results, Literacy and Numeracy:

- Provincial assessment data from Grade 3 Numeracy, Grade 3 Reading in English, Middle Years Reading Comprehension and Expository Writing in English, Grade 7 Number Sense and Number Skills, and Senior Years' provincial tests show a disparity between EAL, FNMI, and Non-Aboriginal/Non-EAL students, although there has been an improvement in the scores of EAL students. This is supported by data collected within Turtle Mountain School Division.
- TMSD Fountas & Pinnell Reading Assessment Data showed a 15% improvement in overall reading scores from 2015-2016 to 2016-2017 (65% reading at or above instructional reading level), with EAL students showing the biggest gains, improving by 25% when compared to the previous school year (56% reading at or above instructional reading level). FNMI students had the smallest improvement in scores, going up by 2% when compared to the previous school year (48% reading at or above instructional reading level). Boys continue to score lower than girls, with 61% of boys reading at or above instructional reading level compared to 72% of girls reading at or above instructional reading level.
- TMSD's Grade 9 divisional Math Assessment indicated that 45% of students were able to successfully demonstrate outcomes in Mental Math (48%), Number (56%), Shape and Space (39%), Statistics and Probability (49%), and Patterns and Relations (42%).
- TMSD is in year two of its participation in the mRLC Numeracy Action Research Project in grades 6 and 9. Results indicate that both grade 6 and 9 students whose teachers are involved in the project made gains when compared to their peers whose teachers are not participation in the project. When comparing scores from the 2015-2016 to 2016-2017 June mRLC Math Assessment, the number of grade 6 students able to successfully meet outcomes is: Number from 67% to 78%, Shape and Space from 64% to 72%, Statistics and Probability from 45% to 70%, and Patterns and Relations from 49% to 61%. The number of grade 9 students able to meet outcomes is: Number from 60% to 68%, Shape and Space from 44% to 47%, Statistics and Probability from 63% to 64%, Patterns and Relations from 51% to 61%. In grade 6, 72% of female students met outcomes when compared to 69% of male students. In grade 9, 58% of female students met outcomes when compared to 62% of male students. FNMI and EAL students scored lower than Non-Aboriginal/Non-EAL students (67%:61:71%) in grade 6, while in grade 9, FNMI students had the lowest scores, EAL students had the highest scores, and Non-Aboriginal/Non-EAL students scored slightly lower (49%:64%:62%). These results mirror results from the previous year.
- Grades 1 to 8 classrooms are implementing Words their Way and Daily 5/Café to strengthen literacy, reading, and writing skills in ELA.

- 25 teachers have received Reading Apprenticeship training and are working with the divisional Literacy/Numeracy Coach to continue their learning and implement a divisional mentorship strategy. TMSD is participating in a 3-year Reading Apprenticeship project through Manitoba Education and Training.
- Grades 1 to 4 classrooms in Boissevain and Killarney have been using Numeracy Nets and Daily 3 to support the RTI framework.
- The divisional Literacy/Numeracy Coach has modeled Math Workshop to Grades 1 to 11 math teachers, focusing on using developmental grouping to differentiate mathematics instruction
- The Literacy and Numeracy grant supports part of a Levelled Literacy teaching position, who provided small group instruction to 41 students in grades 1-4. 41% of these students were successfully discontinued from the program.
- TMSD has a divisional numeracy committee with the purpose of addressing numeracy issues within the school division.
- All schools are participating in monthly early closures, focusing on developing and using classroom-based assessment data to guide instruction.

#### Aboriginal Academic Achievement Grant:

- In an attempt to address the lower reading scores of aboriginal students, classroom sets of leveled books and middle school novel sets were purchased for each school. These materials focused on aspects of aboriginal culture and were written from an aboriginal perspective, all with aboriginal protagonists.
- To further support numeracy skills of aboriginal learners, each school began using the aboriginal Math Literacy Collection from Eaglecrest books, which includes stories, blackline masters, discussion questions, and wooden counters.
- The divisional Literacy/Numeracy coach worked with teachers to develop plans and differentiate instruction by planning using an aboriginal perspective
- The divisional Literacy/Numeracy coach developed FNMI unit plans with middle and senior years' teachers, using aboriginal literature, writing styles, art, storytelling, and current events to focus on aboriginal perspectives and culture in the 21<sup>st</sup> century
- A team of teachers participated in professional development sessions about Aboriginal Perspectives in Literacy and Numeracy and land-based education.

#### Literacy and Numeracy Grant:

- Part of this grant supports the hiring of a divisional Literacy/Numeracy Teacher-Leader
- The Literacy and Numeracy Grant supports the hiring of Reading Recovery teachers
- It supports the implementation of the Levelled Literacy, Barton and FAST reading programs and materials

- Reading Apprenticeship Training (accommodations, meals, and mileage) costs were covered by this grant

English as an Additional Language Grant:

- The divisional Literacy/Numeracy coach and Assistant Superintendent attended several EAL workshops throughout the year.
- School-based teams attended EAL and LAL networking meetings to support their work with EAL and LAL students.
- The divisional Literacy/Numeracy coach provided teachers with specific EAL based instruction and assessment supports, offered through EAL PD sessions as part of Colony School administration days.
- This grant was used to hire two educational assistants who provided support to newcomer families in two of Turtle Mountain School Division's communities.