



DIVISION SCOLAIRE

LOUIS RIEL

SCHOOL DIVISION

Provincial K-12 Continuous Improvement Framework Planning



2017-2018

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Introduction

Please consider the environment before printing this PDF. The document is meant to be consulted in its digital format with links that provide up-to-date information.

In 2016, the Government of Manitoba implemented a new planning and reporting framework for K-12 education. This new framework is guided by recent analysis of [Canadian](#) and [international](#) assessments and [provincial](#) student achievement data that highlights the need to improve student outcomes. The analysis specifically identified the need for improvement in literacy and numeracy, in particular for [Indigenous students](#).

The [new framework](#) the Government of Manitoba has developed requires school divisions to:

- Embed accountability in their planning and reporting to ensure high levels of academic achievement in literacy and numeracy for all students
- Examine and analyze [student achievement data](#), provided by the Department of Education, to better understand trends and patterns to inform instruction and develop appropriate supports for all students
- Address the provincial priority areas of literacy and numeracy
- Incorporate planning and reporting in the following areas:
 - [Aboriginal Academic Achievement](#)
 - [English as an Additional Language](#)
 - Literacy and Numeracy
- Assess, monitor and report their progress in relation to divisionally identified targets and the provincial context

The purpose of the new K – 12 Framework for Continuous Improvement is to:

- Increase the overall capacity and capability of the K – 12 education system
- Close achievement gaps and ensure high levels of achievement in numeracy and literacy for all students
- Ensure the collection and analysis of student achievement data to inform instructional practice as well as planning and reporting at the divisional and school levels
- Promote reflection and collaborative inquiry
- Increase transparency and ensure accountability for continuous improvement
- Enhance instructional leadership capacity

School Division Profile

The [Louis Riel School Division](#) (LRSD) spans across Saint Vital, Saint Boniface and Norwood, in the southeast quadrant of Winnipeg, Manitoba. Our Division serves a diverse student population from different cultural and socio-economic backgrounds including [indigenous students](#) and [newcomers](#) to Canada.

We currently have the largest proportion of students in [French Immersion](#) programming throughout Manitoba and are working to ensure that we facilitate the capacity to grow our [infrastructure](#) to serve our expanding and evolving student population.

Our newcomer community is very diverse, and includes more than 45 languages and cultural groups with a variety of needs. Our newcomer students' English language proficiency, school experiences, pathways of arrival to Canada, and family backgrounds differ, and our [English as an Additional Language](#) (EAL) and Newcomer programming strives to respond to these differing needs and circumstances.

In LRSD, we are on a [continuous journey](#) to ensure that [Indigenous Education](#) is woven throughout our curricula and that all students, especially our Indigenous population, are engaged with traditional knowledge, indigenous languages and treaty education.

For more information about who we are in LRSD we invite you to consult the following links to our website:

[LRSD by the Numbers](#)

[Our History](#)

[What We Offer](#)

[Our Community of Schools](#)

LRSD's Divisional Priorities

At LRSD, we believe that reporting should be an ongoing process. That's why we created an online [Living Report to the Community](#), where you can learn about what is happening throughout the Division at any point throughout the year.

We are dedicated to providing our community members with the most current information and we encourage all residents to learn more about our work to improve student learning, realize our Divisional Priorities and to enhance our school communities.

LRSD has identified three Divisional Priorities:

- [Literacy and Numeracy](#)
- [Student Engagement](#)
- [Citizenship](#)

We believe that by ensuring students are engaged in their work we develop [stronger results](#) in the areas of literacy and numeracy. Through their academic achievement students learn the skills necessary to become active citizens in our global and local communities and active citizens are engaged learners.



Literacy and Numeracy

“Improved student learning can only happen with improved instruction and teacher collaboration.” (Leyton Schellert)

In LRSD, we’ve been on a collective journey to develop and refine our divisional literacy and numeracy strategy. As one of our Division’s core priorities, we’ve sustained a sharp focus on capacity building that has generated important professional learning networks, frameworks and resources.

Hundreds of teachers, teacher leadership teams, coordinators and administrators have contributed to:

- The design and on-going refinement of K – 8 reading and writing continua for both English and French Immersion students
- The development and on-going refinement of K – 12 assessment for learning practices
- A literacy norming study in the Early Years and Middle Years
- The creation of teacher-led Professional Learning Networks (PLNs) and personalized learning, fostering teacher collaboration
- Opportunities for school communities to engage in a fellowship model to deepen their literacy practice (the Writing Project with Brenda Augusta) or numeracy practice (the Numeracy Fellowship with Marian Small)
- The promotion and refinement of French language instruction in English program schools
- The promotion and support of teacher-librarians and libraries as learning commons and the hub of the school

Our overarching strategic goal is to develop key instructional and learning frameworks, common assessment and evaluation criteria and a culture of collaborative inquiry focused on student achievement data to:

- a) Guide systemic and evidence-based approaches to literacy and numeracy instruction
- b) Promote on-going dialogue to develop a more reliable (consistent) and valid (accurate) collective understanding about what makes student achievement a “1” versus “2”, “3” and “4” for all students in all of our schools and
- c) Improve student literacy and numeracy achievement in Kindergarten to Grade 12

Expected Outcomes

“A strong focus on literacy and numeracy is essential: all children and young people require these skills to gain access to learning and to succeed in life. Confidence and competence in literacy and numeracy provide the foundations for lifelong learning.”
(Education Scotland, 2008)

- a) An increase in the number of students achieving improved understanding and skill in literacy and numeracy
- b) A parallel increase in the number of students achieving improved understanding and skill in the sciences, social sciences, physical education and healthy living, arts, and practical arts
- c) A decrease in the number of students with a basic or limited understanding
- d) Greater confidence in the collective consistency and accuracy in achievement data

Strategic Actions – Building our Collective Capacity

“We (with students) are in an inquiry about what it means to be literate...what does writing and reading mean? What does it look like? ...They (the children) are taking what they are learning about writing and literacy...making it purposeful and making it their own.” Hilary Carey (Kindergarten and Early Reading Intervention teacher)

Whether clarifying our collective expectations for student learning, sharing classroom-tested strategies, or identifying the evidence we should look for when assessing and reporting student progress, encouraging teachers to critically reflect about their practice as they participate in job-embedded learning is at the heart of our professional learning community in LRSD.

In 2017-18, we will continue to:

- Promote and support the use of the divisional literacy frameworks, common assessments, key instructional approaches and effective intervention practices
- With the guidance of Bruce Wellman’s Collaborative Learning Cycle, develop and nurture a culture of collaborative inquiry focused on student achievement data:

Utilize provincially provided baseline data (in literacy and numeracy) and local data to:

- Continue to co-construct criteria, collect evidence and identify targets to guide assessment and instruction to improve student learning
- Set realistic and measurable targets for student achievement in literacy and numeracy
- Inform instructional strategies to improve student literacy and numeracy

- Disaggregate student data into subpopulations to better target our efforts, to better understand the needs of the students we serve, to see important trends in what we measure, and to better analyze and decide what we measure.
- Enhance our focus on adolescent literacy, building on the success of our early years literacy strategy and with the leadership of the Instructional Support Team working in concert with the High School literacy coaches
- Refine and grow the fellowship model, and the [Reading Apprenticeship](#) approach to explore the essentials of effective literacy and numeracy instruction in K-12 classrooms
 - Build relational trust so that teachers feel safe to learn professionally in a classroom together with their students (lesson study weeks)
 - Provide the network of school leaders involved in the fellowships time to explore with their colleagues what it means (what it can look like) to be engaged instructional leaders; time to talk about what comes next in the gradual release of responsibility in professional learning (moving from lesson study weeks with external support to teachers owning their collective learning journey and feeling confident in their self-directed inquiry-based work)
 - Continue demonstration classrooms in some of the professional learning fellowship schools to provide a series of in-class demonstration lessons to small groups of teachers wanting to enhance their instructional practices as an instructional framework for literacy and assessment
- Nurture and grow an Indigenous language program for students in the early years.
- Promote and nurture strong partnerships between [early childhood educators](#), [family centre educators](#), and early years teaching teams in our schools, focusing on developmentally appropriate practices
- Promote and support [purposeful play-based learning](#) to meet numeracy and literacy outcomes
- Support and monitor the Louis Riel School Board's investment in a full-day kindergarten pilot in four schools
- Explore and deepen our understandings of the new ELA and FLA curricula
- Pilot the [Early Years Evaluation-Direct Assessment \(EYE-DA\)](#) to provide “an individually administered direct assessment designed to assist educators in assessing the developmental skills of children aged 3 to 6 years as they prepare for and make the transition to school”
- Pilot the [Early Years Evaluation-Teacher Assessment \(EYE-TA\)](#) to provide “systematic frameworks teachers can use during the kindergarten year to structure their frequent observations and informal assessments”

Roles and Responsibilities

“The (Optimal Learning Model) approach can be used in a cross-curricular approach...in science, art, math and social studies. This writing project is permeating everything we do. It is great!” Jenna Marks (Grades 1 and 2 teacher)

We are encouraging a [job-embedded approach](#) to professional learning. Teachers are actively involved in a collaborative inquiry cycle that is directly linked to the classroom, to the students and their learning in the classroom. The purpose of this is to enhance teachers’ collective instructional and assessment practices in the service of improving student learning.

Monitoring systems

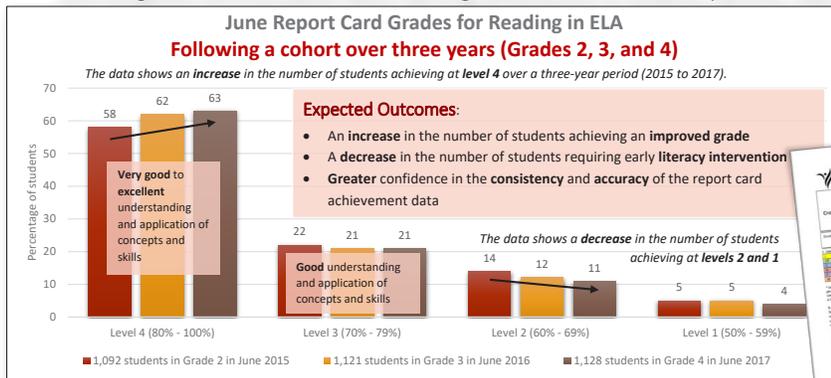
This collaborative and iterative inquiry process is rooted in daily classroom-based instructional practice that makes a direct connection between the efforts to enhance teachers’ collective instructional practice and evidence it improves student learning.

The monitoring process we want to favour in LRSD is a [collaborative inquiry](#) approach that fosters creativity and actively engages all teachers working in small affinity groupings to identify immediate challenges of practice, find solutions and assess their efficaciousness by looking at multiple sources of evidence of improved student learning:

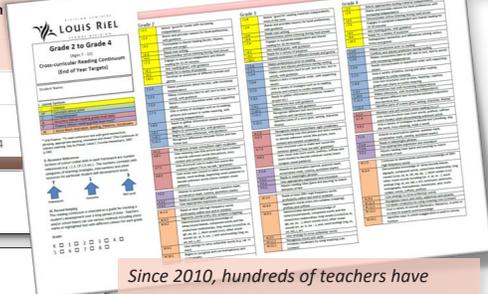
- Student work samples
- Common summative and formative assessments
- Literacy and other learning continua
- Report card data
- Provincially provided baseline data
- Demographic enrolment data
- Early Years Evaluation (EYE) data
- Staff, student, and community surveys
- AboutSchool (formerly Tell Them From Me) survey data

Effective teacher learning is the core lever to improve student learning.

- Engaging teachers to innovate and refine their [collective instructional practices](#) results in improved student literacy.
- Connecting [collaborative professional learning](#) to evidence of improved student learning promotes more accurate, consistent, meaningful, and thoughtful communication about learning achievement to students, parents, teachers, and the public.



Connecting collective efforts to improve [instructional practices](#) to evidence of improved student learning results in a more reliable and valid understanding about what makes student achievement a "1" versus "2", "3", and "4".



Since 2010, hundreds of teachers have contributed to the creation and refinement of a reading continuum in both English and French for Grades K-8. Click on the image to retrieve the [reading continuum](#).

What actions are we taking to achieve these outcomes?

- Nurturing a [culture of collaborative inquiry](#) focused on evidence of improved student learning
- Innovating, refining and promoting [the reading continuum, common assessments, and key instructional approaches](#)
- Promoting and supporting [purposeful play-based learning](#) to meet literacy outcomes
- Enriching the [collaboration](#) between instructional and student support teams and the classroom teacher
- Developing and implementing an [indigenous language program](#) for students in the early years

Figure 1

Figure 1 above shows a sample outcome of the monitoring systems that we are putting into practice and will expand upon in the year-end reporting. This infographic serves to show the link between student achievement longitudinally and the professional learning journey to enhance our collective teaching practice. (Click on the image to download a larger PDF with links to additional information.)

Some of the key messages we have observed from our monitoring systems, as seen in the infographic above, are as follows:

- Effective teacher learning is the core lever to improve student learning.
- Engaging teachers to innovate and refine their collective instructional practices results in improved student learning.
- Connecting collaborative professional learning to evidence of improved student learning promotes more accurate, consistent, meaningful, and thoughtful communication about learning achievement to students, parents, teachers and, the public.

Student Engagement

Engagement is the second of our three divisional priorities in LRSD. Since 2007, we've been developing our collective understanding of a [multidimensional framework](#) for describing and promoting student engagement.

We are focusing on three specific areas of engagement: social engagement, academic engagement and intellectual engagement. All three of these areas are related and dependent on each other.

Research shows that student engagement has been identified as the key to preventing students from dropping out of high school. Engaged students also earn higher grades, report a greater sense of belonging and are better able to set and meet personal goals.

Expected Outcomes

Our aim is to facilitate opportunities that allows teachers to improve instructional practices to engage students and that students will increase their social, academic and intellectual engagement.

Strategic Actions – Building our Collective Capacity

“Student engagement is “a disposition towards learning, working with others, and functioning in a social institution”. It includes students’ sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning...Engagement and learning go hand-in-hand: engagement begets learning and learning begets engagement.” (Tell Them from Me, 2014)

- Support school-wide efforts to analyze the Tell Them from Me (TTFM) data to inform strategies to increase student engagement
- Engage with schools for unique, school-specific reporting on engagement
- Promote innovative instructional approaches, professional learning supports and programming that support our framework for student engagement, including; Sources of Strength, ECHO, It's All About Me, the Library Learning Commons initiative, the [Project-based Learning initiative](#), the Middle Years' Explorations initiative, Makerspaces, ASPIRE, and Bring Your Own Device (BYOD) initiatives

Middle Years' Explorations

Over the past year, elementary schools have been given the support to increase option/elective learning opportunities for grades 5-8. In small schools this has traditionally presented some challenges either because of staffing requirements or scheduling constraints. Combined with our divisional work on career development and inquiry, schools have developed a variety of ways to introduce our middle years students to practical arts, increased use of technology, fine arts, outdoor education, curriculum related maker's space integration and passion projects.

Roles and Responsibilities

We are encouraging a job-embedded approach to professional learning and consequently promote active teacher involvement in a collaborative inquiry cycle that is directly linked to the classroom with the purpose of enhancing teachers' collective instructional practices and improving student engagement.

Monitoring Systems

Tell Them From Me (TTFM) is an evaluation system that includes a dynamic web-based student survey, and optional teacher and parent surveys. The system provides leading indicators of student engagement and wellness, and the aspects of classroom and school learning climate that research has shown affect student engagement and learning outcomes.

The survey provides a variety of analytic charts. One of the charts “examines the role of instructional challenge in student engagement using a schema developed by Csikszentmihalyi” (1990, 1997). He theorized four general combinations of skills and challenge in students' experience of learning. These four combinations are described in Figure 1; the latest results in LRSD are described in Figure 2:

- **Low-skills/low-challenge:** students are more likely to feel apathetic about learning because they find themselves in learning situations where they have low skills and the tasks they are asked to perform are of low challenge. These are students who tend to give up because schoolwork is inconsequential.
- **Low-skills/high-challenge:** students are more likely to feel worried or apprehensive or anxious about learning because they have low confidence in their skills and the tasks they are asked to perform are perceived as too challenging.
- **High-skills/low-challenge:** students are more likely to find schoolwork boring because the challenges of learning are too few in relation to their skills, and they are not able to identify how they can make the experience more challenging.
- **High-skills/high-challenge:** students generally feel that their skills and the challenges of the tasks they are asked to perform are in balance. These are the students who would frequently experience flow in the sense described by Csikszentmihalyi.

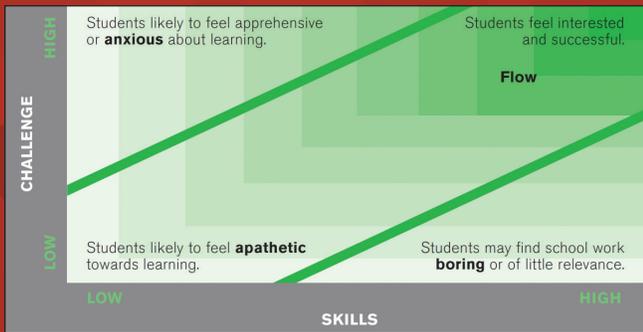


Figure 2

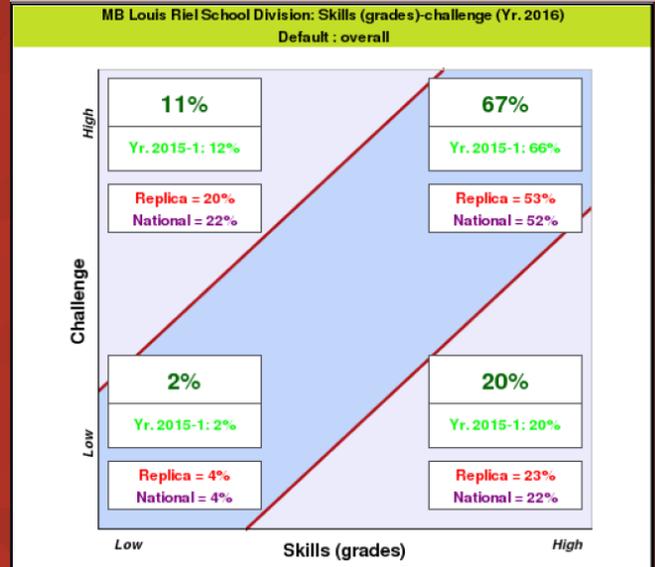


Figure 3

Figure 3 shows that the majority of students in LRSD find themselves appropriately challenged to their skill level. Monitoring these numbers allows us to gauge how our students are engaging and the areas in which we need to focus building capacity for stronger intellectual engagement.



Citizenship

“You cannot get through a single day without having an impact on the world around you. What you do makes a difference, and you have to decide what kind of difference you want to make.” – Jane Goodall

As one of three Board priorities, “Citizenship” continues to be an integral part of daily work in every classroom and school community across the Division. Since the 2016 – 2017 final report, students and adults from all schools and programs within the Louis Riel School Division structure have continued to participate actively in direct and indirect service learning opportunities at the school and community levels. Their work has been flavoured with incredible gusto as everyone continues to move along the path of embodying the Division’s mission to help young people become responsible global citizens.

Expected Outcomes

- Continued focus on the YouTube channel called RIELTalks4ACTION, which connects large numbers of students and teachers without having to leave a classroom/workspace. There are now over 40 videos available for viewing at RIELTalks4ACTION. The videos are both in English and French and represent a broad range of grades in terms of both students and adults acting as video producers and/or hosts.
- Continued focus on developing the soul of a Divisional Citizenship Council – including a Core Council whose vision and mission include providing guidance and support about citizenship matters to the whole Division. A Divisional “Picnic” was held in October, 2016, with every school sending a team of students, a staff member and in many cases a PAC representative. Ideas were shared, resources reviewed, goals for collaboration established and connections made.
- Continued focus on continuing, improving and adding partnerships with community organizations who promote positive environmental, social justice and economic sustainability. Existing partnerships continued as they were already established. New partnerships with the United Way, No Stone Left Alone and Anne Frank House/Veterans Affairs Canada included even more students in purposeful research, action and presentation in various aspects of the community at large.
- A beginning effort to include Board Office employees more often in actions to promote citizenship in the community. Opportunities for Board Office employees to attend a Remembrance Day service by the Blanket of remembrance and multiple choices of dates for employees to work volunteer hours at Winnipeg harvest were successful.
- Celebrating various aspects of Citizenship in many schools, providing links to resources and sharing key information about things like the Graduation Pow Wow, RIELTalks and the Celebration of Innovations in Citizenship.

Strategic Actions

Based on the goals that were set last year and the creative engineering of some innovative ideas, three “signature” projects/initiatives were realised during the past year.

- The Blanket of Remembrance/Couverture du souvenir
- A Recycling/Composting/Vermicomposting Audit of all schools in the Division
- The Celebration of Innovations in Citizenship.

Each of these opportunities was rooted in the firm beliefs that when it comes to Citizenship, going “big” is best for raising a profile AND that everyone should have access to the same opportunities regardless of grade or school.

Roles/Responsibilities

Achieving our Citizenship outcomes requires that we continue fostering an inclusive environment that is open to students, staff and parents from all of our families of schools. Every school has identified a staff member and two students to be their Citizenship representatives to the Division.

Administration has been asked to include Citizenship as a topic for discussion every staff meeting, while Board Office Coordinators continue to provide communication to schools regarding Citizenship opportunities either locally or across the entire Division.

Monitoring Systems

At the end of the 2017-2018 school year, we will be reviewing internal metrics and progress for evidence of:

- Increased work between schools on activities/initiatives to support the Citizenship priority
- A resource, posted to a Citizenship portal, to communicate what individual and Families of Schools are doing
- A larger bank of RIELTalks videos for use by all schools

Student Support Services Plan

Our Student Support Services Department Plan reports on our progress and outlines our goals for outcomes and activities for the initiatives and programs we are pursuing.

Outcome 1: Student Services Initiative

In January 2016 Manitoba Education and Training announced that the Louis Riel School Division would be participating in year one of a Provincial initiative for students with special needs during 2016-2017.

Louis Riel School Division, in partnership with Louis Riel Teachers' Association, Manitoba Teachers' Society and Manitoba Education and Training, started this initiative to engage parents and staff in a more efficient and collaborative process to support students with special needs and to eliminate the current funding application process. This will include an emphasis on planning for inclusion and strength-based supports.

The following eight schools participated in 2016-2017:

- Glenlawn Collegiate
- Collège Béliveau
- École St. Germain
- Windsor School
- Glenwood School
- Samuel Burland School
- H.S. Paul School
- St. George School

Monitoring our Success:

Proactive Information Services Inc. has completed data collection as a formative assessment during our first year implementing the initiative in 8 schools. An executive summary of findings will soon be available and helpful to understand our work thus far.

We successfully completed four planned phases to support implementation.

- Phase I: Exploration, Relationship Building and Creating Readiness
- Phase II: System Consultation, Communication, Proposal Development
- Phase III: Planning for Implementation
- Phase IV: Implementation in eight schools

This has prepared us for a system-wide launch of the LRSD Student Services Initiative in 2017-2018. In year two, our focus is on system wide implementation, LRSD has made engaging in systemic support of schools to implement the initiative a divisional priority including:

- Refining our collaboration and processes to plan for and support student needs at school and Divisional levels
- Engaging in school-based professional learning
- Developing a deeper understanding of how to meet student needs and aligning resources to this purpose

Outcome 2: Enhancing Understanding and Supports for Student Wellbeing

Monitoring Our Success:

Building upon a decade of exploration, development and implementation of strategies to promote positive mental health for students, we have been engaged in the following activities to enhance understanding and supports for student wellbeing.

- Formed a consultative Mental Health and Wellbeing Working Group
- Supported [Safe Talk](#) and [ASIST](#) professional learning
- Developed and articulated a [framework](#) to guide supports to well-being in Louis Riel School Division at school and Divisional levels
- Engaged with the following data sources to inform our practice and future planning:
 - Tell Them From Me (now “Our School”)
 - Mental Health Promotion school based data
 - Collecting participant perspectives in ongoing Leadership Council conversations
 - Referrals to divisional and community supports
- Mental Health Promotion Pilot

The LRSD Student Support Services Department in partnership with the WRHA has developed a [Mental Health Promotion Guide](#) to support school staff in mental health promotion planning for their schools.

The following schools completed the Mental Health Promotion Pilot

- | | |
|-----------------------|-----------------------|
| • St. George School | • Collège Béliveau |
| • Victor Mager School | • Glenlawn Collegiate |

The following schools are in the process of the Mental Health Promotion Pilot:

- | | |
|---------------------------------|------------------------|
| • Island lakes Community School | • Minnetonka School |
| • Victor H.L. Wyatt School | • École Henri-Bergeron |
| • Marion School | • LRATC |

Schools planning to begin the Mental Health Promotion Planning Process in 2017-2018:

- École George-McDowell
- Collège Jeanne-Sauvé
- Windsor School
- Glenwood School
- Samuel Burland School

In 2017-2018 in addition to expanding Mental Health Promotion planning in schools, we plan to:

- Expand Sources of Strength student leadership in schools
- Enhance our framework of supports for student wellbeing including:
 - The addition of Child and Youth Care staff to our Divisional Student Services Team
 - Professional Learning Supports for Staff
 - Trauma-informed practices to support students experiencing trauma
 - Supporting Student Transitions
 - Collaboration with system partners for students requiring multi-agency supports

Outcome 3: Strengthening Student Specific Planning Documentation and Collaboration

Monitoring Our Success:

In 2016-2017 we prepared to transition from the Student Services Records Management System using Microsoft InfoPath to a new Divisional Student Support Services online document management system (Clevr), to improve documentation and communication to support planning for students' additional needs.

We have installed a Divisional Clevr Server and collaborated with Divisional staff to create many new student specific forms to support planning for students requiring student specific planning and documentation.

In addition the following remains our ongoing work in 2017-2018:

- Use of the student profile as a first step in Student Services planning for students
- Implementation of the IEPR form to report on student achievement of IEP goals
- Strengthening IEP planning collaboration with parents and teachers and inclusive education for students requiring student specific planning

Outcome 4: Strengthening EAL Reception Capacity and Newcomer Parent Connection to Schools

Monitoring our Success:

In 2016-2017 we supported school staff in the transition from centralized reception of newcomers to reception in their local catchment schools. In the past, LRSD had a centralized Newcomer Family Reception Centre at the René Deleurme Center. The Division developed the capacity to provide high quality reception services in all schools and greater connection of families to their community schools.

As a result, Divisional EAL itinerant staff has moved from the René Deleurme Center and are supporting newcomer families in their community schools. With the significant increase in refugee families in our school communities, by decentralizing supports, we are providing more direct support to students in their community schools.

The following monitoring activities and assessment data informed our practice and planning:

- Divisional EAL Itinerant Teacher Monthly Meetings and Feedback
- Divisional Initial Reception Form Data (ongoing)
- Referrals to Language and Literacy Programming
- Divisional EAL EASN transitional support schedules
- Neighbourhood Immigrant Settlement Worker contact database (iCare)
- Family engagement in Community Connector Activities

Conclusion

We believe that the Provincial K – 12 Framework for Continuous improvement aligns closely with the frameworks, approaches and priorities that guide our current work in LRSD. There is overlap in many areas of focus; specifically as we see the need to ensure both students and teachers are fully engaged and active contributors in building a culture of collaborative inquiry to improve excellence and equity in our schools.

Guided by our 2016-17 planning document, we look forward to our collective journey ahead and sharing our collective achievements in a public report to the community in October 2017.

Community members interested in details related to the sequence of actions described in the plan are encouraged to consult our website and/or to [contact us](#).

Learn more about LRSD in our [2016-2017 Report to the Community](#)





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