

Annual Report on Framework for Continuous Improvement 2018-2019

Kelsey School Division

October 2019

Link to our website:

<http://www.kelseyschooldivision.com/wp-content/uploads/2015/11/Annual-Report-onContinuous-Improvement.pdf>

School Division Profile

Kelsey School Division is located in The Pas north of the 53rd parallel. We had 1535 students from Kindergarten to Grade 12. 57% of the students are of indigenous background (Metis and First Nations) and 197 students were enrolled in the French Immersion Program.

Many of our families are single parent, low socio-economic background, limited education and many are involved with Child and Family. As a result, students are not ready for school, as indicated by the EDI statistics. The EDI statistics show that 38% of the students are not ready in one or more domains and 22% are not ready in two or more domains. This creates challenges for our teachers trying to reach curriculum outcomes.

Due to the number of children involved with Child and Family, we have a high transiency rate and no consistency within one school division for these students.

Many of our students also have parents who attend programs at University College of the North and when these programs end in May, the families leave because there is no housing for them. Many of these children then do not attend school until they return to us in the fall.

Our student population also includes large numbers of students with mental health issues and drug addiction and there are few resources for these individuals to access in the community. This leaves school counsellors trying to deal with issues that really require the regional health authority to facilitate.

Our senior administrative team consists of the Superintendent and Secretary Treasurer.

Kelsey School Division has 5 full time Principals, 5- ½ time Assistant Principals whose other ½ time is Behaviour Intervention, one full time Assistant Principal, 102.25 classroom teachers, 5.5 Counsellors, 7 Resource Teachers, 15.25 Low Enrollment/Special Needs Teachers, 53.5 Educational Assistants, 2 Speech Language Pathologists provided under a contract basis, 1 Psychologist and 1 Social Worker.

Division Goals 2015-2018

1. Improve Student Attendance

As indicated on the 2016-2017 statistics our schools absentee rate ranged from 34% to 64% for students in Grades 1-8 with at least 18.5 absences. For the school year 2018-2019, we are still not noticing a significant change. We know that for students to achieve success they need to be in school.

Schools in Kelsey School Division use a variety of strategies to encourage attendance in school. Some of the strategies are recognition of students with perfect attendance at assemblies each month, home programming for students who find regular classes hard to attend, daily phone calls, after-school, noon hour clubs, rewards for improved attendance, innovative programming at Mary Duncan and liaising with Opaskwayak Education Authority. We are still looking for more ways to improve attendance, especially at the Early Years level where patterns of attendance are established.

Our biggest area of concern is Kindergarten where absenteeism is increasing. As this is the foundation for the rest of the students' school life, we are hoping to come up with some ways to decrease this trend, one of which is having our Social Worker make connections with the families. We will continue to track how these connections affect the attendance.

2. Improve Communication to Create Effective Community Engagement

Kelsey School Division starts the year by welcoming parents and students into the schools to meet teachers before the first day of classes, to create a positive atmosphere and open the lines of communication. The attendance at these opening day meetings range from 80-100%. The schools also celebrate by having open house, assemblies, awards, open evenings, welcome volunteers from the community and feasts. The schools also put articles in the newspaper, have students visit the radio station, perform around the community and use social media sites. The staff at the schools are also using apps to improve contact with parents. All the schools have their own Facebook pages to let people know what is happening day to day, special occasions and sporting events.

3. To Support Students in their Career Path to Become Knowledgeable Citizens

Schools in Kelsey School Division have students use Career Trek, Take Your Child to Work, Career Cruising, Career Symposium, Young Women’s Conference, College and University Fairs and Scott Bateman work experience to help students learn about career paths and become good citizens.

Provincial Data from 2009-2017

	Grade 3 ELA Assessment	Grade 3 Math Assessment	Grade 3 ELA French Immersion	Grade 3 Math French Immersion	Grade 4 ELA French Immersion
Kelsey Community School	Setting Goals 44.3% meeting Strategies 48.5% meeting Comprehension 45.7% meeting	Pattern 44.3% meeting Equality 25.4% meeting Representing 100 46.8% meeting Mental Math 34.1% meeting			
Ecole Opasquia School	Setting Goals 47.8% meeting Strategies 41.9% meeting Comprehension 32% meeting	Pattern 24.8% meeting Equality 22.7% meeting Representing 100 49.7% meeting Mental Math 36.6% meeting	Setting Goals 78.7% meeting Strategies 66.1% meeting Comprehension 67.2% meeting	Pattern 61.7% meeting Equality 45.4% meeting Representing 100 77% meeting Mental Math 54.6% meeting	Setting Goals 68.8% meeting Strategies 61% meeting Comprehension 70.8% meeting

Ecole Scott Bateman	Grade 8 Reading Comprehension	Grade 7 Math Assessment	
	<p>Understands Key Ideas and Messages – 62.9% meeting French Immersion 76.1% meeting In English 85.9% meeting</p> <p>Interprets Text- 59.1% meeting French Immersion 79.6% meeting In English 83.1% meeting</p> <p>Responds Critically to a Variety of Text – 42.7% meeting French Immersion 66.9% meeting In English 72.3% meeting</p> <p>Writes Expository Text – 42.5% meeting French Immersion 74.6% meeting In English 80.3% meeting</p> <p>Chooses language to impact reader – 38.2% meeting French Immersion 73.2% meeting In English 66.2% meeting</p> <p>Uses Conventions – 37.4% meeting</p>	<p>Fractions – 47.1% meeting French Immersion 52.7% meeting</p> <p>Decimals – 61.8% meeting French Immersion 74.3% meeting</p> <p>Representing – 58.1% meeting French Immersion 61.5% meeting</p> <p>Number Skills 26.1% meeting French Immersion 42.6% meeting</p> <p>Mental Math 31.9% Meeting French Immersion 34.5% meeting</p>	

	French Immersion 67.6% meeting In English 71.8% meeting		
Mary Duncan	Understands Key Ideas and Messages 16.3% meeting Interprets Text 15.3% meeting Responds Critically to a Variety of Text 15.3% meeting Writes Expository Text 12.2% meeting Chooses Language to Impact Reader 13.3% meeting Uses Conventions 13.3% meeting	Fractions 27.4% meeting Decimal Numbers 32.3% meeting Representing 27.4% meeting Number Skills 19.4% meeting Mental Math 17.7% meeting	

	Grade 9 ELA semester 1	Semester 2	Grade 9 Math semester 1	Semester 2	Grade 12 ELA semester 1	Semester 2	Grade 12 Math semester 1	Semester 2
Margaret Barbour Collegiate Institute	RIT 67% pass rate FRA 100% pass rate	ENG 10 90% pass rate LTE 10 73% pass rate	MATH 91% pass rate MAP 83% pass rate	MTA/ MTB 50% pass rate MAT 83% pass rate MAP 83% pass rate	63.9% pass rate in English	72% pass rate in English 100% pass rate in French Immersion	66.7% English 100% French Immersion pass rate Essential math 65.4% English pass PreCalculus 45.5% English	Applied Math 52.2% pass in English Essential Math 55% pass rate in English 81.3% in French Immersion PreCalculus 77.8% pass rate in English
Mary Duncan School					63.5% pass	84% pass	Essential Math 52.3% pass	Essential Math 39.1% pass

From the data cited and data, we have been collecting from school assessments decisions were made to help students improve their skills in the areas below.

Literacy

To help students improve their skills grant money was used for Reading Recovery staff, Professional Development on reading interventions, books, and technology and school wide meetings to discuss interventions and track student learning. Since the fall of 2009, Kelsey School Division data shows that our results are consistently lower than the Provincial levels.

Our two Early Years Schools track Literacy all year so they can plan for student needs, individually, in small groups and whole classrooms. The hope being that by the time the students move on to Middle School the majority of the students are at level (meeting expectations) in all literacy areas. This year the Statistics for French Immersion students provided information to ensure that the schools were meeting those student’s needs.

Addressing gaps as early as possible gives students the skills required to be successful.

Kelsey Community School	November 2018	March 2019	June 2019
	Grade 1		
Reading	50% Above or At Level	65% Above or At level	82% Above or At Level
Writing	55% Above or At level	53% Above or At Level	68% Above or At Level
	Grade 2		
Reading	54% Above or At Level	63% Above or At Level	67% Above or At Level
Writing	69% Above or At Level	59% Above or At Level	54% Above or At Level
	Grade 3		
Reading	63% Above or At Level	65% Above or At Level	67% Above or At Level
Writing	49% Above or At Level	54% Above or At Level	52% Above or At Level
	Grade 4		
Reading	74% Above or At Level	76% Above or At Level	76% Above or At level
Writing	68% Above or At Level	59% Above or At Level	73% Above or At level

	Grade 5		
Reading	75% Above or At Level	73% Above or At Level	77% Above or At Level
Writing	62% Above or At Level	62% Above or At Level	60% Above or At Level

Ecole Opasquia	November 2018	March 2019	June 2019
All Students	Grade 1		
Reading	46% Above or At Level	51% Above or At level	45% Above or At Level
Writing	50% Above or At Level	53% Above or At Level	47% Above or At level
	Grade 2		
Reading	57% Above or At Level	60% Above or At Level	65% Above or At Level
Writing	43% Above or At Level	53% Above or At Level	56% Above or At level
	Grade 3		
	November	March	June
Reading	80% Above or At Level	80% Above or At Level	86% Above or At Level
Writing	74% Above or At Level	76% Above or At Level	82% Above or At Level
	Grade 4		
Reading	75% Above or At Level	78% Above or At Level	71% Above or At Level
Writing	48% Above or At Level	55% Above or At Level	61% Above or At Level
	Grade 5		
Reading	77% Above or At Level	75% Above or At Level	73% Above or At Level
Writing	77% Above or At level	71% Above or At Level	71% Above or At Level
French Immersion (English)			
	Grade 1		
Reading	57% Above or At Level	65% Above or At Level	69% Above or At Level
Writing	68% Above or At Level	76% Above or At Level	64% Above or At Level

	Grade 2		
Reading	68% Above or At Level	68% Above or At Level	79% Above or At Level
Writing	53% Above or At Level	58% Above or At Level	79% Above or At Level
	Grade 3		
Reading	93% Above or At Level	86% Above or At Level	83% Above or At Level
Writing	85% Above or At Level	86% Above or At Level	99% Above or At Level
	Grade 4		
Reading	82% Above or At Level	100% Above or At Level	96% Above or At Level
Writing	52% Above or At Level	60% Above or At Level	77% Above or At Level
	Grade 5		
Reading	100% Above or At Level	100% Above or At Level	100% Above or At Level
Writing	100% At Level	100% Above or At Level	100% Above or At Level

Numeracy

To help students improve their skills the grant money provides for Professional Development in the area of guided math, manipulatives, books for both staff and students, technology and school wide meetings to discuss interventions and track student learning. Our students continue to struggle in the areas of numeracy though Kelsey School Division has seen a 10% increase in scores over the 2009-2016 years. The goal for the two Early Years Schools continues to be that all students go to Middle School at level (meeting expectations). Statistics collected over the school year 2017-2018 did look at French Immersion students separately.

Looking at our local results helped us decide that we will have a division wide Math In-service at the start of the year to ensure that all Math teachers have the skills they require to help the students.

Kelsey Community School	November 2018	March 2019	June 2019
	Grade 1		

Math	71% At Level	77% Above or At Level	73% Above or At Level
	Grade 2		
Math	77% Above or At Level	79% Above or At Level	75% Above or At Level
	Grade 3		
Math	60% Above or At Level	62% Above or At Level	40% Above or At Level
	Grade 4		
Math	64% Above or At Level	64% Above or At Level	69% Above or At Level
	Grade 5		
Math	60% Above or At Level	67% Above or At Level	63% Above or At Level

Ecole Opasquia	November 2018	March 2019	June 2019
All Students	Grade 1		
Math	57% Above or At Level	57% Above or At Level	57% Above or At Level
	Grade 2		
Math	56% Above or At Level	60% Above or At Level	64% Above or At Level
	Grade 3		
Math	80% Above or At Level	87% Above or At Level	84% Above or At Level
	Grade 4		
Math	79% Above or At Level	77% Above or At Level	78% Above or At Level
	Grade 5		
Math	80% Above or At Level	77% Above or At Level	71% Above or At Level
French Immersion	Grade 1		
Math	70% Above or At Level	77% Above or At Level	75% Above or At Level
	Grade 2		
Math	89% Above or At Level	90% Above or At Level	85% Above or At Level
	Grade 3		

Math	78% Above or At Level	100% Above or At Level	100% Above or At Level
	Grade 4		
Math	100% Above or At Level	96% Above or At Level	90% Above or At Level
	Grade 5		
Math	95% Above or At Level	100% Above or At Level	100% Above or At Level

AAA

In Kelsey School Division, 57% of student's have declared Aboriginal Status for the year 2018-2019. Our Aboriginal students are similar to the Province in that they are not as proficient as their non-Aboriginal peers are. The Grade 3 and 4 Assessment shows that though there has been growth between 2009-2017 it is still below the non-Aboriginal level and below the Provincial level. However, the gap is shrinking and by Grade 12 Applied Mathematics, students are ahead of their peers. In English Language Arts, students at Middle School are only 2% below their peers. All grant money goes to staff costs to assist the students. However, schools have been purchasing literature that has more of an Aboriginal focus. Elders come to the schools to connect with the students. The goal is that Aboriginal students will have exactly the same results as their non-Aboriginal peers. One of our schools is also offering Cree Language classes for the community and has a traditional teepee that is used for traditional teachings and a better understanding of Indigenous culture. Another school has a smudge room that is open to all staff and students in the Division and is used for traditional teachings and family counselling.

EAL

Kelsey School Division had twenty-two EAL designated students last school year. Eighteen of these students were at Early Years, two at Middle School and two at the High School. At Middle School and High School, the student works one on one on their conversational skills and with their reading. At the Middle School and High School, a Resource Teacher taught improving skills. At the Early Years School, the students are in their own reading group and receive Resource support using games to help build vocabulary and language. Grant money provides resources that individual students require.

Issues that still need to be addressed or are trying to be addressed:

1. The loss of learning over the summer. To help address this issue Kelsey Community School runs a Math and Literacy Camp for the last two weeks of the summer but unfortunately, not all the students who could benefit are able to attend. This also does not address the needs of the other Early Years School. Funding to increase access for more students would be helpful.
2. Students in care continue to be an issue not only because of Transiency but also because of poor attendance. Next year we will have two Social Workers to help address these issues.
3. University College of the North students whose classes finish before the school year take their children home and some do not go to school in their home communities. Some of these programs ran longer this year and this helped alleviate the issue.
4. How the semester system affects students in the high school? For next year the High School is going to run a program that sees students who have struggled at school have two teachers who will be dedicated to teaching them core subjects all year. This high school program had some success in its first year. However, the program will undergo some changes- so that we provide for these students' needs. The issue here is filling in the gaps that have developed due to poor attendance.
5. High School students do not see the importance of the Provincial exams. This is evident in Second Semester when the goal appears to be just to get a credit so they can graduate.
6. Aboriginal students who are still not meeting expectations. The schools are including material that is more relevant, elders, smudge room and working with Opaskwayak Education Authority and this will be ongoing.

Sustainable Development

All schools are working towards being more sustainable in all five areas but are still at the awareness level. All schools and the Division have policies in place; however, these still need to align with sustainable development practices. Composting is taking place at the Grade 3 level with limited success due to the large amounts of moisture in the community. Many teachers are now realizing that what they do in their classrooms on a daily basis fits the definition of sustainable development.

The Divisions' Sustainable Development Committee designated a week for outside classroom learning again this year. Thanks to last years success we had more classes going outside during the year as teachers see the benefits of learning taking place away from the classroom.

Graduation Rate

Margaret Barbour Collegiate 65% of registered Grade 12 students from September 30th EIS numbers graduated which is an increase of 5%. Of the 74 graduates 64 were 4-year graduates, 5 were 5-year graduates, 1 6-year graduate, 1 7 year mature diploma, 1 received French Immersion diplomas, 3 French Immersion Certificates, 3 received school leaving certificates, 5 Technical Vocational diplomas and 46% of the graduates had declared Aboriginal status.