

Annual Report on Framework for Continuous Improvement 2017-2018

Kelsey School Division

October 2018

Link to our website:

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

School Division Profile

Kelsey School Division is located in The Pas north of the 53rd parallel. We had 1567 students from Kindergarten to Grade 12. 59% of the students are of indigenous background (Metis and First Nations) and 211 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, 52 Educational Assistants, 2 Speech Language Pathologists provided under a contract basis, 1 Psychologist and a Student Services Coordinator.

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. 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, evening programming for students who find regular classes hard to attend, daily phone calls, after-school, noon hour club, 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.

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.

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 Pre- Calculus 45.5% English	Applied Math 52.2% pass in English Essential Math 55% pass rate in English 81.3% in French Immersion Pre- Calculus 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 above 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 the student’s needs.

Kelsey Community School	November 2017	March 2018	June 2018
	Grade 1		
Reading	35% Above or At Level	44% Above or At level	56% Above or At Level
Writing	33% Above or At level	43% Above or At Level	46% Above or At Level
	Grade 2		
Reading	47% Above or At Level	60% Above or At Level	64% Above or At Level
Writing	56% Above or At Level	65% Above or At Level	71% Above or At Level
	Grade 3		
Reading	60% Above or At Level	60% Above or At Level	72% Above or At Level
Writing	56% Above or At Level	56% Above or At Level	62% Above or At Level
	Grade 4		
Reading	70% Above or At Level	78% Above or At Level	79% Above or At level
Writing	52% Above or At Level	50% Above or At Level	64% Above or At level
	Grade 5		
Reading	81% Above or At Level	80% Above or At Level	75% Above or At Level
Writing	70% Above or At Level	69% Above or At Level	66% Above or At Level

Ecole Opasquia	November 2017	March 2018	June 2018
All Students	Grade 1		
Reading	54% Above or At Level	51% Above or At level	58% Above or At Level
Writing	54% Above or At Level	56% Above or At Level	60% Above or At level
	Grade 2		
Reading	60% Above or At Level	69% Above or At Level	66% Above or At Level
Writing	55% Above or At Level	60% Above or At Level	63% Above or At level
	Grade 3		
	November	March	June
Reading	67% Above or At Level	70% Above or At Level	80% Above or At Level
Writing	57% Above or At Level	66% Above or At Level	62% Above or At Level
	Grade 4		
Reading	70% Above or At Level	76% Above or At Level	70% Above or At Level
Writing	64% Above or At Level	60% Above or At Level	69% Above or At Level
	Grade 5		
Reading	58% Above or At Level	73% Above or At Level	67% Above or At Level
Writing	43% Above or At level	66% Above or At Level	62% Above or At Level
French Immersion (English)			
	Grade 1		
Reading	63% Above or At Level	58% Above or At Level	74% Above or At Level
Writing	63% Above or At Level	63% Above or At Level	90% Above or At Level
	Grade 2		
Reading	72% Above or At Level	81% Above or At Level	56% Above or At Level
Writing	61% Above or At Level	69% Above or At Level	50% Above or At Level
	Grade 3		
Reading	65% Above or At Level	96% Above or At Level	92% Above or At Level
Writing	69% Above or At Level	92% Above or At Level	90% Above or At Level
	Grade 4		

Reading	91% Above or At Level	100% Above or At Level	93% Above or At Level
Writing	93% Above or At Level	100% Above or At Level	93% Above or At Level
	Grade 5		
Reading	74% Above or At Level	95% Above or At Level	84% Above or At Level
Writing	42% At Level	74% Above or At Level	74% 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.

Kelsey Community School	November 2017	March 2018	June 2018
	Grade 1		
Math	61% At Level	73% Above or At Level	77% Above or At Level
	Grade 2		
Math	61% Above or At Level	82% Above or At Level	72% Above or At Level
	Grade 3		
Math	53% Above or At Level	63% Above or At Level	67% Above or At Level
	Grade 4		
Math	70% Above or At Level	64% Above or At Level	71% Above or At Level
	Grade 5		
Math	68% Above or At Level	70% Above or At Level	69% Above or At Level

Ecole Opasquia	November 2017	March 2018	June 2018
All Students	Grade 1		
Math	66% Above or At Level	66% Above or At Level	63% Above or At Level
	Grade 2		
Math	65% Above or At Level	69% Above or At Level	74% Above or At Level
	Grade 3		
Math	73% Above or At Level	83% Above or At Level	73% Above or At Level
	Grade 4		
Math	78% Above or At Level	83% Above or At Level	75% Above or At Level
	Grade 5		
Math	72% Above or At Level	67% Above or At Level	66% Above or At Level
French Immersion	Grade 1		
Math	68% Above or At Level	84% Above or At Level	94% Above or At Level
	Grade 2		
Math	94% Above or At Level	88% Above or At Level	88% Above or At Level
	Grade 3		
Math	81% Above or At Level	86% Above or At Level	92% Above or At Level
	Grade 4		
Math	93% Above or At Level	100% Above or At Level	87% Above or At Level
	Grade 5		
Math	84% Above or At Level	74% Above or At Level	76% Above or At Level

AAA

In Kelsey School Division, 59% of student's have declared Aboriginal Status for the year 2017-2018. 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.

EAL

Kelsey School Division had twenty-one EAL designated students last school year. Eighteen of these students were at Early Years, one 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.
2. Students in care continue to be an issue not only because of Transiency but also because of poor attendance.
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.
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.
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- more relevant material, elders, smudge room and working with Opaskwayak Education Authority.

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. Many teachers learned that their lessons can be effectively taught outside the classroom.



Graduation Rate

Margaret Barbour Collegiate 60% of registered Grade 12 students from September 30th EIS numbers graduated. Of the 76 graduates 62 were 4-year graduates, 10 were 5-year graduates, 1 was a 3- year graduate, 3 received French Immersion diplomas, 2 received school leaving certificates, 1 was a Rotary Exchange student and 14% of the graduates had declared Aboriginal status.