

K-12 FRAMEWORK FOR CONTINUOUS IMPROVEMENT

WINNIPEG SCHOOL DIVISION
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REPORT 2017-2018 / PLAN 2018-2019

Table of Contents

EXECUTIVE SUMMARY	3
PLANNING	5
Broad Priorities	5
Strategic Priorities	5
Key Performance Indicators	6
1. Students	6
2. Learning Outcomes	6
3. Addressing Barriers to Learning	6
4. Employees	6
5. Fiscal Responsibility	6
6. Communications and Partnerships with Community	6
7. Sustainability	6
Plan Requirements	7
REPORTING	8
Overview	8
ANNUAL REPORT ON CONTINUOUS IMPROVEMENT	8
1. WSD Profile	8
a. Overview	8
➤ Demographic	8
➤ Geographic	9
➤ Equity	10
➤ Strengths	10
➤ Challenges	10
b. Senior Administration Team	11
c. Division Staffing Profile	11
➤ Grant Supported Positions	11
d. Student Population	12
e. Sustainable Development	12
1. Division website links	12
2. Report on Data – Learning Outcomes	12
❖ Grade 3 Provincial Assessment	13
- Reading	13
- Numeracy	13
❖ Grade 9 Successful Credit Attainment	14
- ELA	14
- Numeracy	14

❖ <i>High School Graduation and Course completion rates</i>	15
❖ <i>K-12 French Immersion</i>	16
- Enrollment Trends	16
- Outcomes	16
3. Reporting on Grants.....	16
<i>a. Aboriginal Academic Achievement (AAA)</i>	16
<i>b. Literacy and Numeracy</i>	16
4. Financial Declaration	17
5. Education for Sustainable Development	18
ANNUAL PLAN FOR CONTINUOUS IMPROVEMENT	19
1. Process – Establishment of Measurable Targets	19
2. Supports/Direction for Professional Growth.....	22
CONCLUSION	23

EXECUTIVE SUMMARY

Overview

Established in 1871, Winnipeg School Division (WSD) is Manitoba's most culturally and socio-economically diverse school division in the Province. It is also Manitoba's first and largest division, with 78 schools and more than 33,000 students from nursery to Grade 12, and nearly 6,000 staff.

For the fiscal year 2016-2017 the total budget for the Division was \$396 million with 61% of that coming from the Province of Manitoba, 37% from property taxes and about 2% from other sources. The largest expenditures are for instruction (52.7%), student support services (23.2%) and operations and maintenance (12.5%).

Roughly 25% of the student population living with their parents are immigrants and over 23% are Indigenous, the largest percentage in Winnipeg. The Division has a high concentration of low-income households. Of the 78 schools in the Division, 17 had an average income below \$40,000 and 24 had income below \$50,000.

The Environment

New competencies will be required for future graduates to succeed in an economy increasingly focussed on knowledge. Mastery of math, literacy and problem-solving skills will be necessary to find employment in STEM fields (science, technology, engineering and math).

Stakeholder expectations are that schools will prepare students for the changing environment and career opportunities while also operating sustainably. There is increased awareness of cultural, equity and economic differences and the need to incorporate programs to address these challenges to learning.

Purpose

Winnipeg School Division provides a learning environment that fosters the growth of each student's potential and provides equitable opportunity to develop the knowledge, skills, and values necessary for meaningful participation in a global and diverse society.

Vision

Our vision is for current and future people learning and working within Winnipeg School Division to be engaged, confident, inspired, and successful learners.

Strategic Priorities

- Students
- Learning Outcomes
- Addressing Barriers to Learning
- Employees
- Fiscal Responsibility
- Communications and Partnerships with Community
- Sustainability

WSD Planning and Reporting Framework

The Winnipeg School Division's planning and reporting processes provide important data on student achievements and educational outcomes. Following Manitoba's K-12 Framework for Continuous Improvement ("Framework") it ensures coherence, capacity building, data-informed decision making and shared responsibility for student achievement. The Framework's specific requirements are to ensure:

- that accountability is embedded in planning and reporting to ensure high levels of academic achievement in literacy and numeracy for all students;

- disaggregated student achievement data (provided by the Department) is examined and analyzed to understand better trends and patterns to inform instruction and develop appropriate supports for all students;
- literacy and numeracy is established as a priority;
- planning and reporting is incorporated for all grants; and
- continuous assessment, monitoring and reporting of progress is done in relation to WSD's identified targets and Provincial mandates.

Based on the Strategic Plan, and the Planning and Reporting Framework, the following comprehensive document has been developed to ensure the continued success of WSD students and staff.

PLANNING

Broad Priorities

The Winnipeg School Division believes school division planning is important because it aligns goals with planned actions. Working jointly with other school divisions and education partners, WSD helped to develop this Framework, whereby the following priorities were developed:

- Increasing student achievement in literacy and numeracy, especially with regard to Aboriginal students;
- Four broad Kindergarten to Grade 12 areas:
 - 1) **High Levels of Achievement** – is our expectation for **all** students, reflecting their individualized programming both in terms of academic achievement and other domains. Reaching high levels of achievement will look different for each student depending on their circumstances, abilities and needs (e.g. students with special needs).
 - 2) **Equity and Inclusion** – are foundational to support the uniqueness and diversity of all students, respecting their backgrounds and/or personal circumstances, so that they can be successful. Application of these principles is essential for the education system and must be integrated into all policies, programs, operations and practices.
 - 3) **Citizenship, Sustainability and Wellbeing** – are essential to ensure that all students are prepared in their role as global citizens who are sensitive to and have respect for other cultures and are prepared for active involvement in addressing issues of economic, social-cultural, and environmental sustainability. The cognitive, emotional, social and physical (and for some, spiritual) domains of wellbeing must be supported to meet the conditions needed for students to learn, grow and develop a positive sense of self.
 - 4) **Public Engagement** – is fundamental to ensure parents, education partners and communities have the opportunity to learn, be heard, share perspectives and participate in decisions around education.

Strategic Priorities

In addition to the four broad priorities listed above, Winnipeg School Division's strategic priorities reflect the **local community**. These strategic priorities guide decision-making by WSD trustees, administrators, teachers, and staff.

- **Students** – *To provide robust and comprehensive education, equitable access, diverse opportunity, and a supportive learning environment for all students to help them prepare for their journey with values of learning and social justice, and to be responsible community members.*
- **Learning Outcomes** – *To further improve school attendance, achievements and graduation rates through the exploration of additional programs and strategies.*
- **Addressing Barriers to Learning** – *To further develop initiatives and innovative approaches addressing individual student needs and accessibility requirements, mental health issues, childcare needs, and nutritional needs.*
- **Employees** – *To retain, attract and develop our valued staff who are dedicated to the vision, purpose, values, and Principles of Learning of Winnipeg School Division, and reflect community diversity.*
- **Fiscal Responsibility** – *To provide responsible management of tax dollars and resources to ensure long-term fiscal sustainability and accountability of the programs, facilities, and services that we provide.*
- **Communications and Partnerships with Community** – *To further develop communications and partnerships with the communities we serve, parents, families, government, businesses, health and social service agencies, Indigenous education, other community organizations, and our valued volunteers.*
- **Sustainability** – *To strengthen and enhance sustainable development initiatives that address environmental, social, and economic issues.*

Note: In the first 18 months of the Strategic Plan 2016-2020, WSD has shown good progress and action has started on all 34 strategies within the 7 Strategic Priority Areas of the Plan.

Key Performance Indicators

Winnipeg School Division has developed a group of key performance indicators (KPIs) that align with our strategic priorities. In addition, the Administration tracks and measures a range of quantitative and qualitative indicators to assess the effectiveness of our operations and programs. The following KPIs correspond to the key strategic areas.

1. Students

- Student achievement and performance locally, provincially, and nationally.
- Satisfaction and well-being survey of students and parents.
- Percentage of students at grade-level in literacy and math.

2. Learning Outcomes

- Percentage of students attending school 90% of the time
- High school graduation and course completion rates.

3. Addressing Barriers to Learning

- Programs / initiatives to address accessibility, equity and social well-being.
- Stability and mobility of children and families.

4. Employees

- Rate of employee retention / turnover (%)
- Diversity of school division staff – Equity Report (employee self-declaration)
- Comprehensive Employee Engagement Strategy
- Promote leadership opportunities

5. Fiscal Responsibility

- Financial plans and results (annual budgets, annual reports, and audited financial statements)
- Cost savings achieved in current year.
- Budget to actual expenses (% variance).
- Percentage of funding allocated directly to schools compared to division administration.

6. Communications and Partnerships with Community

- Number of partnerships developed that support the objectives of the strategic plan
- Number of student placements for career and life skill development
- Staff providing volunteer hours in the community and number of volunteers working in the school division
- Number of joint services with community organizations

7. Sustainability

- Carbon footprint of WSD operations.
- Water and energy consumption, volume of recycling
- Programs and initiatives that address the Education for Sustainable Development plan through the five lenses of sustainability.
- Use of low emitting materials in all operations.

Plan Requirements

To address the goals of high levels of academic achievement in literacy and numeracy, especially with regard to Aboriginal students, and plan for English, French Immersion and Francais programs, the Winnipeg School Division Plan includes the following elements:

A. Plan details

- There are clear outcomes with specific success criteria established;
- Details of the sequence of actions and timelines are applied to the plan;
- Roles and responsibilities are outlined (i.e. who will do what, when, and how); and
- Monitoring systems that are in place to help assess the progress, determine corrective courses of action as necessary, and identify the benchmarks.

B. Targets

- Using Provincial baseline data (in literacy and numeracy), WSD will work on setting realistic and measurable targets for all students and all languages of instruction, including specific planning for the Literacy and Numeracy grant;
- Specific planning for the Aboriginal Academic Achievement (AAA) grant, with a minimum of 50% used for addressing academic achievement in literacy and numeracy; and
- Specific planning for the English as an Additional Language (EAL) grant.

C. Grants

- Utilization of the Career Development initiative;
- Utilization of the Technology Education program funding;
- Utilization of the Learning to Age 18 Coordinator; and
- Utilization of the Early Childhood Development initiative.

D. French Language

- Utilization of the French Language Review to inform planning.

E. Instructional Leadership

- An implementation plan for enhancing instructional leadership.

F. Stakeholder involvement

- Consultation with stakeholders in the development of the WSD plan. Include the Roles and Responsibilities – Planning, for the Department and WSD.

REPORTING

Overview

The Winnipeg School Division collects and analyzes student achievement data to inform and guide the division in instructional practice and school division planning and reporting. The reporting process also establishes consistency among school divisions regarding the student achievement data and statistics so that targets can be set to ensure continuous improvement. This information is formalized in the *Annual Report on Continuous Improvement*.

This report communicates Winnipeg School Division’s progress related to high levels of academic achievement in literacy and numeracy, especially with regard to Aboriginal students, and English, French Immersion and Francais programs.

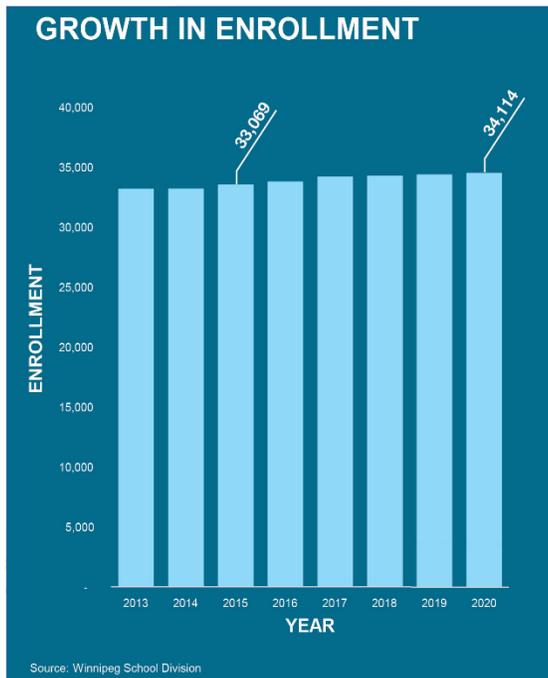
ANNUAL REPORT ON CONTINUOUS IMPROVEMENT

1. WSD Profile

Winnipeg School Division is Winnipeg’s most culturally and socio-economically diverse division. Winnipeg School Division plays a leading role in education in the City of Winnipeg and the Province of Manitoba. There are 78 schools in WSD and the highest student population in Winnipeg, with more than 33,000 students from Nursery through Grade 12.

a. Overview

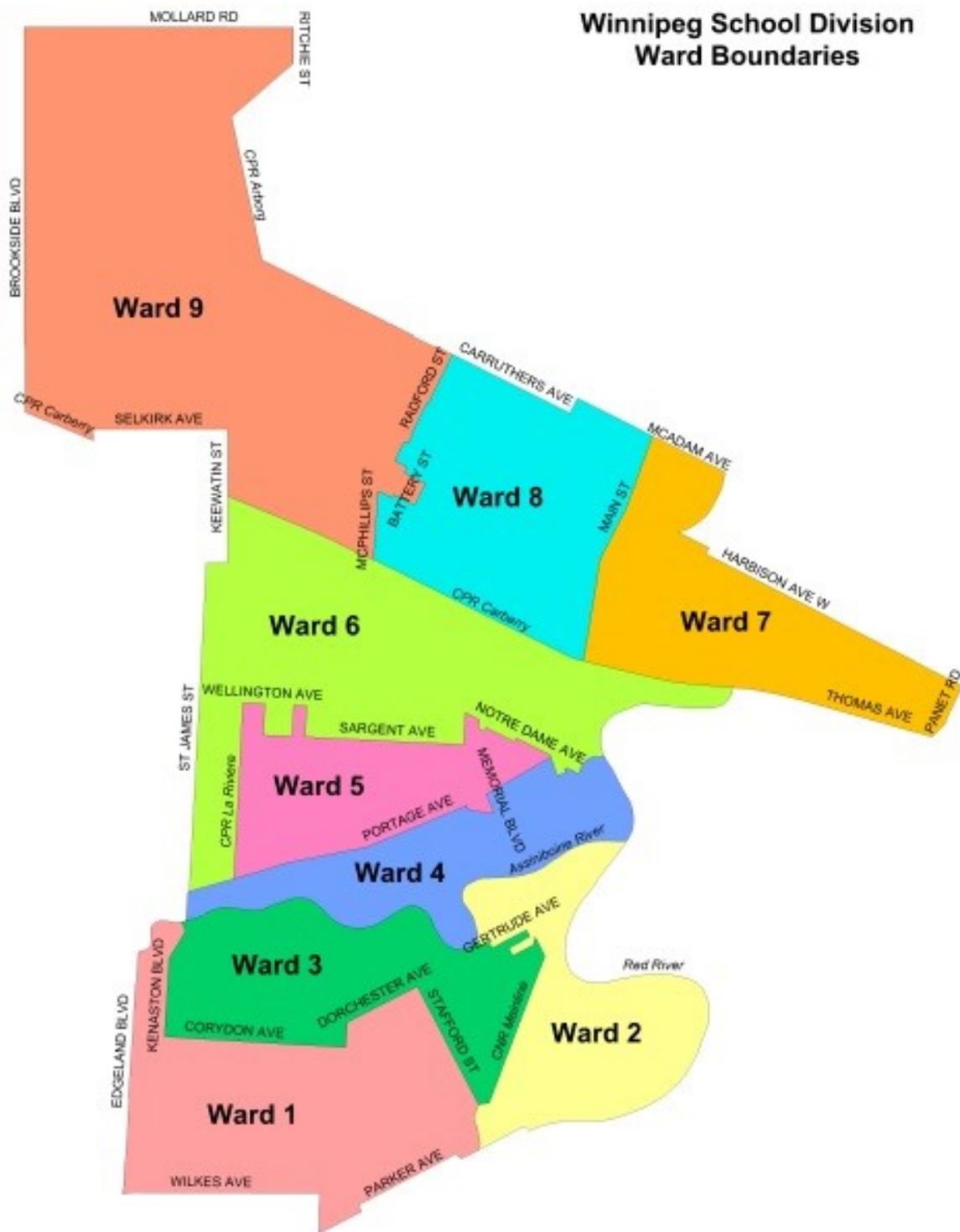
➤ Demographic



- Growth in enrollment in Winnipeg School Division is expected to increase through 2020 to over 34,000 students.
- Nearly one-quarter of Winnipeg School Division students living with their parents are recent immigrants. English and another language are spoken in the homes of 37% of students.
- WSD has approximately 7,000 students who are newcomers and refugees to Canada. WSD is proactive with various organizations to provide services for newcomers such as counseling, referrals, vision and hearing testing, and increasing language proficiency.
- Winnipeg School Division has the highest percentage of Indigenous students in Winnipeg, representing over 23% of students.

➤ Geographic

As the map illustrates, WSD has 9 Wards covering a large part of Winnipeg.



➤ Equity

In 2016-2017 the Winnipeg School Division revised specific policies and introduced programming to reflect accurately its priorities, values, purpose and vision. These policies and programs were introduced this year to ensure a positive learning environment that respects the intrinsic value of each student with an underpinning of social justice, inclusiveness, and a safe environment; a robust and challenging curriculum, well-trained staff, adequate technology, and equitable access to learning opportunities; and provide students opportunities and educational means to develop their own skills, talents, and life plan.

Four important new policies were passed that enhance social justice inclusiveness and a safe environment:

- **The Human Rights Policy** demonstrates the Division's commitment to creating and maintaining an environment in which students, parents and employees are aware of and respect the rights and human dignity of others.
- **Diversity and Equity Education Policy** commits the Division to an educational philosophy that recognizes the fundamental equality of people of all origins, abilities, gender identity, sexual orientation, age, ethnic origin, ancestry, culture, socio-economic background or status, religion or spirituality, family status, mental and physical abilities, physical features including body size and shape, intelligence or ability, learning preferences, ancestry or place of birth, first language or mother tongue.
- **Safe and Caring Policy – Trans and Gender Diverse Students and staff** commits to providing learning opportunities, dignity, respect and equity for all including trans and gender diverse students and staff.
- **Right to Participate Policy** was created in regard to student activities and supplemental school fees to ensure that no student is excluded from participating in activities based on their ability to pay supplemental school fees.

➤ Strengths

Winnipeg School Division has many success stories of our students, leading examples of innovation and technology, and many amazing teachers, administrators, and staff dedicated to serving our children everyday. WSD continues to be committed to improving graduation rates. Through student services programs that promote healthy minds, the Aboriginal Graduation Program and many other initiatives, we are seeing more and more young people thrive in our schools and achieve their diplomas. We are also welcoming more newcomers and refugees to our division every year and are thankful for the diversity and multiculturalism that we enjoy among our students and staff.

Partnerships are a key foundation for Winnipeg School Division and we are grateful for the many community, provincial and federal organizations who work with us throughout the year. It is because of these commitments to each other that we are able to deliver on our promise of a learning environment that fosters the growth of each student's potential and provide equitable opportunity to develop the knowledge, skills and values necessary for meaningful participation in a global and diverse society.

➤ Challenges

One of the barriers to learning is the stability and mobility of children and families. The data collected at the elementary and secondary levels has shown a slight improvement in stability and mobility over the past three years. Demographics also show:

- an increasing number of children are in care or are known to CFS
- there is an increased number of children entering school with emotional challenges and
- it is very difficult to find trained teachers to staff French Immersion / Indigenous programs.

b. Senior Administration Team

Chief Superintendent/Chief Executive Officer
Superintendent of Planning and System Services
Superintendent of Education Services - Curriculum and Learning Innovation
Superintendent of Education Services - Equity and Diversity, Inclusive Education
Director of Enrichment and Science
Director of Assessment and Instruction
Director of Aboriginal Education and Newcomer Services
Director of Career Education
Director of Student Services
Director of Research, Planning and Technology Services
Director of Buildings
Secretary-Treasurer/Chief Financial Officer
Assistant Secretary-Treasurer/Director of Finance
Chief Human Resources Officer

c. Division Staffing Profile

DIVISION STAFFING PROFILE	
FULL-TIME EQUIVALENTS	NO.
Principals	80
Vice-principals	64
Teachers	1,874
Counsellors	58
Resource teachers	42
Teachers supporting special needs low-enrolment classes	143
Educational assistants	1,166
Speech language pathologists	20
Reading clinicians	8
Occupational therapists	0
Physiotherapists	0
Psychologists	27
Social workers	31
Other professional staff – Clinical Support Services Area Service Directors	6
Consultants	18
Total staff	7,165

➤ Grant Supported Positions

- Aboriginal Education Consultants (Aboriginal Academic Achievement Grant) - 1.0 position
- Aboriginal Academic Achievement Support Teachers (Aboriginal Academic Achievement Grant) - 4.0 positions
- Indigenous Programming Support Teacher (Aboriginal Academic Achievement Grant) - 4.0 positions
- Career Education Support Teachers (Career Education Grant) - 1.50 positions
- Learning to 18 Support Teacher (Learning to 18 Grant) - 1.0 position
- Literacy Intervention Support Teachers (Aboriginal Academic Achievement Grant) - 5.0 positions
- Mathematics Support Teacher (Early Literacy/Numeracy Initiative) - 1.0 position
- Reading Recovery Teacher Leaders (Early Literacy/Numeracy Initiative) - 2.70 positions
- Reading Recovery Teachers - 19.98 positions.

d. *Student Population*

Disaggregation	No. of Students	Percentage of Student Population
Total Number of Students	33,249	100.0%
English as an Additional Language (EAL)	6,967	21.0%
Self-declared Aboriginal	7,914	23.8%
Other Information:		
Students in Language Programs comprised of:	4,688	14.1%
- <i>French Immersion</i>	4,304	12.9%
- <i>Late French Immersion</i>	82	0.2%
- <i>Hebrew</i>	205	0.6%
- <i>Ukrainian</i>	63	0.2%
- <i>Spanish</i>	18	0.1%
- <i>Ojibway</i>	10	.03%
- <i>Cree</i>	6	.02%
Balance of students	13,680	41.1%

e. *Sustainable Development*

WSD is providing leadership in programs and initiatives that address sustainable development by avoidance of CO₂ emissions (43.7 tonnes since 2003), reducing water consumption (by 49% since 2002), using low emitting materials and products throughout WSD, and ongoing upgrades of building systems that will further reduce our carbon footprint.

Education for Sustainable Development	No. of Schools
Number of schools in the division	78
Number of schools with an ESD plan	78

1. *Division website links*

➤ WSD website:

<https://www.winnipegssd.ca>

➤ WSD 2016-2017 Annual Report to the Community:

<https://www.winnipegssd.ca/About%20WSD/annual-report/Pages/default.aspx>

➤ WSD Strategic Plan 2016-2020:

<https://www.winnipegssd.ca/About%20WSD/Pages/Strategic-Plan-2016-2020.aspx>

2. *Report on Data – Learning Outcomes*

Literacy and Numeracy promotes 4 C Learning (critical thinking, curiosity, communication, and collaboration). This is achieved through the Science, Technology, Engineering, Arts, Mathematics (STEAM) Programs, Innovative Teaching and Learning Leaders Program, Makerspace, and other school-based initiatives. WSD is building on existing initiatives to expand implementation. The following data shows that good progress is being made over the past several years but more work is still needed to ensure consistency across the Division.

❖ Grade 3 Provincial Assessment

- Reading – Percentage of students who met expectations in all three Reading sub-competencies:

ELA – GRADE 3 READING					
(in percentages)	Fall 2009 (start)	Fall 2015	Fall 2016	Fall 2017	% Change 2009 to 2017
Provincial	42.6	46.4	47.3	47.2	10.8%
WSD	26.2	33.5	36.9	39.5	50.8%⁽²⁾
Difference ⁽¹⁾	-16.4	-12.9	-10.4	-7.7	
Disaggregation:					
- Girls	29.1	36.1	40	43.3	48.8%
- Boys	23.5	31.2	34.2	35.9	52.8%
- Non-Indigenous	32.4	38.8	42.4	46.4	43.2%
- Indigenous	14.7	23.3	24.3	23.9	62.6%
- Non-EAL	27.1	34.2	38.7	39.6	46.1%
- EAL students	23.5	31.4	31.1	39.1	66.4%
- Non-CFS	26.7	34.2	37.4	40.5	51.7%
- Children in Care	8.7	17.3	26.4	23.5	170.1%⁽³⁾

⁽¹⁾ Fall 2009, the unfavourable gap between the Province and WSD was 16.4%. Fall 2017, the gap between the Province and WSD was 7.7%. The gap decreased by 8.7% over this time period. The closing of the gap indicates an improvement in WSD's student Grade 3 Reading outcomes over the last eight years.

⁽²⁾ WSD's percentage change from 2009 to 2017 showed improved Grade 3 Reading outcomes by over 50%, an increase over the eight years. The Province's change was 10.8%.

⁽³⁾ **The percentage increase from 2009 to 2017 in EAL students and Children in Care reflects the commitment and challenges WSD has in addressing barriers to learning. The literacy programs and initiatives WSD employs are directly related to helping these students.**

- Numeracy – Percentage of students who met expectations in all four Numeracy sub-competencies:

ELA – GRADE 3 NUMERACY					
(in percentages)	Fall 2009 (start)	Fall 2015	Fall 2016	Fall 2017	% Change 2009 to 2017
Provincial	25.9	34.2	34.6	35.2	35.9%
WSD	16.8	33.6	37.6	39.1	132.7%⁽²⁾
Difference ⁽¹⁾	-9.1	-0.6	3	3.9	
Disaggregation:					
- Girls	12.8	31.3	35.1	36.7	186.7%
- Boys	20.6	35.8	39.7	41.3	100.5%
- Non-Indigenous	21.4	38.8	43.5	45.5	112.6%
- Indigenous	8.2	23.6	24.1	24.4	197.6%
- Non-EAL	17.3	32.9	39.2	39.1	126.0%
- EAL students	15	35.8	32.1	39.1	160.7%
- Non-CFS	17.1	34.2	38.2	40	133.9%
- Children in Care	4.3	20	24.1	24.5	469.8%⁽³⁾

⁽¹⁾ Fall 2009, the unfavourable gap between the Province and WSD was 9.1%. Fall 2017, the gap between the Province and WSD was a favourable 3.9%. The gap decreased by 13.0% over this time period. The closing of the gap and results higher than the Province indicates improvement in WSD's student Grade 3 Numeracy outcomes over the last eight years.

⁽²⁾ WSD's percentage change from 2009 to 2017 showed improved Grade 3 Numeracy outcomes by over 132%. A tremendous positive increase over the eight years. The Province's change was much lower at 35.9%.

⁽³⁾ **The percentage increase from 2009 to 2017 in EAL students and Children in Care illustrates the commitment and challenges WSD has in addressing barriers to learning. The Numeracy programs and initiatives WSD employs are directly related to helping these students.**

❖ Grade 9 Successful Credit Attainment

- **ELA** – Percentage of first-time Grade 9 students who attained an English Language Arts (0001/0008/0021) 10F/10E/10M credit by year-end:

ELA – GRADE 9 CREDIT ATTAINMENT					
(in percentages)	2009/2010 (start)	2014/2015	2015/2016	2016/2017	% Change 2009 to 2017
Provincial	88.3	89.3	90.2	89.7	1.6%
WSD	77.4	83.6	85.3	85.1	9.9% ⁽²⁾
Difference ⁽¹⁾	-10.9	-5.7	-4.9	-4.6	
Disaggregation:					
- Girls	78.7	84.6	86.9	85.8	9.0%
- Boys	76.2	82.6	83.7	84.5	10.9%
- Non-Indigenous	84.6	90.7	91.6	92.9	9.8%
- Indigenous	53.6	61.1	64.6	60.6	13.1%
- Non-EAL	76.7	79.4	81.6	80.8	5.3%
- EAL students	80.9	92.4	92.6	92.9	14.8% ⁽³⁾
- Non-CFS	78.7	84.6	86.5	86.4	9.8%
- Children in Care	39.5	56.5	46.4	57.9	46.6% ⁽³⁾

⁽¹⁾ Fall 2009/2010, the unfavourable gap between the Province and WSD was 10.9%. Fall 2016/2017, the gap between the Province and WSD was 4.6%. The gap decreased by 6.3% over this time period. The closing of the gap indicates a significant improvement in WSD's Grade 9 students who were successful in ELA credit attainment.

⁽²⁾ WSD's percentage change from 2009/2010 to 2016/2017 showed improved Grade 9 ELA credit attainment outcomes by almost 10% over the eight years. The Province's change was 1.6% over the same time period.

⁽³⁾ **The percentage increase from 2009/2010 to 2016/2017 in EAL students and Children in Care illustrates the commitment and challenges WSD has in addressing barriers to learning. The literacy programs and initiatives WSD employs are directly related to helping these students.**

- **Numeracy** – Percentage of first-time Grade 9 students who attained a Mathematics (0080) 10F/10E/10L/10M credit by year-end:

MATHEMATICS – GRADE 9 CREDIT ATTAINMENT					
(in percentages)	2009/2010 (start)	2014/2015	2015/2016	2016/2017	% Change 2009 to 2017
Provincial	85.3	87.2	88.3	88	3.2%
WSD	73.7	83.3	83.9	83.9	13.8% ⁽²⁾
Difference ⁽¹⁾	-11.6	-3.9	-4.4	-4.1	
Disaggregation:					
- Girls	72.7	83.9	84.4	84.3	16.0%
- Boys	74.6	82.8	83.4	83.5	11.9%
- Non-Indigenous	82.2	91.7	91.3	91.6	11.4%
- Indigenous	45.5	57.1	59.5	59.5	30.8%
- Non-EAL	72.1	78.2	78.5	79.3	10.0%
- EAL students	81.7	94.1	94.3	92	12.6% ⁽³⁾
- Non-CFS	74.9	84.3	85	85.2	13.8%
- Children in Care	38.2	57.6	47.8	55.8	46.1% ⁽³⁾

⁽¹⁾ Fall 2009/2010, the unfavourable gap between the Province and WSD was 11.6%. Fall 2016/2017, the gap between the Province and WSD was 4.1%. The gap decreased by 7.5% over this time period. The closing of the gap indicates improvement in WSD's Grade 9 students who were successful in Mathematics credit attainment.

⁽²⁾ WSD's percentage change from 2009/2010 to 2016/2017 showed improved Grade 9 Mathematics credit attainment outcomes by almost 14%. A positive increase over the eight years. The Province's change was 3.2% during the same period.

⁽³⁾ **The percentage increase from 2009/2010 to 2016/2017 in EAL students and Children in Care illustrates the commitment and challenges WSD has in addressing barriers to learning.**

❖ *High School Graduation and Course completion rates*

WSD is maintaining and expanding projects and initiatives that demonstrate results in improving attendance and graduate rates. WSD provides a dashboard to help Principals and Teachers to see what's affecting student attendance and graduation rates. Overall, there has been stable attendance with an improving graduation rate.

Percentage of students attending school 90% of the time:

(in percentages)	2014/2015	2015/2016	2016/2017	% Change 2015/2016 to 2016/2017
GRADUATE RATES:		85.6% ⁽¹⁾		
COMPLETION RATES:				
<i>ELA Course Pass Rates:</i>				
- Grade 7	92.4	91.0	93.1	0.8%
- Grade 8	92.0	91.8	90.9	-1.2%
- Grade 9	74.5	76.2	77.2	3.6%
- Grade 10	66.3	68.9	70.9	6.9%
- Grade 11 (literacy focus)	69.8	72.1	74.5	6.7%
- Grade 12 (literacy focus)	91.9	90.9	93.8	2.1%
<i>Math Course Pass Rates:</i>				
- Grade 7	91.6	89.6	92.3	0.8%
- Grade 8	90.1	87.8	87.8	-2.6%
- Grade 9	72.5	74.4	75.6	4.3%
- Grade 10 (pre-calculus)	79.2	81.6	81.6	3.0%
- Grade 11 (pre-calculus)	77.0	80.0	82.9	7.7%
- Grade 12 (pre-calculus)	81.9	83.9	81.6	-0.4%

⁽¹⁾ Until 2016, Manitoba Education and Training published a proxy cohort high school graduation rate, which was the ratio of the total number of graduates reported by high schools at the end of every academic year to the total Grade 9 enrolment in these schools four years prior to the year of graduation. Provincial graduation rates are now calculated by following students from grade 9 for 6 years until graduation from any school division in the Province. WSD is working on better tracking of graduation rates. WSD notes a marked increase in the graduation of Indigenous students.

⁽²⁾ ELA course pass rates have generally trended positively and improved in all grades except Grade 8 from 2014/2015 to 2016/2017. Grades 11 and 12 also have pass rates for comprehensive focus and transactional focus, which have improved for Grade 11 and have decreased for Grade 12.

⁽³⁾ Math course pass rates have generally trended positively and improved in all grades except Grade 8 and Grade 12 from 2014/2015 to 2016/2017. Grades 10, 11 and 12 also have pass rates for essential math and applied math, which have improved for Grades 10 and 11, as well as for applied math in Grade 12, and only slightly declined for essential math in Grade 12.

❖ K-12 French Immersion

- Enrollment Trends

(in numbers)	2014/2015	2015/2016	2016/2017	% Change 2014/2015 to 2016/2017
- Grade 1	542	500	521	-3.87%
- Grade 2	461	515	478	3.69%
- Grade 3	449	442	473	5.35%
- Grade 4	366	418	410	12.02%
- Grade 5	341	344	391	14.66%
- Grade 6	283	325	328	15.90%
- Grade 7	279	276	326	16.85%
- Grade 8	234	273	255	8.97%
- Grade 9	196	201	220	12.24%
- Grade 10	165	184	183	10.91%
- Grade 11	143	160	173	20.98%
- Grade 12	135	142	159	17.78%
	3594	3780	3917	8.99%

- Outcomes

French Language Arts students in Winnipeg School Division continue to perform very well. The division will continue to engage with teachers exploring strategies that have been effective in promoting student success as well as implementing the new French curriculum. The high percentage pass rates are based on Report Card grade of 3 or 4.

3. Reporting on Grants

a. Aboriginal Academic Achievement (AAA)

Through the AAA grant, WSD has made significant progress in implementing Indigenous education initiatives and is continuously developing Indigenous education initiatives. In progress to-date are:

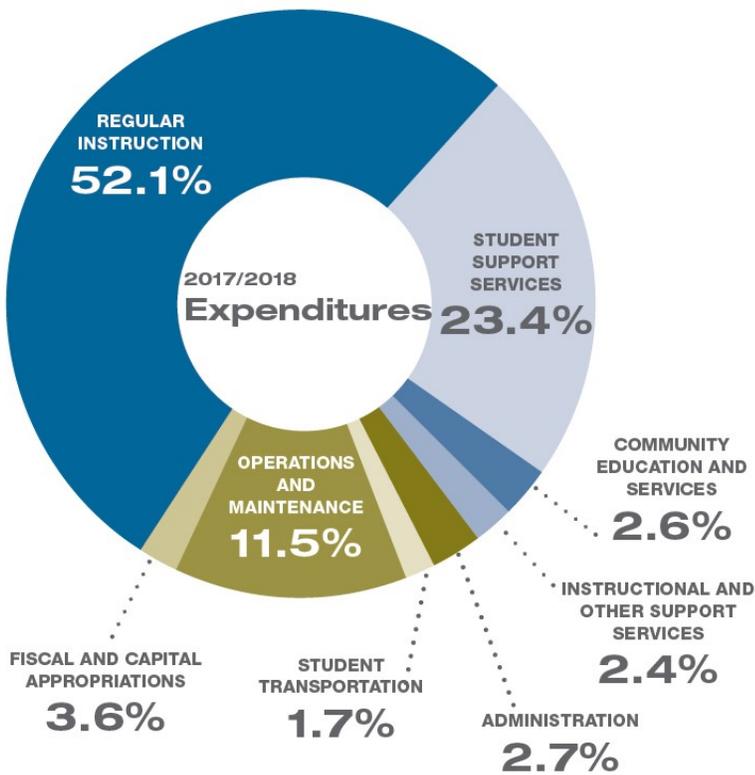
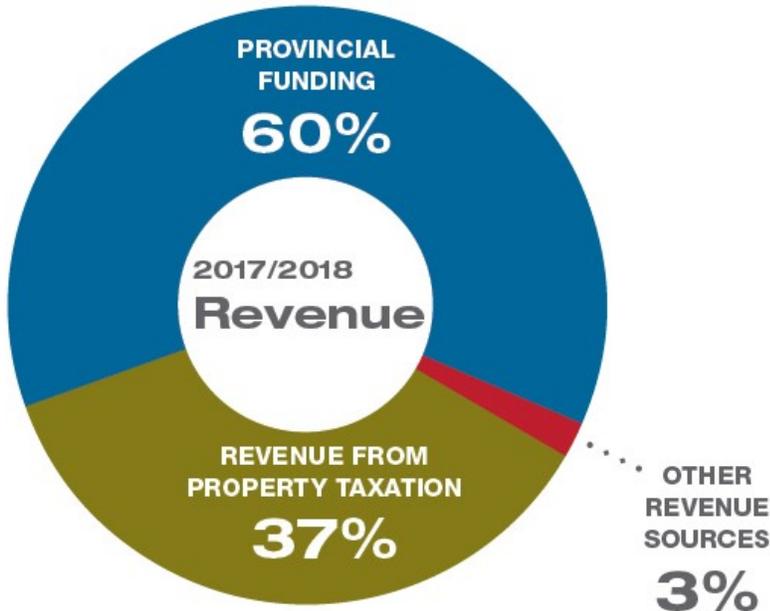
- Indigenous Programming Support Teachers provide professional learning opportunities for Principals, Teachers, Education Assistants, and Community Support Workers.
- Treaty Education Training is provided and supported in the classrooms.
- Grad Coaches in four high schools supported 538 Indigenous students resulting in positive increases in graduate attendance and credit attainment.
- Indigenous Leaders within WSD engage in a Path Exercise to create a 3-4-year Indigenous Education Plan which established seven Action Areas.
- WSD is targeting actions to focus on effectiveness of programs and is reviewing the Indigenous Education Policy.

b. Literacy and Numeracy

- The bulk of this money is used for the Reading Recovery program, a program the Division has offered for many years. The funding covers approximately 23 teaching positions and the Division supplements this amount. Detailed reports with the data for students are provided to the Provincial Government on an annual basis. Please refer to that information.
- The Division also applied a small amount of the funding to provide training in Math for teachers in Grades 5 to 8. The Division continued to work with Kim Langen through the WSD Math Course.

4. Financial Declaration

WSD provides responsible management of tax dollars and resources to ensure long-term fiscal sustainability and accountability of the programs, facilities, and services provided to their community. This includes transparency in the reporting of finances and operations, annual budgets and consultation, implementing long-term capital plans, prioritizing infrastructure renewal, effectively allocating resources, and seeking operational efficiencies.



5. Education for Sustainable Development

- WSD Education for Sustainable Development

<https://www.winnipeg.ca/About%20WSD/sustainabledevelopment/Pages/default.aspx>

ANNUAL PLAN FOR CONTINUOUS IMPROVEMENT

The Winnipeg School Division 2018/2019 Plan is the result of the consolidation of individual school plans or reports and input from Division leaders, consistent with the principles of the 2016-2020 Winnipeg School Division Strategic Plan. All school reports and plans are examined by WSD Senior Administration, and are reviewed with Principals and Vice-Principals during school visits and monthly cluster meetings.

In addition to school specific priorities, Division leaders were asked to consider the following Divisional priorities:

1. **Students** – To provide robust and comprehensive education, equitable access, diverse opportunity and a supportive learning environment for all students to help them prepare for their journey with learning and social justice and to be responsible community members.
2. **Learning outcomes** – To further improve school attendance, achievements and graduation rates through the exploration of additional programs and strategies.
3. **Addressing barriers to learning** – To further develop initiatives and innovative approaches addressing individual student needs and accessibility requirements, mental health issues, childcare needs and nutritional needs.

These items were reviewed by the Chief Superintendent/CEO with all Principals and Vice-Principals in August 2018, with a full-day meeting held at the end of October 2018 to identify specific targets. These discussions (as well as the Cluster meetings) are ongoing.

1. Process – Establishment of Measurable Targets

The Winnipeg School Division is committed to the development of a process for the establishment of measurable targets, at the level of both the school, and the Division as a whole, relative to Divisional and Provincial priorities and assessments. At this time, the following have been identified as key areas requiring attention ***and strategies for addressing them:***

<i>Literacy</i>	<i>Target</i>	<i>Rationale</i>	<i>Strategies</i>
Nursery to Grade 6	Increase the percentage of Grade 3 students who meet expectations in all three reading sub-competencies, with a focus on further closing the gap between WSD data and the provincial benchmark.	Between 2009 and 2017, the gap decreased by 8.7%, with consistent decreases over the last three years. Over the same time period, the WSD percentage change showed improved Grade 3 reading outcomes by over 50%, while the province's change was 10.8%.	Continue to offer support for struggling learners, relevant professional development for teachers and evaluate programs such as Read to Me for effectiveness in improving how students listen, speak, read and write, with an emphasis on vocabulary development and use, fluency and language conventions.

Grades 7 and 8	Increase the percentage of Grade 8 students who meet mid-grade expectations in all three sub-competencies in reading comprehension and expository writing.		Continue to support teachers in using data to plan for learning.
Grades 9 to 12	Increasing the number of age appropriate grade 9 students who are successful, in their first attempt, in earning an English Language Arts (0001/0008/0021 – 10F/10E/10M) credit by year end with a focus on narrowing the gap between WSD data and the provincial benchmark.	Between 2009 and 2017, the gap decreased by 6.3%, while the overall success rate in the WSD increased by almost 10% in that time.	Continue to support literacy programs and initiatives supporting all students, with an emphasis on increasing achievement levels of Indigenous and EAL students, and children in care.
	Increasing the average score received on the Grade 12 English Language Provincial Standards Test, with a goal of meeting or exceeding the provincial average.	Since 2009, WSD data has hovered just slightly below the provincial average with the gap being just 1.8%.	The marker training and specific supports for data analysis will continue.

Numeracy	Target	Rationale	Strategies
Nursery to Grade 6	Increase the percentage of Grade 3 students who meet expectations in all four numeracy sub-competencies.	Between 2009 and 2017, the WSD has closed the gap, and surpassed the provincial benchmark. The disaggregated data shows tremendous growth in all demographics, reflective of the divisional commitment to supporting all students in numeracy development.	Continue to offer support for struggling learners, relevant professional development for teachers and evaluate current programs and initiatives for effectiveness in improving how students' understanding of representations of, and operations on, number, including mental mathematics.

Grades 7 and 8	Increase the percentage of Grade 7 students who meet mid-grade expectations in all five sub-competencies in number sense and number skills.		Continue to support teachers in using data to plan for learning, developing outcome based assessment and bridging the gap between elementary and secondary mathematics.
Grades 9 to 12	Increasing the number of age appropriate grade 9 students who are successful, in their first attempt, in earning a Mathematics (0080 – 10F/10E/10L/10M) credit by year end with a focus on narrowing the gap between WSD data and the provincial benchmark.	Between 2009 and 2017, the gap decreased by 7.5%, while the overall success rate in the WSD increased by almost 14% in that time.	Continue to support teachers in differentiating instruction and assessment for/as/of learning, and bridging the gap between middle and senior years mathematics.
	Increasing not only the average score received, but the pass rate, for the Grade 12 Pre-Calculus, Applied and Essential Mathematics Provincial Achievement Tests, with a focus on narrowing the gap between WSD data and the provincial average for Applied and Essential Mathematics.	Since 2009, WSD data for Applied Mathematics has remained below the provincial average, while WSD data for Essential Mathematics has hovered at or slightly below the provincial average.	Continue to offer support for struggling learners, and relevant professional development for teachers to improve students' mathematical thinking, including pre-proportional and algebraic reasoning, and communication. Continue the partnership with the University of Manitoba/ University of Winnipeg regarding the teaching of calculus.

2. Supports/Direction for Professional Growth

The Winnipeg School Division 2018/2019 Plan is supported by a network of community partnerships and dedicated professionals, including a newly restructured Professional Support Services team. The WSD has moved from domain-specific Consultants and Support Teachers to a team of Program Leads and Program Support Teachers who will be equipped to support literacy and numeracy across all content areas, in addition to providing support to their own area of expertise. The new structure came into effect September 1, 2018, and initial efforts have been concentrated on developing team competencies relative to program management, inquiry and data analysis. Strengthening Program Lead and Program Support Teacher leadership skills and dispositions will continue throughout the year, increasing the capacity, and evolving the nature, of the support available to schools.

Additionally, planning for the implementation of the recommendations of the Winnipeg School Division Mathematics Task Force commenced in spring 2018. These recommendations are:

- *To formalize required training for Division Program Leads and Program Support Teachers, Principals and Vice-Principals, and teacher leaders;*
- *To expand the professional development track for new (Kindergarten to grade 8) teachers to target math professional learning;*
- *To implement a required professional learning program for all current Kindergarten to grade 8 teachers in math curriculum, assessment, pathways and Division expectations with ongoing sustained learning over time over a three-year period;*
- *To support Principals and Vice-Principals in sharing and implementing effective Professional Learning Community models, structures and practices across schools, as well as areas of need or support.*
- *To develop optional math content courses to target needs based on feedback and input from the required professional learning program; and*
- *To support funds for the required professional learning for classroom teachers, principals, and vice-principals for the second year of the implementation plan.*

Planning for professional development and learning opportunities will be guided by the identified areas of focus and aligned with the strategic priorities of the Winnipeg School Division 2016-2020 Strategic Plan. In particular:

Learning outcomes – To further improve school attendance, achievements and graduation rates through the exploration of additional programs and strategies.

Addressing barriers to learning – To further develop initiatives and innovative approaches addressing individual student needs and accessibility requirements, mental health issues, childcare needs and nutritional needs.

Additionally, the Winnipeg School Division has developed a Leadership Program that will address non-curricular areas requiring attention, which is being implemented. Stage 2 of the Leadership Program will be developed in 2018/2019 focusing on the curricular areas.

Input from Divisional leaders suggest the following topics be included as professional development and learning opportunities:

	Nursery to Grade 8	Grades 9 to 12	All
Teachers	Universal (tier 1) themes and interventions; Universal Design for Learning; and Mathematics content and pedagogy; Inquiry.	Curricular adaptation and modification; and Outcome based assessment.	Understanding data; Using data to plan; Teaching literacy within content areas; and Supporting Indigenous and EAL learners.
Elementary Leadership/ Team Leaders/ Department Heads	<i>All of the above, plus:</i> Best practices for Professional Learning Communities (PLCs).	<i>All of the above, plus:</i> Communicating feedback; Dealing with difficult people; The leader as a coach.	<i>All of the above, plus:</i> Supporting adult learners; Conflict resolution; and Best practices for conducting meetings.
Principals and Vice-Principals	<i>All of the above, plus:</i> Essential competencies of leadership; Using ongoing learning plans; and Addressing issues of equity.	<i>All of the above, plus:</i> Leadership and decision-making.	<i>All of the above, plus:</i> Project management; Change management; Best practices in literacy and numeracy; and Planning professional learning for adult learners.

CONCLUSION

In conclusion, the Winnipeg School Division has been focusing on the continued improvement of students’ achievement with very positive results, in terms of growth, over time. We will continue on this path.

In order to do so, we would appreciate the support of the province in the following ways:

- Recognition of the challenges faced by many students in being able to attend school on a regular basis and support to address these challenges. This requires cross-jurisdictional work.
- Tangible support from the province in curricula areas and clarity regarding provincial expectations for literacy and numeracy.