ANNUAL REPORT ON CONTINUOUS IMPROVEMENT

Reporting for 2019-2020
Submitted on October 31, 2019

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Hanover School Division

Mission Statement

Hanover is a student-centred school division striving for excellence while developing skills and promoting values for a productive and wholesome life.

Hanover School Board Priorities

The Hanover School Division is strongly grounded in our ABC's. These three areas are as follows;

- ***A**ll students learn the skills, disposition, values, and knowledge required for a productive and wholesome life.*
- ***B**uilding the capacity of all HSD staff to enable all students to learn.*
- *Partnering with our **C**ommunities to enable all students to learn.*

As the Hanover School Division continues to build off a solid foundation, grounded in current research, we strive to serve our children in a manner that will provide them with the knowledge, skills, values, and dispositions to live a wholesome and productive life after graduation.

Beginning in the fall of 2015, as a school division we embarked on a massive initiative. We consulted with community and educational stakeholders, to establish a benchmark of characteristics which would represent what we all want to see from a student who graduates from the Hanover School Division. This initiative was titled the "Our Kid" project. This extremely powerful experience partnering with multiple stakeholders created a dynamic focus that we now call our Deeper Learning Plan.

Our Deeper Learning Plan is dynamic and provides opportunity to establish many focus areas. What remains constant are the HSD learning competencies. These are skills that students need to contribute to a working society after high school. It is important to recognize that these skills are developed within the content of the curriculum.

For the past decade North America and the world have been focused on developing basic literacy and numeracy skills. These are foundational for learning, and they continue to be essential but are not sufficient to prepare our students for the complex world they will face. Schools, districts, and countries must find ways to sustaining continuous improvement on the basics, while building innovative practices to develop what we call the deeper learning competencies. (Fullan, 2016)

These learning competencies can be found in the center area of our deeper learning graphic. All eight, provide a sound focus for what we believe our students need to have a productive and wholesome life after graduation.

As we strive for continuous improvement, we want our students to excel across the curriculum, understanding that competencies along with content knowledge is important. There are four key areas of focus for our teachers when teaching competence with curriculum. The green ring provides a snapshot of the areas our staff will continue to focus on.

Student engagement is critical to the success of having students understand competencies with knowledge. There are 4 key areas of student engagement that help students flourish in school. The blue ring provides the areas of engagement that staff in the Hanover School Division are focusing on.
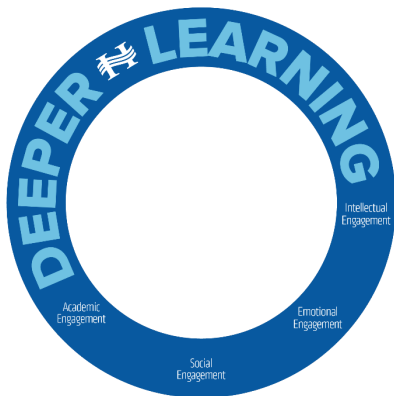
The combination of these rings creates our deeper learning graphic which is foundational to driving our mission statement. This graphic provides clarity and a target for staff and students. Lastly, we are grateful to the stakeholders in education that have had a hand in developing our deeper learning graphic which is the foundation for a students education in the Hanover School Division.

One of the most important influences on student achievement is how leaders and teachers think about learning and their own role. Through his continued research, Professor Hattie (2015), identified ten mindframes that should underpin every action in schools in order to maximise student success.

These powerful mind frames are founded on the principle that teachers are evaluators, change agents, learning experts, and seekers of feedback who are constantly engaged with dialogue and challenge.

1. I'm an evaluator of my impact on student learning.
2. I see assessment as informing my impact and next steps.
3. I collaborate with all about my conceptions of progress and my impact.
4. I am a change agent and believe all students can improve.
5. I strive for challenge and not merely "doing your best".
6. I give feedback and act on the feedback given to me.
7. I engage as much in dialogue as monologue.
8. I inform students what successful impact looks like.
9. I build relationships and trust.
10. I focus on learning and the language of learning.

Hattie, 2018

Hanover School Division will begin to infuse these 10 Mindframes in all our schools. Through the building of teacher and principal collective efficacy, these mindframes will provide a common language and context for the education in our school division.

Successes and Learnings From 2018-2019 School Year

The Hanover School Division's Senior Leadership Team consists of the CEO/Superintendent, two Assistant Superintendents, and the Assistant Superintendent of Student Services.

The focus for the Senior Leadership team for the 2018-2019 school year was to spend the year collecting information from all stakeholders, specifically with Principals, Vice Principals, Teachers, and Learning Coaches. Beginning early in September 2018, each Principal met with their area Superintendent to review their school's deeper learning plans and school plans accordingly.

The following is a list of guiding topics established by the Assistant Superintendents, to build a progressive conversation about each school's deeper learning journey for the past 3 years. Once each meeting was complete, the information collected was looked at through the lense of a deeper learning rubric. This has helped the Senior Leadership Team to establish a baseline of data to use after future meetings.

Topics for discussion:
- **Vision and Goals**
- **Collaborative Cultures**
- **Deepening the Learning**
- **Leadership**
- **New Measures and Evaluation**

Three key findings were learnt from these meetings.
1. Deeper Learning in the Hanover School Division is valued in the culture and language.
2. There is a need to strengthen our understanding of the relationship between our HSD learning competencies and curriculum.
3. There is a need for a clear articulation of school division targets.
4. There is a need to continue our pursuit in building collaborative learning teams of educators in our schools.

Lead Learner meetings took place monthly and were supported with an IBM Education K-12 consultant. These meetings were used to set direction as a school division, discussion long term vision, goals, and planning professional development.

Divisionally Lead Professional Development

- Collective Efficacy:
  - Launch to principals at admin retreat
  - Admin Council professional conversations
- NEW Teacher Summer Institute- Addressing systems world and deeper learning understanding, specifically discussing pedagogical practices.
- New Teachers Meeting regularly with Divisional Learning Coaches.
- Gordon Neufeld In-Service - Continuous growth in building relationships through attachment theory.
- Kath Murdoch- Worldly recognized inquiry teaching specialist.
- HSD School Exhibitions- School deeper learning teams observed teachers teach in different schools within HSD. Teachers were provided a protocol to follow.

Planning Process- Stakeholder Consultation

Senior Lead Learners Team

This team consists of the CEO/Superintendent, two Assistant Superintendents, and a consultant from IBM K-12 Education. These meetings focus on short term and long term visioning, planning for meetings with lead learners team, HCOSL, and learning coach team.

HSD **Sr. Lead Learners Team**	HSD **Lead Learners Team**	HSD **Admin Council**
- Superintendent - 2 Asst. Superintendents - IBM Consultant	- 2 Assistant Superintendents - 2 Principals - 2 Learning Coaches	- Superintendent - 2 Assistant Superintendents - 20 Principals - 16 Vice Principals

Lead Learners Team

This group consists of the two Assistant Superintendents, two selected Principals, and two selected Learning Coaches. The Lead Learners Team has been created to support the strategic planning that the Senior Leadership Team has created. This process is completed during monthly meetings that take place after senior leadership meetings.

Hanover Council of School Leaders (HCOSL)

The group consists of all school Principals and Vice Principals from across the school division. The group meets monthly to discuss current and relevant systems world critiques within the school division as it pertains to staff in their building and division wide. The school administrators represent their school community (student, teacher, and support staff) and bring their voice to all planning meetings.

Learning Coach Team

The divisional learning coach team is responsible for carrying out the within division professional development. One Assistant Superintendent is responsible for the team and as a team meet on a biweekly basis. During these meetings discussions focus on the implementation of professional development and school division planning.

Superintendent's Student Advisory Council (SSAC)

The SSAC provides student voice into what is going on in the school division. One Grade 10, 11 and 12 students from each of the four schools in the division, make up the council. The council meets with the Superintendents seven times per year and once with the Board of Trustees to provide student voice providing feedback on the progress of the division. Students provide the Superintendents with input into school procedures and policies, results from provincial assessment data, the division's Deeper Learning Plan, as well as, teaching and learning across the division.

Parent Advisory Councils/School Board Liaison Meetings

Each school Parent Council meet twice a year with the school board to discuss and have input into the divisional budget, community and school survey results, divisional programming, as well as, the Deeper Learning Plan.

Divisional Deeper Learning Team

This team includes the Assistant Superintendents, Divisional Learning Coaches, and a team of 4-5 teachers/principals from each school. The role of the Divisional Deeper Learning Team is to act as an advisory committee to the division on the Deeper Learning Plan, as well as, monitor the plan, assess results, and make recommendations. The team meets 2-3 times a year and provides input into divisional Deeper Learning Plan.

Information from all stakeholder groups is collected, analyzed by the superintendents in relationship to the continuous improvement plan, and then presented to the Board as part of the annual review and reflection on the divisional plan.

The Divisional Planning/Impact Cycle

Phase 1: Gathering Evidence to Determine Areas of Focus

2018-2019 School Year

- Superintendents collected perspectives from all stakeholders to support and build our school division strategic priorities.
- Analysis of divisional data sets
  - Our School Survey
  - All provincial data
  - Deeper Learning Student and Teacher Surveys

August 2019

Quarterly Meeting #1: Senior Leadership Planning Retreat
- With the use of our IBM consultant group, we spent time working through a divisional Path Planning workshop to build the next three years of teaching and learning in the Hanover School Division.
- Three strategic priorities were established
  1. Social Emotional Learning
  2. HSD Learning Competencies within the Curriculum
  3. Learning Partnerships

Senior Leadership presented the three strategic priorities with the HCOSL group
- Created a survey to establish feedback from the HCOSL group
- Presented the strategic priorities to the learning coaches

October 2019

HCOSL/Sr Leadership Team Retreat
- Look at Social Emotional Data
- Establish strategic target areas within social emotional learning
  1. Students feeling a sense of belonging in their school
  2. Students excited and motivated at their school

Senior Lead Learners Team
- Set strategic targets for HSD Learning Competencies within the Curriculum
- Outline direction for continuous improvement in Learning Partnership specifically focussing on collective efficacy among teachers and principals.

Quarterly Meeting #2
- Finalize Continuous Improvement Plan
- Discuss possible professional development to support that plan.

Submit Continuous Improvement Plan October 31, 2019 to the Department of Education

Phase 2: Plan Professional Learning Based on Evidence

November 2019

- School Board Planning Session
  - Senior Leadership Team present the Continuous Improvement Plan to the Hanover School Board

- Senior Lead LearnersTeam: Discuss next steps for implementing the Continuous Improvement Plan.
  - Who do we need to share this document with outside of the immediate stakeholder group?
- Lead Learners Team: Review Continuous Improvement Plan
- HCOSL Group: Review Continuous Improvement Plan
- Learning Coaches: Review Continuous Improvement Plan

December 2019

- Senior Lead Learners Team: Begin building framework for Hanover School Division School Profiles
- Lead Learners Team: Provide feedback on the School Division School Profiles Document.
- HCOSL Group: Provide feedback on the School Division School Profiles Document.
- Learning Coaches: Provide feedback on the School Division School Profiles Document.

Phase3: Implement Professional Learning Plan

Professional Learning and Development 2019-2020

"...Professional learning leads to effective teaching practices, supportive leadership, and improved student results." Learning Forward. Hanover School Division will lean on the work done by The Learning Forward Organization and utilize the Learning Forward Standards for Professional Learning when planning for professional learning and development sessions.

STANDARDS FOR PROFESSIONAL LEARNING			
Professional learning that increases educator effectiveness and results for all students ...	**LEARNING COMMUNITIES:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	**LEADERSHIP:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	**RESOURCES:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	**LEARNING DESIGNS:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	**IMPLEMENTATION:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	**OUTCOMES:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Division Wide

- January 31 Superintendents PD Day-Jenni Donohoo Collective Efficacy presentation for EY/MY teachers
- March 4 Superintendents PD Day-Jenni Donohoo Collective Efficacy presentation for SY teachers

2019-2020 Admin Council Collaborative Work

Leadership Shouldn't be a Solitary Pursuit:
We work better when we learn collectively with others. That collective work provides us with people to have deep conversations with, and they challenge our thinking around the topic we are working on Good leaders inspire people to authentically work together through challenging each other around a problem of practice in order to improve their educational surroundings. Getting people to work together is part of collective efficacy, which is the extension of self-efficacy.

Peter Dewitt, Coach it Further, p. xx

- Admin Retreat Oct.2-3/2019
  - Continuous Improvement Plan
  - Social Emotional Learning-Data Analysis, Causal Factors, Strategies
  - School profiles
- Admin Council-professional learning conversations at monthly meetings and peer groups
  - 9 peer groups
  - Determine a problem of practice for your group. What/Why/How.
  - 4 school visits
  - Present your learnings and celebrations at predetermined admin councils (Dec. & April).
  - Share:
    1. your learnings and celebrations
    2. observation protocol you chose to use
    3. reflection on how the process worked for your group.

PD Release Time for School Based Deeper Learning Teams

- 4 teachers x 4 (half) days per school
- School based teams are determined by the principal and led by the principal with the support of the learning coach

Learning Coach PLCs Sept.-Dec. 2019

Fountas & Pinnell Assessment Training	For all Early Years teachers not familiar with the F & P assessment kit	October 9
Fountas & Pinnell Assessment Training	For all Middles Years teachers not familiar with the F & P assessment kit	October 3
MY New Teachers Workshop	For all first and second year Middle Years teachers	October 29

MY Teachers - What do I do with my Literacy Data (after Strong Connections)?	For all middle years teachers - 5-8	October 22
SY New Teachers Workshop	For all first and second year Senior Years teachers	November 19
Gr. 3 Assessment	For teacher new to teaching Gr. 3	October 10
A Comprehensive Literacy Program in Gr. 1	For all Gr. 1 teachers	October 16 October 16
EY New Teachers Workshop	For all first and second year Early Years teachers	November 25

mRLC Registrations

Network	Participants
IMPACT LEADS: Recognizing the Impact of Coaches and Lead Teachers	1
INDIGEN1-6: Indigenous Learning Through Classroom Curriculum and Pedagogy	12 participants
INDIGENK-12: Truth and Reconciliation - Moving to Action	4 teams of 2
LITEY: Evidence-Guided Literacy Instruction: Closing Learning Gaps	1 team of 4
MATHK-2: Using Good Questions as a Gateway to Mathematical Understanding in Diverse Classrooms	1 team of 4
MATH 3-8: Using Good Questions as a Gateway to Mathematical Understanding in Diverse Classrooms	1 team of 4
MATH 9-12: Building Thinking High School Math Classrooms Network #1	1 participant

mRLC Numeracy Achievement Project

<u>Description</u>

HSD's Numeracy Achievement Project is grounded in the following:

- Continual targeted professional learning
- The consistent interweaving of the connections between assessment, instruction, and curriculum.
- Exploration and application of effective and efficient tools for the math classroom
- Common language and common targets
- Informed professional response to assessment for learning
- Meaning-making for teachers and students around what a mathematical mindset is and how it is connected to the 6 deep learning competencies

<u>Participants</u>
All grade 7 & 8 teachers
3 learning coaches

Student Services

Priority B: Building Capacity of all staff: mental health awareness, student well being, safe schools

1. Educational Assistants
   a. October 25: Adverse Childhood Experiences
      i. Julie Walsh, M.S.W. will provide professional learning on the impact of early childhood trauma and insecure attachment on learning. Topics include: attachment strategies, tips for building relationships and resilience, common behaviours associated with developmental trauma.

2. School Counsellors, Learning Support Teachers (resource) and School Clinicians
   a. September 12 & 13: ASIST Applied Suicide Intervention Skill Training
      i. Suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety.

   b. September 28: Addictions and Youth: Substances, Technology and Gaming
      i. A framework for responding to a variety of addictions, including those related to substances, gaming,and internet. Strategies in best practice and approaches in: identifying Youth at Risk, determining when use becomes abuse, assessing underlying needs and harm reduction strategies.

   c. November 21: Difficult Conversations. An MTS workshop
      i. Professional approaches and resolution strategies when discussing difficult topics with parents, students and colleagues.

   d. Professional Learning Network School Counsellors (Oct. 17, Jan. 23, Feb. 27, April 23)
      i. Four half day sessions to gather the school counsellors to have ongoing intentional professional learning conversations. Two areas of focus for 2019-2020 is (1) addictions and online gaming, and (2), behavioural self regulation.

e. Professional Learning Network Learning Support Teachers (Resource) (Oct.10, Jan.30, March 12, May 7)

      i. Four half day sessions to gather the Learning Support Teachers to have ongoing intentional professional learning conversations. Focus ares: individualized and modified programming, standards of practice regarding development of educational and behaviour plans.

3. Literacy Support Teachers and Early Years Teachers

    a. Literacy Intervention Model: October 16 & December 3:

      i. Review of the Hanover School Division Comprehensive Literacy Model. For Grade 1 teachers.

    b. Fountas & Pinnell Literacy Assessment Training: January 9

    c. Professional Learning Network

      i. Four half day sessions to gather the school based literacy support teachers to have ongoing professional learning conversations about literacy assessment and intervention. Co-facilitated by Literacy Clinician and Learning Coach (s)

4. School teams: Principals, School Counsellors, Learning Support Teachers

    a. October 22 & 23: Violence, Threat, Risk Assessment (VTRA): Safer Schools for All

      i. Level 1 training facilitated by Kevin Cameron team through the North American Centre for Threat Assessment and Trauma Response (NACTATR). Provides training to school staff in responding appropriately during critical incidents in schools: identifying students at risk of violent behaviour, assessing the level of threat and responding quickly and safely.

Phase 4: Track Progress and Outcomes

June 2020

- Quarterly Meeting #4
- Review all provincial data
- Review Our School Survey data
- Review Professional Development offerings for the 2020-2021 school year
- Review any additional school division systems

July 2020

- Senior Leadership update Hanover School Division Procedures

Phase 5: Assess Impact and Next Steps

August 2020

- Quarterly Meeting #1
  - Finalize any changes or pivots to the Deeper Learning Plan

- Lead Learners Team
  - Set agenda for the school year
- HCOSL Group
  - Begin the next phase in building the collective efficacy of the Admin Council
- Learning Coaches
  - Review and begin planning details of the professional development offered during the 2020-2021 school year.

Note: The Impact cycle will continue through the same phases September 2020 to August 2021

Monitoring the Plan – Roles and Responsibilities

The school division has established an approach to using data to inform planning that is based on Bruce Wellman & Laura Lipton's, three-phase model for collaborative inquiry (Activating and Engaging, Exploring and Discovering, Organizing and Integrating).

The core data sets for divisional and school level planning include:

- Provincial Assessment Data (Numeracy, Literacy)
- Our School Survey
- Deeper Learning Student Survey
- Divisional Report Card Data
- Data collected from Individual School Plans

School plans will reflect the increased use of data to inform school planning, be reviewed regularly by the principal and staff at staff meetings and/or on administrative days, as well as, reviewed by the assistant superintendents. Principals are responsible for the identification, collection and analysis of all school-based data (formative, summative, report cards).

The superintendents will be responsible for sharing the divisional plan with the Board and school administrators annually. As a Senior. Leadership team we will review the progress on the divisional plan quarterly. In addition, we will continue to work with our IBM consultant monthly to monitor school plan progress and timeline targets.

Senior leadership team is responsible for reviewing and analyzing of all divisional data sets (see Table 1) and using that information for divisional planning. School principals will receive copies of all provincial assessments that will be used to help develop school plans.

Table 1: Divisional Data Sources

Annual Reports	Disaggregation
- Grade 3 Provincial Assessment - Middle Years Provincial Assessment - Grade 9 Math and ELA Credit Attainment and Distribution of Marks - Grade 12 Provincial Assessments - Math - ELA - Successful Credit Attainment - High School Graduation Rates - Divisional Report Card Data for Literacy and Numeracy	- All students - Male/Female students - Indigenous /Indigenous - Designated EAL students

Divisional Data - Observations / Analysis / Targets

The senior leadership team will review the data collected internally by the student information system (report card marks and reading levels of students in grades 1-8) and the provincial assessment results provided by the province. Senior administration will review data quarterly to reflect with a progress check in on the continuous improvement plan. This includes the analysis of student achievement data, identifying strengths/concerns, and then planning steps to address any concerns identified during the analysis of data. Once the divisional plan is shared with principals, schools will develop/modify into their school plans for the year.
The Deeper Learning Plan is will continue to be the primary driver of all educational planning, professional development, and resource allocations in the division. Schools have embedded literacy and numeracy plans as part of their Deeper Learning Plan.

Hanover School Division Profile

Demographic

Hanover is a student-centred school division striving for excellence while developing skills and promoting values for a productive and wholesome life.

Hanover School Division is a growing and thriving learning community that is committed to educating the total person in an inclusive, co-operative, safe and caring learning environment. The school division celebrates its diversity with over 65 countries of origin represented within the 8300 students and 1100 teachers and support staff that work on a daily basis to provide a rich and engaging learning environment for all students.
Hanover School Division is located southeast of Winnipeg. There are 19 schools in the division that service the communities of Landmark, Niverville, Bothwell, Blumenort, Mitchell, Kleefeld, Grunthal, Crystal Springs, and Steinbach.

HSD takes great pride in providing students with access to a variety of programs that accommodate their different abilities, interests, and ambitions. A full range of core academic courses are offered at the three Senior Years schools along with excellent Art, Drama, Instrumental and Choral Music, Industrial Arts, and Athletic programs.

Since 1878, teachers and school boards in Hanover have provided students with a quality education that has prepared each student to find their place in the work world and become a contributing member to their home community and in many cases the national or global community we are a part of.

- 8th Largest School Division in the Province with 19 Schools in 9 Communities
- More than 8,300 Students
- Regular and spare staff of over 1,100
- More than 85 Buses and over 120 Daily Runs
- Full Vocational and Technology Education Programming
- Excellence in Academics, Athletics, and the Arts

**Catchments Map
Hanover School Division**
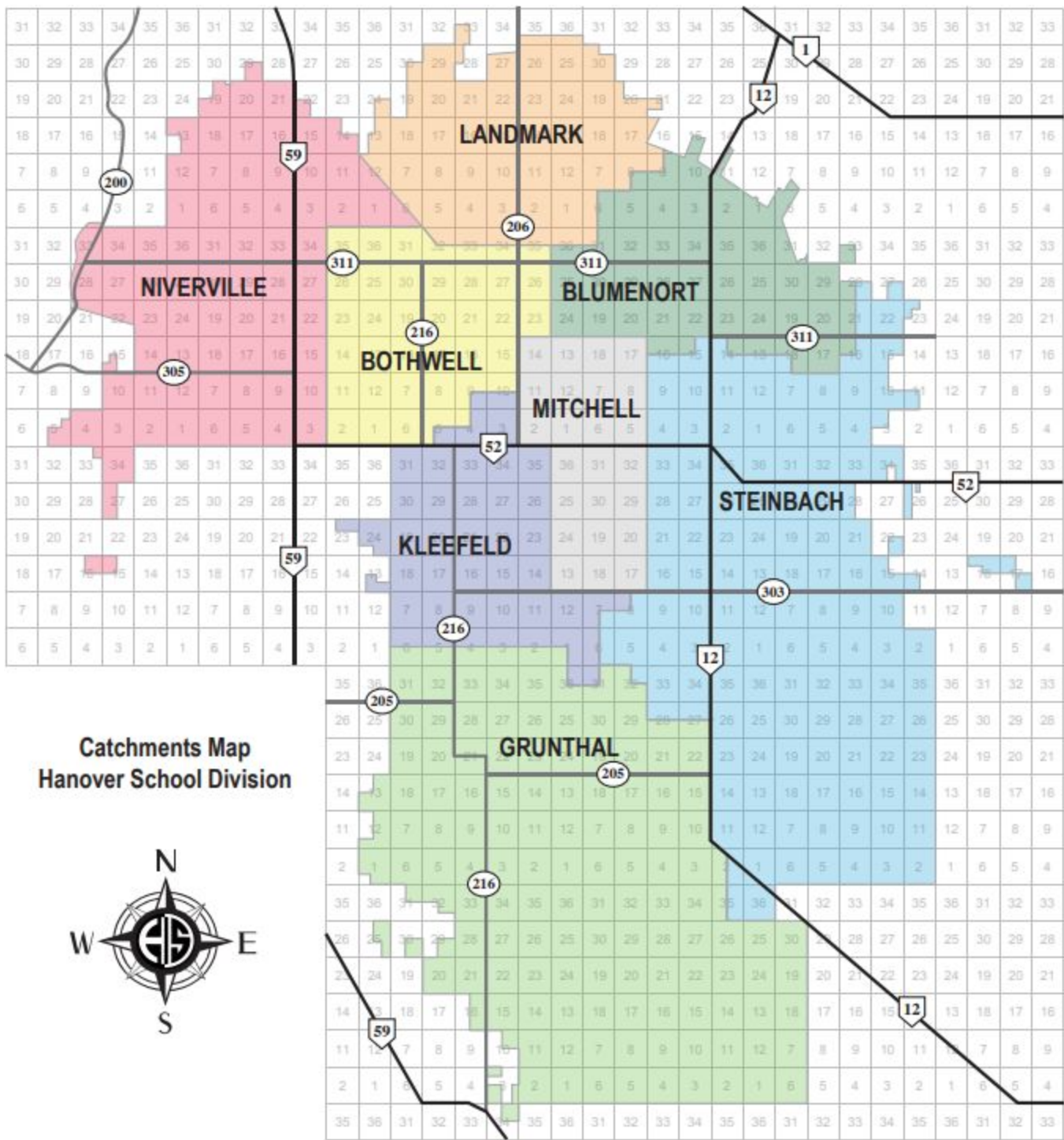
Divisional Staffing Profile

Full Time Equivalents for 2018-2019	Number
Principals	18.75
Vice Principals	10.5
Teachers	477.5
Counsellors/Guidance	15.5
Resource Teachers	15.25
Speech Language Pathologists	5
Reading Clinicians	1
Occupational Therapists	3.4
Physiotherapists	0.4
Psychologists	5
Social Workers	5
Other Professional Staff – Program Support Teacher	0.8
Divisional Learning Coaches	8

Student Population

Disaggregation	Number of Students	Percentage of Student Population
Girls	4026	48.1%
Boys	4336	51.9%
Non-Indigenous	7771	92.9%
Indigenous	591	7.1%
Non-EAL	7232	86.5%
Receiving EAL Services	1130	13.5%
Non-CFS	8032	96.1%
In Care of CFS	330	3.9%
Total Number of Students	8362	100%

Sustainable Development

Education for Sustainable Development	Number of Schools
Number of schools in the division	19
Number of schools with an ESD Plan	18

Provincial Data Results
Observations, Analysis, and Targets

Data Collected: June 2014- June 2019

Divisional Data - Observations / Analysis / Targets

Grade 3 Literacy - Percentage of students who met expectations in all three Reading sub-competencies

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Performance Compared Prov Avg
Provincial Average	46.0%	46.4%	47.3%	47.2%	47.4%	
HSD Average	53.1%	47.9%	53.5%	52.7%	52.7%	5.30%
Girls	61.1%	53.4%	62.5%	57.0%	60.9%	13.50%
Boys	46.0%	43.0%	45.9%	48.3%	45.5%	-1.90%
Non-Indigenous	54.1%	48.5%	55.0%	54.1%	54.3%	6.90%
Indigenous	42.0%	42.0%	37.5%	34.7%	33.3%	-14.10%
Non-EAL	57.4%	53.2%	56.6%	56.9%	55.6%	8.20%
Receiving EAL Services	41.8%	32.5%	44.8%	40.7%	42.9%	-4.50%
Non-CFS	54.7%	48.4%	55.0%	53.9%	53.4%	6.00%
In Care of CFS	26.5%	38.5%	30.0%	23.1%	37.9%	-9.50%

Grade 3 Provincial Reading Assessment Results Percentage of Students Meeting Expectations in all Three Sub-Competencies	
Fall 2017 Observations	**Fall 2018 Observations**
- Hanover students scored 5.5% higher than the provincial average. - Hanover girls continue to outperform the boys by 8.7%. - Beginning in 2015, the performance levels of boys increased each year. - Non-Indigenous students scored 19.4% higher than indigenous students. Over the last four years the performance gap has ranged from 6.5% in 2014, to 19.4% in 2017.	**HSD Average:** Performing 5.30% higher than the Provincial Average. **Girls:** Performing 13.50% higher than the provincial average. **Boys:** Performing 1.90 % below the provincial average. **Non-Indigenous:** Performing 6.90% higher than the provincial average. **Indigenous:** Performing 14.10% lower than the provincial average. **Non-EAL:** Performing 8.20% higher than the provincial average.

	● **Receiving EAL Services:** Performing 4.5% below the provincial average.
	● **Non-CFS:** Performing 6.00% higher than the provincial average.
	● **In Care of CFS:** Performing 9.5% below the provincial average.

Fall 2017 Data Trends/Analysis/Results	Fall 2018 Data Trends/Analysis/Results
● Over the last four years there have been no significant increases or decreases in achievement percentages for all student groups. ● Girls continue to outperform boys on literacy assessments, but since the fall of 2015, the boys reading scores have been improving by 2% to 3% on average. ● The performance levels of students receiving EAL services, as well as, students under the care of CFS from 2016.	● Girls have out performed the provincial average for at least the past 5 years. ● Boys have performed below the provincial average each of the last 5 years. ● Indiginous students have performed below the provincial average each of the last 5 years.

Performance Targets for Fall 2018	Performance Targets for 2019-2020
● Goal of increasing the overall divisional reading assessments of all student groups by 5 percentage points. ● Decrease the achievement gap between boys reading levels and girls reading levels by a minimum of 2% - 5%. ● Reduce by 5% to 10%, the performance difference between indigenous and non-indigenous students.	● The provincial target is to have 80% of students meet expectations in all sub competencies in Grade 3 provincial literacy assessment. For HSD to meet this target our current performance target is to increase by 3.9% by Fall 2020.

Grade 3 Numeracy - Percentage of Students Meeting Expectations in all Four Sub-Competencies

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Performance Compared Prov Avg
Provincial Average	31.1%	34.2%	34.6%	35.2%	35.9%	
HSD Average	25.9%	27.1%	30.5%	29.5%	32.4%	-3.50%
Girls	23.2%	22.8%	27.5%	27.1%	25.3%	-10.60%
Boys	28.5%	31.2%	33.2%	32.1%	38.7%	2.80%
Non-Indigenous	27.4%	28.3%	32.2%	30.6%	32.5%	-3.40%
Indigenous	10%	14.0%	12.5%	14.3%	31.4%	-4.50%
Non-EAL	27.5%	27.9%	32.3%	32.4%	34.4%	-1.50%
Receiving EAL Services	21.8%	24.7%	25.6%	20.9%	25.9%	-10.00%
Non-CFS	27.2%	27.6%	32.2%	30.5%	32.3%	-3.60%
In Care of CFS	5.9%	15.4%	5.0%	3.8%	34.5%	-1.40%

Grade 3 Provincial Numeracy Assessment Results Percentage of Students Meeting Expectation in all Four Sub-Competencies	
Fall 2017 Observations	**Fall 2018 Observations**
- HSD students were 5.7% below the provincial average with boys 3.1% lower than the average and girls 8.1% lower. - Boys outperformed girls by 5% - Indigenous students were the lowest scoring group, 20.9% below the provincial average. - Non-Indigenous student scored 4.6% below the provincial average - 16.3% higher than the indigenous group. - EAL students outperformed the indigenous student group by 6.6%.	**HSD Average:** Performing 3.50% below the provincial average. **Girls:** Performing 10.60% below the provincial average. **Boys:** Performing 2.80% higher than the provincial average. **Non-Indigenous:** Performing 3.40% below the provincial average. **Indigenous:** Performing 4.50% below the provincial average. **Non-EAL:** Performing 1.50% below the provincial average. **Receiving EAL Services:** Performing 10.0% below the provincial average.

	● **Non-CFS:** Performing 3.60% below the provincial average. ● **In Care of CFS:** Performing 1.40% below the provincial average.
Fall 2017 Data Trends/Analysis	**Fall 2018 Data Trends/Analysis**
● In each of the last 4 years, Hanover students have scored below the provincial average, on average between 4% and 7%. ● All groups are flatlining – very little change up or down over the last 4 years in terms. ● Boys have outperformed the girls in each of the last 4 years. ● Numeracy achievement scores are well below the Literacy achievement scores. Math is not as strong in Hanover as Literacy.	● Girls have performed below the provincial average each of the past 5 years. Fall 2018 was one of the largest gaps below the provincial average. ● For the first time in the past 5 years, boys performed higher than the provincial average. ● The gap between indignous students and the provincial average significantly decreased during the Fall of 2018.
Performance Targets for 2018-2019	**Performance Targets for 2019-2020**
● An increase of overall achievement across all student groups of 5% above the provincial average. ● Close the gap between the provincial average and the division's average.	● The provincial target is to have 80% of students meet expectations in all sub competencies in Grade 3 provincial numeracy assessment by Fall 2027. For HSD to meet this target our current performance target is to increase by 6.8% by Fall 2020.

Grade 7 Provincial Number Sense and Skills Assessments

Grade 7 - "Percentage of students who met mid-Grade 7 performance in all five Number Sense and Number Skills sub-competencies"

	Jan 2014	Jan 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019
Provincial Average	31.2%	32.4%	32.2%	32.5%	34.8%	35.9%
HSD Average	24.8%	24.8%	24.8%	34.1%	30.1%	34.5%
Girls	28.1%	30.7%	30.7%	37.8%	34.1%	37.1%
Boys	21.7%	19.3%	19.3%	30.5%	26.2%	32.3%
Non-Indigenous	25.9%	26.5%	28.4%	35.9%	31.5%	36.7%
Indigenous	13.7%	8.0%	11.5%	14.9%	13.3%	13%
Non-EAL	24.8%	25.6%	28.5%	34.0%	30.8%	35.1%
Receiving EAL Services	24.0%	12.5%	4.9%	34.4%	16.7%	26.8%
Non-CFS	25.1%	25.6%	27.8%	35.1%	31.0%	36.1%
In Care of CFS	12.5%	8.3%	4.2%	5.3%	0.0%	6.5%

Grade 7 – Status in relation to specific numeracy skills.

A – Orders Fractions / B – Orders Decimals / C – Represents Numbers Variety of Ways
D – Uses Number Patters to Solve Math Problems / E – Uses Strategies for Mental Math

Level	Not Meeting Gr. 7 Performance				Approaching Gr. 7 Performance			
Year	2017-2018		2018-2019		2017-2018		2018-2019	
Skill	HSD	Prov	HSD	Prov	HSD	Prov	HSD	Prov
A	14.1%	13.6%	14.4%	11.8%	27.2%	26.4%	27.6%	27.7%
B	8.4%	9.6%	9.8%	9.3%	20.3%	21.9%	19.7%	21.9%
C	12.9%	11.6%	10.9%	10.8%	24.4%	24.1%	24.1%	23.2%
D	12.1%	17.2%	11.6%	16.4%	35.5%	31.2%	33.6%	31.1%
E	11.4%	15.8%	15.2%	15.2%	35.1%	30.4%	32.7%	31.3%

Level	Meeting Gr. 7 Performance				Out of Range			
Year	2017-2018		2018-2019		2017-2018		2018-2019	
Skill	HSD	Prov	HSD	Prov	HSD	Prov	HSD	Prov
A	56.3%	55.9%	56.0%	56.5%	2.4%	4.1%	2.0%	4.0%
B	68.4%	64.4%	68.3%	64.8%	2.9%	4.0%	2.3%	4.0%
C	59.5%	60.3%	62.5%	62.2%	3.2%	4.0%	2.5%	3.8%
D	49.7%	47.3%	52.4%	48.3%	2.7%	4.4%	2.5%	4.3%

E	49.7%	49.3%	49.9%	49.1%	3.7%	4.5%	2.1%	4.4%

Grade 7 Number Sense and Skills Assessment Results Percentage of Students Meeting Expectation in all Five Sub-Competencies	
January 2018 Observations	**January 2019 Observations**
- Hanover scored 4.7% lower than the provincial average. - Hanover girls were only 0.7% from the provincial average, while the boys were 8.6% lower than the provincial average. - Hanover girls out-performed the Hanover boys. - Indigenous students were out-performed by Non-indigenous students by 18.2%. - Students receiving EAL support out-performed Indigenous students by 3.7% 2016 performance levels trended downward in 2017. In each of the categories, the scores in 2017 were lower. - In specific numeracy skills, in 2017-18 in the approaching Gr. 7 level increased from 2016-17. - The number of students meeting Gr. 7 performance decrease slightly from 2016-17. - Looking at the number of students that falls into the approaching mid-grade 7 and meeting expectations ranges form 83.9% to as high as 88.7%. Hanover students in these categories are at or near the provincial average.	**HSD Average:** 1.40% lower than the provincial average. **Girls:** girls are 1.20% higher than the provincial average. **Boys:** Boys are 3.60% lower than the provincial average. **Non-indigenous:** Students are 0.80% above the provincial average. **Indigenous:** students are 22.90% below the provincial average **Non-EAL:** Students are 0.80% below the provincial average. **Receiving EAL:** Students are 9.10% below the provincial average. **Non-CFS:** Students are 0.20% higher than the provincial average. **In Care of CFS:** Students are 29.40% below the provincial average.
January 2018 Data Trends/Analysis	**January 2019 Data Trends/Analysis**

● In each of the last 4 years, Hanover has scored below the provincial average. ● In the last 4 years, indigenous students were the lowest scoring group. ● From 2014 through to 2018 boys' achievement has steadily improved with a peak of 30.5% in 2017 and then dropping down to 26.2% in 2018.	● HSD has increased the percentage scores compared to January 2018 in all categories except indiginous students where there was a 0.3% decrease. ● HSD average has increased by 9.7% since 2014. ● Students receiving EAL had an increase of 10.1% compared to January 2018.
Performance Targets for January 2019	**Performance Targets for 2019-2020**
● Continue to focus on improving the scores of indigenous students – target increase of 5-10% in all four-performance sub-competencies. ● All groups will target and increase in their scores by 5%.	● The provincial target is for 80% of students will meet mid-grade performance in all sub competencies in the Grade 7 numeracy assessment by January 2028. For HSD to meet this target, our performance target is to increase 5.68% by January 2021.

Grade 8 Provincial Reading Comprehension Assessments

Grade 8 Literacy - Percentage of students who met mid-Grade 8 performance in all Three Reading Comprehension in English Sub-Competencies

Year	Jan 2014	Jan 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Performance Compared Prov Avg
Provincial Average	47.6%	47.7%	49.3%	49.4%	51.3%	51%	
HSD Average	52.2%	62.7%	62.2%	54.7%	54.0%	55.1%	4.10%
Girls	63.9%	73.5%	73.8%	71.6%	66.5%	65.4%	14.40%
Boys	41.1%	52.6%	51.4%	40.4%	42.4%	45.5%	-5.50%
Non-Indigenous	53.1%	64.6%	64.6%	57.4%	57.8%	56.9%	5.90%
Indigenous	42.6%	40.4%	35.6%	29.1%	15.7%	35.3%	-15.70%
Non-EAL	53.8%	65.0%	63.1%	56.6%	55.7%	56.2%	5.20%
Receiving EAL Services	27.3%	39.6%	44.0%	17.9%	28.6%	34.4%	-16.60%
Non-CFS	52.6%	63.4%	63.8%	56.0%	55.5%	55.9%	4.90%
In Care of CFS	33.3%	33.3%	20.0%	25.0%	11.1%	25%	-26.00%

Grade 8 Reading Comprehension Assessment Results Percentage of Students Meeting Expectation in all Three Sub-Competencies	
January 2018 Observations	**January 2019 Observations**
- Hanover students were 1.8% above provincial average. - Lowest performance score in 2018 was in the indigenous student group - 13.7%, which is 30.7% points below the provincial average. - Girls outperformed boys. - Girls scored 17.9% above the provincial and the performance gap between boys to a 31.3%. - Boys' scores were 13.4% lower than the provincial average.	**HSD average:** Students are scoring 4.10% higher than the provincial average. **Girls:** Are scoring 14.40% higher than the provincial average. **Boys:** Are 5.50% below the provincial average. **Non-indigenous:** Are scoring 5.90% higher than the provincial average. **Indigenous:** Are scoring 15.70% below the provincial average. **Non-EAL:** Are scoring 5.20% higher than the provincial average. **Receiving EAL:** Are scoring 16.60% below the provincial average. **Non-CFS:** Are scoring 4.90% higher than the provincial average.

	● **In Care of CFS:** Are scoring 26.00% lower than the provincial average.
January 2018 Data Trends/Analysis	**January 2019 Data Trends/Analysis**
● There has been gradual increases in the performance scores in 2017-118 than 2016-17. ● HSD average has been above the provincial level in each of the 5 years.	● HSD has scored higher than the provincial average from 2014- 2019 ● Girls have scored higher than the provincial average from 2014-2019. ● Boys have only scored higher than the provincial average 2 of the past 6 years. ● Indiginous students scores returned back to within 5% of previous years scored in HSD.
Performance Targets for January 2018	**Performance Targets for January 2020**
● Improve performance results in all student classifications by 5% over the provincial average. ● Target 100% inclusion of the reading strategies identified by the division to help improve not only boys reading comprehension levels, but all reading levels.	● The provincial target is for 80% of students to meet mid-grade performance in all sub competencies in the Grade 8 Reading Comprehension assessment by January 2028. For HSD to meet this target, our performance target is to increase 3.11% by January 2021.

Grade 8 Literacy - Percentage of students who met mid-Grade 8 performance in all three Expository Writing in English sub-competencies

Year	Jan 2014	Jan 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Performance Compared Prov Avg
Provincial Average	41.4%	41.7%	41.9%	43.8%	44.3%	44.7%	
HSD Average	47.6%	54.1%	54.5%	44.6%	46.1%	51.6%	6.90%
Girls	62.0%	70.6%	71.9%	61.6%	62.2%	66.1%	21.40%
Boys	33.8%	38.3%	38.3%	30.3%	30.9%	38.1%	-6.60%
Non-Indigenous	49.1%	56.6%	56.6%	46.6%	49.3%	53.8%	9.10%
Indigenous	31.9%	31.1%	31.1%	25.5%	13.7%	27.5%	-17.20%
Non-EAL	48.9%	55.8%	55.8%	46.0%	47.7%	51.8%	7.10%
Receiving EAL Services	27.3%	28.0%	28.0%	17.9%	22.9%	46.9%	2.20%
Non-CFS	47.9%	55.8%	55.8%	45.5%	47.1%	52.6%	7.90%
In Care of CFS	33.3%	20.0%	20.0%	25.0%	16.7%	12.5%	-32.20%

Grade 8 Expository Writing Results Percentage of Students Meeting Expectation in all Three Sub-Competencies	
2017-2018 Observations	**2018-2019 Observations**
- HSD average score is 1.8%provincial average. - Girls score is 17.9% higher than the provincial average. - Boys score is 13.4% higher than the provincial average. - Girls outperformed Boys by 31.3%. - Non-Indigenous students score was 35.7% higher than the Indigenous students score.	**HSD Average:** Scored 6.90% above the provincial average. **Girls:** Scored 21.40% higher than the provincial average. **Boys:** Scored 6.60% lower than the provincial average. **Non-Indigenous:** Scored 9.10% higher than the provincial average. **Indigenous:** Scored 17.20% below the provincial average. **Non-EAL:** Scored 7.10% higher than the provincial average. **Receiving EAL Services:** Scored 2.20% higher than the provincial average. **Non-CFS:** Scored 7.90% higher than the provincial average. **In Care of CFS:** Scored 32.20% lower than the provincial average.

2017- 2018 Data Trends/Analysis	2018- 2019 Data Trends/Analysis
● Girls have outperformed Boys over the last 5 years with Girls scoring between 60% and 70% and the Boys scoring between 30% and 40%.	● Girls have outperformed boys for at least the past 6 years. ● After two years of 13 and 14% below the provincial average, the boys improved their performance similar to 2014-2016 school years. ● Indigenous students have performed below the provincial average for at least the past 6 years.
Performance Targets for 2018-2019	Performance Targets for 2019-2020
● Improve performance results in all student classifications by 5% over the provincial average.	● The provincial target is for 80% of students to meet mid-grade performance in all sub competencies in the Grade 8 Expository Writing assessment by January 2028. For HSD to meet this target, our performance target is to increase 3.55% by January 2021.

Grade 9 Provincial ELA Credit Assessments

Grade 9 Percentage of First-Time Grade 9 Students Who Attained an ELA (0001/0008/0021) 10F / 10E / 10M Credit

Year	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Provincial Average	89.0%	89.3%	90.2%	89.7%	89.5%	Missing data from the Province
HSD Average	94.6%	92.9%	92.9%	90.7%	93.4%	
Girls	96.1%	95.1%	94.8%	94.3%	96.4%	
Boys	93.2%	90.8%	91.1%	87.6%	90.8%	
Non-Indigenous	95.8%	94.6%	94.4%	92.5%	95.4%	
Indigenous	83.3%	75.0%	77.8%	72.0%	76.9%	
Non-EAL	94.7%	93.5%	92.6%	90.9%	93.3%	
Receiving EAL Services	93.3%	78.3%	97.4%	87.0%	96.3%	
Non-CFS	95.3%	93.4%	93.7%	91.4%	94.2%	
In Care of CFS	79.2%	76.5%	72.7%	75.0%	76.9%	

Grade 9 ELA Credit Attainment Rate Percentage of Students Meeting Expectations in all Five Sub-Categories	
2017-2018 Observations	**2018-2019 Observations**
- Hanover average score was 1% point above the provincial average. - Girls, Non-Indigenous, Non-EAL and Non-CFS all scored above the provincial average. - Indigenous student performance was the lowest of the groups and is 17.7% below the provincial average and 5.8% lower than in 2016-17. - Students receiving EAL services out performed indigenous students by 15%. - Girls out performed boys by 6.7%.	Data not available to make observation.
2017-2018 Data Trends/Analysis	**2018-2019 Data Trends/Analysis**

● Over the last 5 years Hanover average score has been higher than the provincial average. ● Over a 5 -year period, girls outperformed boys. ● Indigenous student performance scores have been declining – starting with 83.3% and moving down to 72%.	● Data not available to make an analysis.
Performance Targets for 2017-2018	**Performance Targets for 2018-2019**
● Improve the percentages of all student groups by 5%. ● Close the gap between boys and girls' achievement by 5%. ● Improve indigenous student credit attainment by 10%.	● The provincial target is to have 95% of all Grade 9 students receive appropriate educational programming to ensure they successfully complete their Grade 9 credits in ELA and Math by June 2023.

Percentage of First-Time Grade 9 Students Who Attained a Math (0080) 10F / 10E / 10L / 10M Credit

Year	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Provincial Average	87.8%	87.2%	88.3%	88.0%	87.7%	Missing data from the Province
HSD Average	92.3%	90.3%	91.4%	89.8%	89.9%	
Girls	95.0%	91.7%	93.1%	90.8%	92.8%	
Boys	89.8%	89.0%	89.7%	88.9%	87.3%	
Non-Indigenous	93.5%	92.2%	93.1%	92.5%	92.0%	
Indigenous	81.5%	70.8%	74.1%	62.0%	72.3%	
Non-EAL	92.3%	90.7%	91.4%	89.6%	89.7%	
Receiving EAL Services	93.3%	82.6%	92.1%	95.7%	92.6%	
Non-CFS	93.1%	91.2%	92.5%	90.9%	90.6%	
In Care of CFS	75.0%	64.7%	63.6%	66.7%	73.1%	

Grade 9 Math Credit Attainment Rates Percentage of Students Meeting Expectations in all Five Sub-Categories	
2017-2018 Observations	**2018-2019 Observations**
- All student classification except for Receiving EAL Services and in Care of CFS, scored lower than the previous year. - Hanover average score was 1.8% higher than the provincial average - Girls scored 2.8% and boys 0.9% higher than the provincial average. - Indigenous students were the lowest scoring group of students – 26% lower that the provincial average. Indigenous student performance level dropped by 7%. - Girls outperformed boys by the slim margin of 0.9%. - Students receiving EAL services out performed indigenous students by 33.7%	Data not available to make observation.
2017-2018 Data Trends/Analysis	**2018-2019 Data Trends/Analysis**

● Over the four-year period, Hanover each year scored higher than the provincial average. ● Steady decline in performance results of indigenous students – 81.5% in 2014, down to 62% in 2018.	● Data not available to make an analysis.
Performance Targets for 2017-2018	**Performance Targets for 2018-2019**
● Target is to increase the divisional average to over 90%. ● Increase the credit attainment percentage for indigenous students by 10%.	● The provincial target is to have 95% of all Grade 9 students receive appropriate educational programming to ensure they successfully complete their Grade 9 credits in ELA and Math by June 2023.

High School Graduation and Course Completion rates

Hanover School Division Graduation Rates 2014-2017						
Year	2014	2015	2016	2017	2018	2019
Provincial	77.2	77.3	78.3	78.9	83.1%	Missing data from the Province
Hanover SD	88.7	80.1	84.2	83.9	86.3%	Missing data from the Province
Boys	88.3	77	78.4	81.8	83.9%	
Girls	89.1	83.8	89.3	86.2	88.9%	
Non-Indigenous	90.2	82.9	86.4	86.2	88.2%	
Indigenous	66.7	41.1	62.7	62.4	68.4%	
Non-Indigenous Boys	89.6	79.4	80.3	83.6	85.1%	
Non-indigenous Girls	90.9	86.9	91.8	89.1	91.6%	
Indigenous Boys	69.4	41.6	62.4	62.4	71.1%	
Indigenous Girls	63.6	40.4	63.1	62.4	66.2%	

Divisional Data for graduating students in 2018 and 2019 – is based on September 30, EIS numbers submitted to the province.

EIS Numbers	Total Number of Graduating Students / Ratio Comparison for June 30/2019				
School	# of Grads	Sept 30/18 Enroll	% to Graduate	Feb 1/19 Enroll	% to Graduate
Green Valley	57	62	91.1%	61	93.4%
Landmark Collegiate	24	25	96%	24	100%
Niverville Collegiate	60	61	98.3%	61	98.4%
Steinbach Regional	400	413	96.85%	408	98%
Totals	541	561	96.4%	554	97.65%

EIS Numbers	Total Number of Graduating Students / Ratio Comparison for June 30/2018				
School	# of Grads	Sept 30/17 Enroll	% to Graduate	Feb 1/18 Enroll	% to Graduate
Green Valley	50	54	92.6%	54	92.6%
Landmark Collegiate	34	34	100%	34	100%
Niverville Collegiate	59	65	90.8%	65	90.8%
Steinbach Regional	368	392	93.88%	379	97.1%

Totals	511	545	93.76%	532	96.05%

High School Graduation	
2017-2018 Observations	**2018-2019 Observations**
- Overall, the percentage of students that graduate in Hanover is consistently higher than the provincial average, in the last four years ranging from a difference of 11.5% in 2014, to 5% in 2017. - The percentage of indigenous students that have graduated in Hanover over the last four years has been below the provincial average – ranging from 10.5% in 2014, to 16.5% - The number of indigenous students who attend Hanover schools is 6.9% (568) of the total 8195, with 3.9% (320) of indigenous students under the care of CFS - Traditionally, there has been a large gap between the percentage of indigenous students that graduate vs non- indigenous students. Over the last four years, the average gap is 22%-23%. - Indigenous girls have a higher graduation rate than indigenous boys. Over the last four years the girl's graduation rate is as low as 1.3% in 2014, to 11.5% in 2016. - In 2017-2018, there were 21 of 22 self-identified indigenous students in Grade 12 that graduated (a graduation rate of 95%).	- At this time we have not been provided the provincial High School Graduation completion rates. - Based on previous years data, HSD has performed above the provincial average each of the last 5 years.
2017-2018 Data Trends/Analysis	**2018-2019 Data Trends/Analysis**

● The percentage of indigenous students in Hanover School Division has traditionally been between 4% and 7%. ● There have been no significant upward or downward trends in the graduation rates of each of the student groups over the last four years. ● The graduation rates for indigenous students are lower than non-indigenous students. The gap between the two groups needs to continue to close. One key to closing the gap would be to increase the importance recognizing and celebrating the cultural heritage of the indigenous people. ● An increased focus on creating school environments that are inclusive of Aboriginal knowledge and perspectives should improve indigenous student success and higher graduation rates.	● Currently we have not been provided this provincial data set.
Performance Targets for 2017-2018	**Performance Targets for 2018-2019**
● Increase the graduation rates of all student groups by 5%. ● Close the gap between non-indigenous and indigenous graduation rates in the division by 5%.	● The provincial target is for 80% of indigenous students and 90% of students overall, will graduate high school "on-time" by 2028. ● From at least 2014, our highschool graduation rates have been above the provincial average. As a result, our target will be to maintain this level of output.
2018-2019 Strategies	
● Continue to work at the Deeper Learning Plan with the goal of increasing the percentage of students graduating by 5%. ● Close the gap between non-indigenous and indigenous graduation rates in the division by 5%. ● Provide professional development opportunities for teachers to learn more about the unique perspectives and traditional approaches to education. ● Continue to build the capacity of school staff to create a school environment that is	

inclusive of Aboriginal knowledge and perspectives. ● Continue to have Learning Coaches work in schools, helping teachers learn how to incorporate Aboriginal Perspectives into all curricula, as well as, continuing to emphasise inquiry and discovery by students, ● To identify at lea ● st one significant adult in the building who will become an advocate and support for each indigenous student in the school (mentor-significant attachment figure). ● Pay closer attention to student absenteeism rates schools with the goal of reducing student absenteeism	

Grade 12 Provincial Math - Applied Math - Average Marks

Year	Jan/June 2014	Jan/June 2015	Jan/June 2016	Jan/June 2017	Jan/June 2018	Jan/June 2019	Performance Compared Prov Avg
Provincial Average	58.9%	57.5%	57.3%	56.6%	58.1%	62.7%	
HSD Average	66.5%	66.2%	64.9%	57.3%	60.7%	60.9%	-1.80%
Girls	66.4%	66.4%	65.2%	57.6%	60.7%	61.3%	-1.40%
Boys	66.7%	66.0%	65.6%	57.0%	60.7%	60.4%	-2.30%
Non-Indigenous	66.6%	66.3%	65.4%	57.7%	61.1%	61.5%	-1.20%
Indigenous	65.4%	N/A	57.7%	49.0%	N/A	51.6%	-11.10%
Non-EAL	66.5%	66.4%	65.3%	57.8%	60.7%	61.6%	-1.10%
Receiving EAL Services	N/A	63.5%	N/A	47.8%	N/A	48.9%	-13.80%
Non-CFS	66.5%	66.2%	65.2%	57.3%	60.8%	61.2%	-1.50%
In Care of CFS	N/A	N/A	N/A	N/A	N/A	-	-

Grade 12 Provincial Tests - Applied Math Marks	
2017-2018 Observations	**2018-2019 Observations**
- Hanover scores in each student group increased from 2016-17. - Hanover's average mark is about the provincial results. - Boys and Girls performance results are the same at 60.7%	**HSD Average:** Scored 1.80% below the provincial average. **Girls:** Scored 1.40% below the provincial average. **Boys:** Scored 2.30% below the provincial average. **Non-Indigenous:** Scored 1.20% below the provincial average. **Indigenous:** Scored 11.10% below the provincial average. **Non-EAL:** Scored 1.10% below the provincial average. **Receiving EAL Services:** Scored 13.8% below the provincial average. **Non-CFS:** Scored 1.50% below the provincial average. **In Care of CFS: N/A**
2017-2018 Data Trends/Analysis	**2018-2019 Data Trends/Analysis**

• Over the last 5 years Hanover's average mark is higher than the provincial average. • The performance gap between boys and girls is 0.9	• For the first time in the past 6 years, HSD scored below the provincial average. • For the first time in the past 6 years the girls scored lower than the provincial average. • For the first time in the past 6 years the boys scored lower than the provincial average.
Performance Targets for 2018-2019	**Performance Targets for 2019-2020**
• Improve performance results in all student classifications by 10%.	• The Provincial target is to have the average mark on Grade 12 provincial tests in ELA and Math to be 80% by June 2028. Based on the provincial target our target is to increase by 2.4% by June 2020.

Grade 12 Provincial Tests - Essentials Math - Average Mark

Year	Jan/June 2014	Jan/June 2015	Jan/June 2016	Jan/June 2017	Jan/June 2018	Jan/June 2019	Performance Compared Prov Avg
Provincial Average	58.2%	58.0%	61.4%	57.0%	53.7%	55.1%	
HSD Average	54.9%	58.2%	58.5%	51.3%	52.4%	50.8%	-4.30%
Girls	57.4%	56.5%	61.9%	50.7%	54.1%	55.7%	0.60%
Boys	53.0%	59.5%	54.7%	51.8%	51.0%	47.1%	-8.00%
Non-Indigenous	55.5%	58.5%	59.7%	51.3%	53.7%	51.2%	-3.90%
Indigenous	49.8%	53.2%	49.4%	51.3%	40.8%	47.8%	-7.30%
Non-EAL	55.7%	58.7%	85.3%	51.9%	52.5%	50.6%	-4.50%
Receiving EAL Services	42.1%	50.9%	N/A	41.7%	N/A	-	-
Non-CFS	55.1%	58.5%	59.8%	51.3%	52.9%	51.0%	-4.10%
In Care of CFS	N/A	N/A	41.8%	N/A	N/A	-	-

Grade 12 Provincial Tests - Essentials Math – Average Mark	
2017-2018 Observations	**2018-2019 Observations**
- HSD average mark is lower than provincial average by 1.3%. - Indigenous students were 12.9% lower than the provincial average. - Both Girls (0.4) and Boys (2.7) scores were lower than the provincial average. - Girls out performed Boys by 3.1%. - Non-Indigenous students out performed Indigenous students by 12.9%.	**HSD Average:** Scored 4.30% below the provincial average. **Girls:** Scored 0.60% higher than the provincial average. **Boys:** Scored 8.00% below the provincial average. **Non-Indigenous:** Scored 3.90% below the provincial average. **Indigenous:** Scored 7.30% below the provincial average. **Non-EAL:** Scored 4.50% below the provincial average. **Receiving EAL Services:** N/A **Non-CFS:** Scored 4.10% below the provincial average. **In Care of CFS:** N/A
2017-18 Data Trends/Analysis	**2018-19 Data Trends/Analysis**

● HSD average score is trending down. ● HSD average score was just below the provincial average for 4 years, with a lower score of 5.7% in 2017.	● Girls have scored above and below the provincial average since 2014. ● Boys have only scored above the provincial average 1 year since 2014. ● Indigenous students have scored below the provincial average each year since at least 2014.
Performance Targets for 2018-2019	**Performance Targets for 2019-2020**
● Improve performance results in all student classifications by 5% over the provincial average.	● The Provincial target is to have the average mark on Grade 12 provincial tests in ELA and Math to be 80% by June 2028. Based on the provincial target our target is to increase by 3.65% by June 2020.

Grade 12 Provincial Tests - Pre-Calculus Math - Average Marks

Year	Jan/June 2014	Jan/June 2015	Jan/June 2016	Jan/June 2017	Jan/June 2018	Jan/June 2019	Performance Compared Prov Ave
Provincial Average	62.1%	68.7%	66.7%	68.5%	68.0%	68.4%	
HSD Average	80.4%	77.0%	64.4%	69.7%	66.6%	69.2%	0.80%
Girls	N/A	76.8%	67.2%	69.5%	66.6%	67.6%	-0.80%
Boys	N/A	77.1%	60.6%	69.9%	66.5%	71.4%	3.00%
Non-Indigenous	80.4%	77.2%	64.7%	69.4%	66.7%	69.4%	1.00%
Indigenous	N/A	N/A	N/A	N/A	N/A	-	-
Non-EAL	N/A	77.1%	64.8%	70.2%	66.3%	69.1%	0.70%
Receiving EAL Services	N/A	76.0%	N/A	N/A	N/A	-	
Non-CFS	80.4%	77.0%	64.4%	67.7%	66.6%	69.2%	0.80%
In Care of CFS	N/A	N/A	N/A	N/A	N/A	-	-

Grade 12 Provincial Tests - Pre-Calculus Math – Average Marks	
2017-2018 Observations	**2017-2018 Observations**
- HSD average score was 1.4% below the provincial average. - Girls scores were 1.4% lower than the provincial average. - Boys' scores were also 1.4% lower than the provincial average. - There was no gap in scores between Boys and Girls. - Indigenous students were 1.4% lower than the provincial average.	**HSD Average:** Scored 0.80% higher than the provincial average. **Girls:** Scored 0.80% below the provincial average. **Boys:** Scored 3.00% higher than the provincial average. **Non-Indigenous:** Scored 1.00% higher than the provincial average. **Indigenous:** N/A **Non-EAL:** Scored 0.70% higher than the provincial average. **Receiving EAL Services:** N/A **Non-CFS:** Scored 0.80% higher than the provincial average. **In Care of CFS:** N/A
2017-18 Data Trends/Analysis	**2017-18 Data Trends/Analysis**

● In all the categories, HSD cores between 2017 and 2018 dropped by 3%. ● For three of the five-year range - HSD average scores were above the provincial average.	● HSD has scored above the provincial average 4 of the past 6 years. ● Girls have scored above the provincial average 3 of the past 5 years. ● Boys have scored above the provincial average 3 of the past 5 years. ● HSD has not recorded a single indiginous student to take the Pre Cal exam since at least 2014.
Performance Targets for 2018-2019	**Performance Targets for 2019-2020**
● Improve performance results in all student classifications by 5% over the provincial average.	● The Provincial target is to have the average mark on Grade 12 provincial tests in ELA and Math to be 80% by June 2028. Based on the provincial target our target is to increase by 1.35% by June 2020.

Grade 12 Provincial Tests – English Language Arts - Average Marks

Year	Jan/June 2014	Jan/June 2015	Jan/June 2016	Jan/June 2017	Jan/June 2018	Jan/June 2019	Performance Compared Prov Ave
Provincial Average	66.1%	67.4%	67.9%	68.3%	67.8%	68.1%	
HSD Average	69.1%	69.1%	75.6%	71.1%	70.8%	70.3%	2.20%
Girls	74.1%	74.3%	80.1%	77.0%	75.6%	76.9%	8.80%
Boys	64.4%	64.5%	70.1%	65.1%	65.7%	63.7%	-4.40%
Non-Indigenous	69.3%	69.3%	75.9%	71.5%	71.2%	70.6%	2.50%
Indigenous	65.1%	65.3%	71.2%	65.8%	65.5%	66.0%	-2.10%
Non-EAL	69.7%	69.4%	75.9%	71.0%	71.0%	70.3%	2.20%
Receiving EAL Services	54.1%	65.1%	65.8%	58.7%	65.4%	69.5%	1.40%
Non-CFS	69.1%	69.2%	76.0%	71.1%	70.9%	70.4%	2.30%
In Care of CFS	65.8%	N/A	62.0%	N/A	N/A	-	-

Grade 12 Provincial Tests – ELA – Average Marks	
2017-2018 Observations	**2017-2018 Observations**
- HSD average mark is above the provincial average. - Performance level of Girls is 7.8% higher than the provincial average. - Performance level of Boys is 2.1% higher. - Girls out performed Boys by 9.9%. - Indigenous students performed 2.3% lower than the provincial average. - Non-Indigenous students out performed Indigenous students by 5.7%. - HSD Average, Boys, and Receiving EAL services, improved their 2017 scores. - Girls, Indigenous, Non-CFS students, Non-Indigenous students, their scores were lower.	**HSD Average:** Scored 2.20% higher than the provincial average. **Girls:** Scored 8.80% higher than the provincial average. **Boys:** Scored 4.40% below the provincial average. **Non-Indigenous:** Scored 2.50% higher than the provincial average. **Indigenous:** Scored 2.10% below the provincial average. **Non-EAL:** Scored 2.20% higher than the provincial average. **Receiving EAL:** Scored 1.40% above the provincial average. **Non-CFS:** Scored 2.30% higher than the provincial average. **In care of CFS:** N/A

2017-18 Data Trends/Analysis	2017-18 Data Trends/Analysis
● HSD average has a range of 69.1% to 75.6% over the 5-year period. ● Performance of Indigenous students stayed just below the provincial average over the 5-year period. ● Girls out performed Boys by 5%-8% over the 5-year period. ● No great gains or great losses over this timeframe – HSD is above the provincial average.	● HSD average has a range of 69.1% to 75.6% over the 5-year period. ● Performance of Indigenous students stayed just below the provincial average over the 5-year period. ● Girls out performed Boys by 5%-8% over the 5-year period. ● No great gains or great losses over this timeframe – HSD is above the provincial average.
Performance Targets for 2017-2018	**Performance Targets for 2018-2019**
● Improve performance results in all student classifications by 5% over the provincial average.	● The Provincial target is to have the average mark on Grade 12 provincial tests in ELA and Math to be 80% by June 2028. Based on the provincial target our target is to increase by 1.21% by June 2020.

Provincial Assessments Summary Results for Hanover School Division

1. The division's performance levels in the following categories are all above the provincial averages:
    a. Grade 3 Literacy **2019: 5.3%** (2018: 5.5%)
    b. Grade 8 Reading Comprehension **2019: 4.1%** (2018: 1.8%)
    c. Grade 8 Expository Writing **2019: 6.9%** (2018: 1.8%)
    d. Grade 9 ELA Credit Attainment **2019: N/A** (2018:1.0%)
    e. Grade 9 Math Credit Attainment **2019: N/A** (2018: 1.8%)
    f. Grade 12 Applied Math Average Marks **2019: - 1.8%** (2018: 2.0%)
    g. Grade 12 ELA Average Marks **2019: 2.2%** (2018: 3.0%)
2. The division's performance levels in the following categories are below the provincial average:
    a. Grade 3 Numeracy **2019: -3.5%** (2018: -5.7%)
    b. Grade 7 Number Sense and Skills **2019: -1.4%** (2018 -4.7%)
    c. Grade 12 Pre-Calculus Math Average Marks **2019: .8%** (2018 -2.0%)
    d. Grade 12 Essentials Math Average Marks (2018 -1.3%)
3. In all but Grade 12 Essentials and Pre-Calculus, Girls in Hanover outperformed the Boys. Indigenous students performed well below the provincial average, except for Grade 12 ELA Average Marks, where the achievement mark was less than 2.1% below the provincial average.

HSD Deeper Learning Plan
2019-2022

Strategic Priorities 2019-2022

1. Social Emotional Learning

Intentional teaching and learning of skills such as self-awareness, self-management, building relationships, problem solving, and social awareness.

Building ALL students a sense of belonging, self esteem, positive relationships, connections with an adult that knows them and cares for them, having friends at school, involvement in extracurriculars, and valuing and enjoying their work.
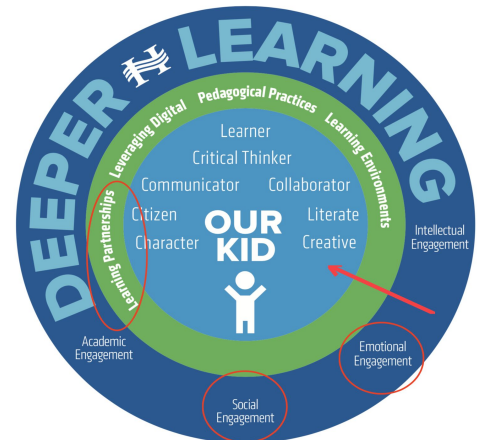
2. Learning Competencies within the Curriculum

Hanover School Division will continue to focus on developing basic literacy and numeracy skills in all our students. These are foundational for learning. We will use the eight learning competencies to enhance student learning in all curricular core areas.

3. Learning Partnerships

Hanover School Division will continue to build the collective efficacy of all Hanover School Division staff who have direct contact with students. Research suggests (Donahoo, 2016 & Hattie, 2013) that increasing the collective efficacy of staff work with students will have high impact on student learning.

Strategic Priorities Breakdown

Social Emotional Learning

Students have a Positive Sense of Belonging in their School

- Our schools will establish strategies that focus on all students feeling valued and accepted at school.
    - *Data Source: EDI, Our School Survey, and Deeper Learning Student Survey.*

Students are Interested and Motivated in their School Work.

- Our teachers will continue to excel at providing relevant, real life, and high interest work for all students.
    - *Data Source: EDI, Our School Survey, and Deeper Learning Student Survey.*

Learning Competencies within the Curriculum

English Language Arts

- In 2017, the new English Language Arts Curriculum was published. This provoked various discussions around how will this new curriculum work with the Hanover School Division learning competencies? As a result, HSD Learning Coaches and the HSD Literacy Clinician developed and published the Hanover Comprehensive Literacy Model Support Document (September 2019). Moving forward, this document will guide our professional development offered to teachers.
  - *Data Sources: Learning Competencies Continuum, Provincial Assessments, Student eportfolios.*

Numeracy

- Hanover School Division students will continue to learn what mathematicians do and their behaviors. Students are seeing that mathematicians create, form conjectures, debate, analyze, problem-solve, estimate, reason, wrestle with ideas and persevere. They see that a positive mathematical mindset plays a major role in their growth. Within a growth mindset, students will continue to learn the important mathematical knowledge and the HSD learning competencies.
  - *Data Sources: Learning Competence Continuum, Provincial Assessments, Student eportfolios.*

Science, Social Studies, Physical Education/Health, Art Education

- These core subjects will include the use of the Hanover School Division Learning Competence Continuum to support student learning.
  - *Data Source: K-8 student eportfolios, Grades 9-12 HSD Learning Competence Continuum*

Assessment

- HSD will work with teachers to develop a continuum for critical thinking, communication, citizenship, creativity, character, and collaboration. These continuums will help teachers see their impact and inform their next steps in teaching the learning competencies within the curriculum.
- Beginning September 2020, all K-8 teachers will use the seesaw application to serve as a student eportfolio to document student learning.

Learning Partnerships

Principals & Vice Principals:

- All principals and Vice Principals will work with the Senior Leadership Team on building the collective efficacy of the Hanover Council of School Leaders group. Each Principal and Vice Principal will work in collaborative groups focusing on instructional leadership, learning from problems of practice while becoming aware of the strength areas in their colleagues.

Teachers

- Each school will create a plan to build the collective efficacy of the staff, with positive results having a high impact on student learning.
  - *Data Source: School based and school created teacher survey.*

Literacy Plan for 2019-2022

We believe effective literacy instruction results in students who are proficient and confident at understanding themselves, others and their world. Literate learners will read, write, listen, speak, view, and represent for meaning-making and meaning-sharing and use these skills to impact their world. These language arts also empower learners to develop and deepen the competencies of communication, collaboration, critical thinking, creativity, citizenship, and character within rich learning experiences. A strong classroom literacy program will support students in all content areas.

The purpose of this Comprehensive Literacy Support document is to be a resource for teachers, learning coaches, and principals to help plan, guide, and evaluate practice in teaching the six language arts.

This document was created to be used by all teachers in all subject areas in grades K-8. We recognize that these skills integrate into every curricular area. The comprehensive literacy model supports the Manitoba ELA Draft 2019 curriculum and its four practices (Language as SenseMaking, Language as System, Language as Exploration & Design and Language as Power & Agency). We appreciate the opportunity to provide a comprehensive model of literacy instruction that brings together the six competencies, the four practices and the most current information on literacy instruction and resources.
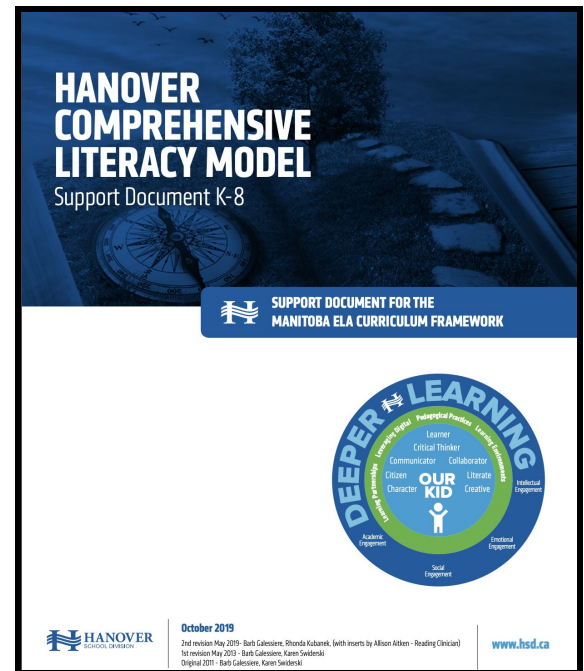
The Hanover Comprehensive Literacy Model: Support Document K-8, focusses on the following

- What is Comprehensive Literacy?
- Assessment and Differentiation
- Assessment Tools and Resources
- The Components of a Comprehensive Literacy Model
  - Reading (includes Dyslexia information)
  - Word Study
  - Viewing & Listening
  - Writing
  - Speaking & Representing
- Designing Learning Experiences using the Four Design Elements
- Recommended Resources

Provincial ELA Data Strengths/Challenges/Next Steps

Grade 3	Grade 7	Grade 8	Grade 9 Credit	Grade 12
Strengths - Above the Provincial Average in all 3 competencies (Comprehension, Goal setting and Using Strategies) No apparent strength - achievement is similar in all three competencies (66.5%, 65%, 66.6%)	**Strengths -** Competency - "Understanding key ideas and messages in a variety of texts" - 73.2% of students were at meeting	**Strengths -** Competency - "Generates, selects and organizes ideas to support readers understanding" - 63.4% of students were at meeting	**Strengths -** 90.7% of students passed grade 9 ELA Credit goes both semesters (SRSS) or Reading is Thinking course (NCI, GVS, LCI)	**Strengths -** Grade 12 students had an average achievement of 72.6% in the area of "Enhancing the clarity and artistry of communication" (General Outcome 4 in the previous ELA curriculum)
Challenge - No apparent challenge - achievement is similar in all three competencies (66.5, 65, 66.6) Only 33.3% of our Indigenous students were meeting in Gr. 3 in all of the categories (2018 data)	**Challenge -** Competency - "Responding Critically to a variety of texts" - Only 57.9% were at meeting Only 15% of our Indigenous students met mid grade 8 performance in all 3 reading competencies (2018 data)	**Challenge -** Competency - "Uses conventions to edit writing" - students struggle to edit for conventions- Only 57.9% were at meeting	**Challenge -** Indigenous students - only 72% are passing Grade 9 (2016-2017 data)	**Challenge -** General Outcome 3 - Managing Ideas and Information - 58.3% was the average achievement for our Grade 12's in this area
Next Steps - Help our students	**Next Steps -** Teachers and	**Next Steps -** Establish "look fors"	**Next Steps -** Continued support for	**Next Steps -** Supporting teachers in

who are Approaching Expectations (on the rubric) progress in all 3 competencies Students being made aware of possible reading strategies, aware of their own reading progress, and being able to articulate appropriate reading goals to close their achievement gaps	students articulating and demonstrating the skills of Critical Thinking	in writing for teachers (Provide a set of grade band writing samples or exemplars for teachers to mark writing accurately) Establish a set of writing goals by grade band to support teachers	Grade 9 teachers in terms of knowing and teaching the skills and strategies necessary for students to be proficient at the Grade 12 ELA exam	9-12 to teach the skills that would support Managing Ideas and Information

Divisional Strategies for Improving Student Performance in Literacy

Components of a Comprehensive Literacy Model

Read Aloud

Purpose: Think aloud to model comprehension strategy use
- Model Before, During, and After reader strategies
- Model fluent, expressive reading
- Develop a sense of story
- Develop a knowledge of non-fiction text structures
- Build understanding of text organization and features
- Teach about audience and message
- Imagine and explore different ways to represent thinking and ideas
- Expose students to more challenging text that may be too difficult for students to read independently
- Foster a love and enthusiasm for reading
- Build background knowledge
- Highlight and build new vocabulary
- Provide exposure to different authors, series and genres
- Establish a community of readers
- Build citizenship skills through exposure to different perspectives and worldviews

Shared Reading

Purpose:
- Build fluency; reading with accuracy, phrasing, expression, comprehension, and appropriate speed
- Practice strategy use and use good reader strategies like previewing text, looking at the text features
- Develop a sense of story and a knowledge of non-fiction text structures
- Highlight and teach new vocabulary
- Share content material with the whole class
- Share different fiction and non-fiction forms and genres
- Foster a love of reading

Small Group Reading Instruction

Purpose:
- Build fluency; reading with accuracy, phrasing, expression, comprehension and appropriate speed
- Practice comprehension and decoding strategy use
- Practice use of good reader strategies like previewing text, looking at the text feature.
- Develop a sense of story and a knowledge of non-fiction text structures
- Highlight and teach new vocabulary
- Improve phonemic awareness, phonics skills, knowledge of prefixes, suffixes, roots, as well as other understandings of how words work through participation in word work activities
- Collaborate - share viewpoints and learn from the thinking of others

Guided Reading

Purpose:
- Guided reading is essential for students in Grade 1-4 and also appropriate for Grade 5-8. In Kindergarten, the focus for the Pre-A reader is on reading readiness skills, keeping in mind though, the emergent readers will need small-group instruction. The focus for emergent, early and transitional readers is on gaining greater automaticity with word recognition and efficiency in word-solving, while practicing comprehension strategies. The focus for fluent readers is on continued monitoring of comprehension and exploring deeper levels of comprehension with longer and more complex texts. Critical thinking is practiced at all levels.

Running Records

Purpose:
- An accurate, in-depth running record will allow a teacher to gather data on almost all of the student's reading skills, strategies and behaviours. The data gathered from the record can be compared to a reading checklist to identify any missing data needed to make informed decisions about next steps. The analysis of a record will also help the teacher determine whether a student is currently reading "just right' text and guide student conferencing about text choices. It is recommended that teachers share with students the results of the running record assessment; their strengths, their challenges, and identify, alongside students, what the next steps could be. Use of reading and decoding strategies, reading a variety of text, practicing comprehension strategies are all possible goals for teachers and students to determine together. It is important to note that the potential areas of growth should be linked

to students' strengths, not deficits in the absence of a noticeable strength. Look for what a student is starting to do or does some of the time and build from there. This ensures that the ideas for reaching goals are within students' zones of proximal development.

Talking About Texts

Purpose:
- Give readers a chance to interact with others about text. Students share their thinking and learn from others as they listen to their peers' responses to text.

Independent Reading

Purpose:
- Students spend time working on critical thinking/making meaning from text and exercising their reader choice
- Students have time to independently practice their skill and strategy use
- Promotes reading for enjoyment and information
- Students build up their sustained reading time
- Students experience new themes, forms and genres
- Fosters self-confidence as students read familiar and new text
- Builds an understanding of diverse values and worldviews

Word Study: Phonemic Awareness, Orthographic Awareness, Phonics, Spelling Patterns

Purpose:
- Enables students to read and write easily, and produce legible written texts
- Teaches students knowledge about language and vocabulary
- Encourages the use of decoding and spelling strategies

Reader's Workshop

Purpose:
- Reader's Workshop provides an opportunity for students to practice skills, strategies and behaviours using independent texts. The long term goal is to build lifelong readers who display agency and independence. This workshop framework often includes a mini-lesson, independent reading time in which students are encouraged to practice particular reading strategies taught during the lesson, teacher-student conferencing, small group instruction, and a time for reflection. During reflection, students share their learning, reading strategies practiced, and/or individual or collective responses to text. Students may respond to a text in terms of what they think or how they feel about what they are reading through journal entries, sharing circle, graphic organizers, etc.

The Language Art of Viewing and Listening

Listening

- Through listening, students learn to understand who they are in relation to others. The ability to form and maintain relationships and to collaborate and extend learning through interactions with others is closely tied to listening skills. Students also use their listening skills to make meaning of a story, an oral presentation, a recording, a guest speaker, and so on. As teachers, we are focused on how well a student can comprehend and learn new information using the art of listening, as well as using their critical thinking skills to make meaning. The art of listening is woven through all teaching and learning experiences.

Viewing

- Viewing is similar to listening as both are ways we take information in from the world around us. Viewing is like reading in that students are required to decode media text. Viewing is an active process of attending to and comprehending visual media like television, advertising images, films, diagrams, symbols, photographs, videos, drama, drawings, sculptures, and paintings. Viewing enables students to acquire information and appreciate the ideas and experiences of others. Many of the comprehension processes involved in reading such as previewing, predicting and making inferences may also be used in viewing. As teachers, we are focused on how well a student can learn new information using the art of viewing. The skill of visual literacy is required to critically think/make meaning from our daily world in a very visual information age.

The Language Art of Writing

Writing

- In order for students to become strong writers, they need to see and hear what powerful writing looks and sounds like. The texts we use are often referred to as mentor or anchor texts, and can include published writing such as picture books, articles, journal entries, anthologies, and narratives. Writing by the teacher or student samples can also be used as mentor texts. It is important for students to explore a wide variety of forms and genres and have frequent opportunities to write to develop their confidence and skills.
- To support the writing process, teachers can co-construct criteria for quality writing with students based on prior knowledge and what the students notice from studying mentor texts. If more criteria are needed, the Traits of Writing provides criteria for teachers to use to guide students.

Writer's Workshop

- Writer's Workshop is a student-centered framework for teaching writing. This framework is based on the idea that students learn to write best when they write frequently, for extended periods of time, and on topics of their own choosing. The Writer's Workshop provides opportunities for the teacher to use mentor texts and mini-lessons to teach and inspire, as well as be able to conference with individual students or student groups to discuss their writing progress. A series of mini-lessons across a few weeks allows the students' thinking around writing to go deeper. Units of study in writing can be organized into both process and product studies (taken from the work of Katie Wood Ray), where depth, not coverage is the goal. Process Studies begin with what professional writers have to say about their own writing process and experiences and move to how students are experiencing the process of writing. Specific strategies and understandings are taught when needed rather than in a specific sequence.

The Language Art of Speaking and Representing

Speaking

- Speaking allows students to bring to life their learning in an oral way. Whether it be through a debate, a book talk, a dramatization, conversation during paired reading or in a knowledge building circle, or collaborating as a group, opportunities like these are ripe with student learning. "Learners are also expressing opinions and judgements, using language appropriately to meet needs and to share their identities" (ELA Curriculum Framework, April 2019). The charge then is for teachers to be listening attentively as their students communicate about issues, topics, and about their learning, noting the learning that has been done as a result of the experience.

Representing

- It is important to provide opportunities for children to represent not just products, but also communicate the process of learning. Painting, drama, collages, posters, brochures, slideshows, and dances are all ways for students to become learners and to learn about a variety of topics. Representing needs to incorporate more than just writing and speaking for the sake of writing and speaking. Use of the visual and dramatic arts is a powerful way to participate in discovering and understanding the world around us.

Indicators of Success

1. Improved performance in all Provincial ELA assessments
2. Students will progressively advance in each learning competency along the HSD continuum
3. Improved phonemic awareness
4. Increased in teachers implementing read alouds and discuss texts.
5. Improved understanding of the strategies that grow and support critical thinking in all core subjects - (meaningful texts, real life experiences, knowledge building circles, curious question asking, problem based, decision making, goal setting, reflecting, seeking feedback)

Numeracy Plan 2019-2022

Students are curious, active learners with individual interests, abilities, and needs. They come to classrooms with varying knowledge, life experiences, and backgrounds. A key component in successfully developing numeracy is making connections to these backgrounds and experiences.

Students learn by attaching meaning to what they do, and need to construct their own meaning of mathematics. This meaning is best developed when learners encounter mathematical experiences that proceed from the simple to the complex and from the concrete to the abstract. The use of manipulatives and a variety of pedagogical approaches can address the diversity of learning styles and developmental stages of students, and enhance the formation of sound, transferable mathematical concepts. At all levels, students benefit from working with a variety of materials, tools, and contexts when constructing meaning about new mathematical ideas.

Meaningful student discussions can provide essential links among concrete, pictorial, and symbolic representations of mathematics. Students need frequent opportunities to develop and reinforce their conceptual understanding, procedural thinking, and problem-solving abilities. By addressing these three interrelated components, students will strengthen their ability to apply mathematical learning to their daily lives.

The learning environment should value, respect, and address all students' experiences and ways of thinking, so that students are comfortable taking intellectual risks, asking questions and posing conjectures. Students need to explore mathematics through solving problems in order to continue developing personal strategies and mathematical literacy. Learners must realize that it is acceptable to solve problems in different ways and that solutions may vary. (Kindergarten to Grade 8 Mathematics Manitoba Curriculum Framework of Outcomes, 2013)

Assessment for learning, assessment as learning, and assessment of learning are all critical to helping students learn mathematics. A variety of evidence and a variety of assessment approaches should be used in the mathematics classroom. (Grade 9 to 12 Mathematics Manitoba Curriculum Framework of Outcomes, 2014)

Grades K-8

There are critical components that students must encounter in a mathematics program in order to achieve the goals of mathematics education and encourage lifelong learning in mathematics. Students are expected to:
Communicate in order to learn and express their understanding
Connect mathematical ideas to other concepts in mathematics, to everyday experiences, and to other disciplines

- Demonstrate fluency with mental mathematics and estimation
- Develop and apply new mathematical knowledge through problem solving
- Develop mathematical reasoning
- Select and use technologies as tools for learning and solving problems
- Develop visualization skills to assist in processing information, making connections, and solving problems

Grades 9-12

The seven mathematical processes are critical aspects of learning, doing, and understanding mathematics. Students must encounter these processes regularly in a mathematics program in order to achieve the goals of mathematics education. The common curriculum framework incorporates the following

interrelated mathematical processes. It is intended that they permeate the teaching and learning of mathematics. Students are expected to:

- Use communication in order to learn and express their understanding
- Make connections among mathematical ideas, other concepts in mathematics, everyday experiences, and other disciplines
- Demonstrate fluency with mental mathematics and estimation
- Develop and apply new mathematical knowledge through problem solving
- Develop mathematical reasoning
- Select and use technology as a tool for learning and solving problems
- Develop visualization skills to assist in processing information, making connections, and solving problems

Kindergarten to Grade 12

Characteristics of Math Classrooms Moving Towards Deeper Learning

- **Students are asking mathematical questions.** - They are developing skills and language to pursue meaning-making and are not just passively taking in the answers from teachers. Students value playing with mathematical ideas, not simply mimicking and reproducing what the teacher does.
- **The learning process is highly valued.** - The process of learning, discovering, and conveying thinking is as important as the end result solutions.
- **Various ways for making learning visible are expected.** - Students are using concrete, pictorial and symbolic models to explore concepts. Much thinking can be seen by the whole community to use towards advance everyone's learning.
- **There are explicit connections to the world beyond the classroom walls.** - Learning is designed to help students see their world outside of their classroom and school through the lens of mathematics.
- **Students are beginning to understand what mathematicians do and their behaviors.** - Students are seeing that mathematicians create, form conjectures, debate, analyze, problem-solve, estimate, reason, wrestle with ideas and persevere. They see that a positive mathematical mindset plays a major role in their growth. They are beginning to understand the whole image of a mathematician and what their current identity is in this.
- **Various Learning Partnerships are modeled and encouraged.** - Students use various partnerships within the classroom based on their current learning needs on any given day. Some students are going beyond the classroom with partnerships. Flexible seating creates space for students to move in and out of these partnerships.
- **The assessment of learning is becoming embedded, transparent, and authentic.** Students define personal goals, monitor progress toward success criteria, and engage in feedback with peers and others. Students see assessments not as the end all be all of themselves as mathematicians, but as one of many important methods to move their learning forward.
- **Students see themselves as equal members of the learning community and are treated as such, no matter their math experience and abilities at the time.**
- **DL Competency language is used and applied to bring depth to learning experiences.**

Provincial Numeracy Data Strengths, Challenges, and Next Steps

Grades 3, Grade 7, Grade 12 Provincial Assessments

	Grade 3	**Grade 7**	**Grade 12**
Strengths	Whole number representation Indigenous Students show strength in predicting patterns.	Ordering Decimals Whole number representation	*Applied* Design and Measurement *Essential* Vehicle Finance *Pre-Calc* Polynomial Functions
Challenges	Identifying elements in repeating patterns. Mental Math -- Girls EAL -- patterning	Mental Math (above Provincial Ave, but lowest of HSD competencies) Uses number patterns to solve math problems	*Applied* Functions *Essential* Geometry and Trig *Pre-Calc* Trig

Divisional Strategies for Improving Student Performances in Numeracy

Overall Strategies for Improvement

Kindergarten to Grade 8

HSD's Numeracy Achievement Project is grounded in the following:
Grade 7 and 8
- Continual targeted professional learning
- The consistent interweaving of assessment, instruction, and curriculum.
- Exploration and application of effective and efficient tools for the math classroom
- Common language and common targets
- Informed professional response to assessment for learning
- Meaning-making for teachers and students around what a mathematical mindset is and how it is connected to the 6 deep learning competencies.

1. Developing Big Picture Understanding -- the importance of understanding the depth and breadth of curriculum -- where did students come from, what do they know now, where do they need to get to.
2. Mental Math -- Moving beyond math facts to the development of numeracy.
3. Being able to **play** with numbers, and the **flexibility** of numbers. Having a true understanding of mental math.
    ○ Develop "Look Fors" in Mental Math - Provide tools that teachers can use to plan, and implement.

Kindergarten to Grade 12

● Matching Assessment Practices in Mathematics to changing instructional practices, particularly in Middle Years and Senior Years mathematics. (*Pedagogical Practices, Learning Environments*).
    ○ For example focussing on the Triangulation of assessment (Conversations, Observations, Products) How do we use these different forms of assessment, gather data, and pedagogical documentation.

● Building Capacity through Grade Specific Task Creation Teams -- focus on areas of growth ie: Understanding and Developing Mental Math, Patterning and Algebra

    1. Similar teachers meet to deconstruct, unpack curriculum and create a "Need to Know and Do Continuum".Then develop and tweak classroom tasks and instructional tools to meet those concepts.
    2. Teachers try out tasks in their classes, including assessment tools and then bring students to work back to the group.
    3. Sharing across teams of tasks, tools etc.
    4. Tasks are made "public" to teachers within the division (ie Learning Matters), and then also return to schools to share and build capacity. (ie -- similar teams then are created within schools to develop a common language, tasks, assessment tools, planning)

Indicators of Success

1. Improved performance in all provincial assessments
2. Students will progressively advance in each learning competence along the HSD continuum.
3. Improved mRLC Numeracy project for Grade 7 and 8.