

K-12 FRAMEWORK FOR CONTINUOUS IMPROVEMENT

Reporting for 2023-2024
Submitted October 1, 2023



Mission Statement

Hanover is a student-centered 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 firmly grounded in our ABCs. These three areas are as follows;

- ***All students learn the skills, disposition, values, and knowledge required for a productive and wholesome life.***
- ***Building the capacity of all HSD staff to enable all students to learn.***
- ***Partnering with our Communities 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, we embarked on a massive initiative as a school division. We consulted with the community and educational stakeholders to establish a benchmark of characteristics representing 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 compelling experience of partnering with multiple stakeholders created a dynamic focus that we now call our Deeper Learning Plan.

Our Deeper Learning Plan is dynamic and allows for establishing 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 essential to recognize that these skills are developed within the content of the curriculum.

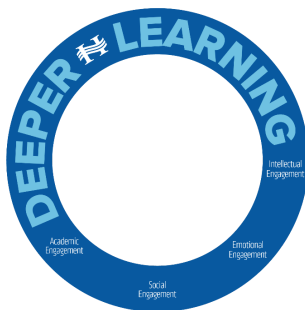
North America and the world have focused on developing basic literacy and numeracy skills for the past decade. These are foundational for learning and continue to be essential but are insufficient to prepare our students for the complex world they will face. Schools, districts, and countries must find ways to sustain continuous improvement on the basics while building innovative practices to develop 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 and content knowledge are important. There are four key focus areas for our teachers when teaching competence with the curriculum. The green ring provides a snapshot of the areas our staff will continue to focus on.



Student engagement is critical to having students understand competencies with knowledge. Four key areas of student engagement help students flourish in school. The blue ring provides the areas of engagement on which staff in the Hanover School Division are focusing.

Combining these rings creates our deeper learning graphic, 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 student's education in the Hanover School Division.



Strategic Planning Priorities:

Student Well-being	Literacy	Numeracy
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Hanover School Division has chosen Literacy, Numeracy, and Student Well-Being as our three strategic areas, and we have also decided to incorporate teaching through deeper learning. Deeper learning is an approach to education that emphasizes the development of important knowledge, skills, values, and dispositions that students need to be successful in life and contributing members of society. This approach focuses on helping students to understand the material they are studying, not just memorize it. By teaching through deeper learning, the Hanover School Division aims to create an environment where students are encouraged to learn our 6C's: think **Critically**, become strong **Communicators**, think **Creatively**, build **Character**, develop **Citizenship** skills, and work **Collaboratively**.

Deeper learning is designed to help students develop key skills and dispositions essential to success in university, career, and living a wholesome life. This approach emphasizes learning the 6C skills that employers, universities, and colleges highly value. Additionally, by teaching through deeper learning, the Hanover School Division prepares students for future challenges. This approach allows students to apply their knowledge and skills in real-world contexts, essential for success in the 21st century.

By incorporating deeper learning into the curriculum, the Hanover School Division is working to ensure that students are proficient in the core subjects and can think critically, communicate effectively, and solve complex problems. These are important skills that are necessary for success in the future. Additionally, by focusing on literacy, numeracy, and student well-being, the Hanover School Division is creating a positive and supportive learning environment for all students, which can improve academic outcomes and prepare students for the future.



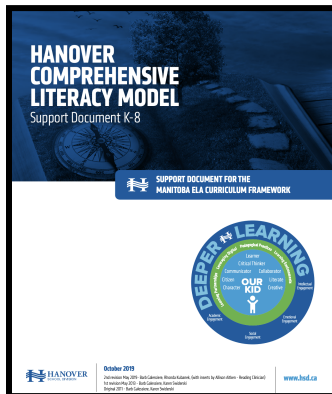
Strategic Planning Priorities: Implementation

Literacy

Effective literacy instruction results in proficient and confident students understanding themselves, others and their world. Literate learners will read, write,

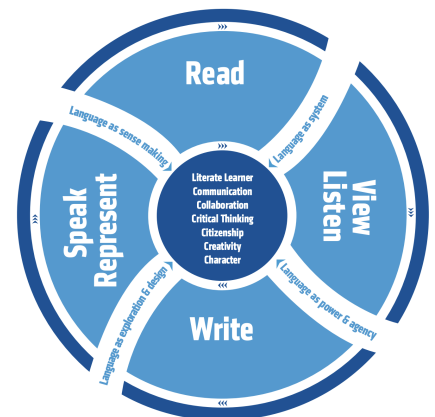
listen, speak, view themselves, and represent for meaning-making and meaning-sharing and use these skills to impact their world. These language arts also empower learners to develop and deepen the competencies of communication, collaboration, critical thinking, creativity, citizenship, and character 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.



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



Strategies to Improve Literacy in HSD

- Read Aloud
- Shared Reading
- Small Group Reading Instruction
- Guided Reading
- Running Records
- Talking About Text
- Independent Reading

- Word Study: Phonemic Awareness, Orthographic Awareness, Phonics, Spelling Patterns Reader's Workshop
- Writer's Workshop

Literacy Data Collection

- Kindergarten: Heggerty
- Grade 1 - Grade 8: Fountas and Pinnell Reading Assessment

Provincial Assessments

Grade 3: October to December 2023

Grade 8: January to early March 2024

Grade 10: November 2023

Grade 12: Semester 1: January 9 to 12, 2024 and Semester 2: May 27 to 30, 2024

Teacher Professional Development

The following are some of the Professional topics that will be explored during the school year. Some of these topics are facilitated by HSD staff or the mRLC.

Topic	Facilitator
Class Profiling	HSD
Supporting K-12 Readers	HSD
Building Vocabulary	HSD
University of Florida's Literacy Institute (UFLI)	HSD
Thinking Strategies for Reading	HSD
The Writing Rope	HSD

Numeracy

21st-century math skills refer to the mathematical knowledge, concepts and skills necessary for students to succeed in the modern world. They go beyond traditional mathematical knowledge, such as arithmetic and algebra, and focus on developing mathematical thinking, reasoning, and problem-solving skills. These skills are necessary for students to understand and navigate the complex and rapidly changing world they live in.

One of the key aspects of 21st-century math skills is the ability to analyze and interpret data. With the increasing amount of data available, it is important for students to understand how to collect, analyze, and draw conclusions from data. This skill is crucial for many careers, such as finance, marketing, and computer science, and for making informed decisions in everyday life.

Another important aspect of 21st-century math skills is the ability to think critically and solve problems. This includes identifying and analyzing a problem, devising and testing solutions, and evaluating the results. These skills are essential not only for math but also for many other subjects and life in general. They are becoming increasingly important in an era of rapid technological change, where individuals must adapt and solve new and complex problems.

In addition to these critical aspects, 21st-century math education focuses on applying math skills in real-world situations. This helps to make math more relevant and meaningful for students and encourages them to see the value of math in their daily lives. Furthermore, it helps to cultivate a deeper understanding of the subject and makes it more engaging for students. Overall, 21st-century math skills are essential for students to succeed in the modern world and become critical thinkers and problem solvers who can adapt to new and complex situations.

Numeracy Data Collection

- Grade 2 - Grade 8 teachers use the Numeracy Achievement Program (NAP) Baseline assessment to provide teachers with the baseline data to begin programming.
- Grades 5 - Grade 9 teachers use the NAP baseline assessment and the continuum (pacing guide) to teach the Math Curriculum.

Provincial Assessments

Grade 3: October to December 2023

Grade 7: January to early March 2024

Grade 10: November 2023

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Teacher Professional Development

The following are some of the Professional topics that will be explored during the school year. Some of these topics are facilitated by HSD staff or the mRLC.

Topic	Facilitating Organization
Numeracy Achievement Program	mRLC & HSD
Working with Numeracy Data	HSD
Assessment for Equity in Math	HSD
Cognitively Guided Instruction in Math	HSD
Building Fact Fluency	HSD
Gizmos and Frax from Explore Learning	HSD

Social Emotional Learning and Student Well-being

Social and emotional learning (SEL) is important to the staff and students in the Hanover School Division because it helps students develop the skills they need to manage their emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL is also important because it can improve academic achievement, reduce problem behaviours such as bullying and violence, and promote positive mental health and well-being. Additionally, SEL can help students develop the 21st-century skills they need to succeed in the workforce, such as the 6 C's that HSD strives to teach.

Social Emotional Learning Data Collection

- Each school year, between March-June, students in grades three to twelve participate in a student survey. The purpose of this survey is for school staff to establish a baseline and comparable data focussing on the well-being of students.
- Each school will select at least two areas within the survey to set goals and implement strategies to improve survey results.

Teacher Professional Development

The following are some of the Professional topics that will be explored during the school year. These topics are facilitated by HSD staff.

Topic	Facilitator
ASIST Training	Divisional social workers
SafeTALK	Divisional social workers
Trauma Response Interventions	Center for Trauma Informed Practices
Safe & Caring Schools Training	Student Services Admin
Anxiety Training	Student Services Clinicians
Grief and Loss Training	Student Services Clinicians
Student Health & Well-being	Student Services Clinicians
Care For All In Education	Government Agency
Trauma Informed Classrooms	Student Services Clinicians
Zones of Regulation	Student Services Clinicians

Strategic Planning Priorities: Assessment and Data

HSD Diagnostic Assessments

Grade	Literacy	Numeracy	Social-Emotional Learning
K	Hanover Early Literacy Screener - based on the Heggerty	N/A	N/A
Grade 1	Fountas and Pinnell Reading Assessment If students are below A on the Fountas and Pinnell, they will be assessed with the Hanover Early Literacy Screener	NAP Assessment - interview style	N/A

Grade 2	Fountas and Pinnell Reading Assessment	NAP Assessment - hybrid - some interview, some pencil/paper	N/A
Grade 3	Fountas and Pinnell Reading Assessment	NAP Assessment - pencil/paper	Grade 3-5 Panorama Survey
Grade 4	Fountas and Pinnell Reading Assessment	NAP Baseline Assessment	Grade 3-5 Panorama Survey
Grade 5	Fountas and Pinnell Reading Assessment	NAP Baseline Assessment	Grade 3-5 Panorama Survey
Grade 6	Fountas and Pinnell Reading Assessment	NAP Baseline Assessment	Grade 6-9 Panorama Survey
Grade 7	Fountas and Pinnell - see note below	NAP Baseline Assessment	Grade 6-9 Panorama Survey
Grade 8	Fountas and Pinnell - see note below	NAP Baseline Assessment	Grade 6-9 Panorama Survey

Indigenous Education

To advance and respond to the Truth and Reconciliation Call to Action 62i, all school staff are expected to complete Treaty Education as soon as possible and by December 31, 2025.

Teachers can attend Treaty Education Training either offered by the Hanover School Division or through the Treaty Relations Commission of Manitoba. Teachers are responsible for uploading their certificate of completion to their CIMS software account.

Jordan's Principle

Hanover School Division has partnered with Jordan's Principle, Southern Chiefs Organization of Manitoba to enhance support for indigenous students in the division.

Teacher Professional Development:

The following are some of the Professional topics that will be explored during the school year. Some of these topics are facilitated by HSD staff or the mRLC.

Topic	Hosted
Mamahtawisiwin	mRLC & HSD
Indigenous Learning (elders and knowledge Keepers)	HSD
Powwow-Step Dance Learning	HSD
Knowledge to Action: Infusing Metis Perspectives	mRLC
Gathering of Friends	HSD

Provincial Grant Reporting

Indigenous Academic Achievement Grant

We have used this grant with the hiring of an Indigenous Learning Coach. The indigenous learning coach works with school leadership and teachers to implement Mamàhtawisiwin Framework.

Having an Indigenous Education Coach in the Hanover School Division is particularly important as the Division serves a significant Indigenous student population. The Coach

can help educators understand Indigenous students' unique needs and experiences and provide support in addressing these needs. The Coach can also help educators implement Mamahtawisiwin and teaching strategies incorporating Indigenous perspectives and knowledge. By doing so, the Coach can help ensure Indigenous students feel represented and included in the classroom, leading to improved academic outcomes and overall well-being.

Moreover, having an Indigenous Education Coach in the Hanover School Division will contribute to reconciliation efforts and promote cross-cultural understanding. By providing professional development for educators on Indigenous history, culture, and ways of knowing, the Coach can help to break down stereotypes and biases and promote positive relationships between Indigenous and non-Indigenous people. The Coach can also act as a bridge between the school division and the Indigenous community, helping to facilitate communication and understanding. Ultimately, an Indigenous Education Coach in the Hanover School Division can help create a more inclusive and culturally responsive education system that honours and respects Indigenous knowledge and ways of being, essential for building a more equitable and just society.

Career Development Initiative [Website](#)

Support educational leaders to create meaningful learning opportunities for students to gain knowledge and develop their understanding of career development and life exploration concepts to ensure they are ready for their next steps.

Educators will report that the CDLE Program Coordinator was essential in supporting them to implement CDLE initiatives, developing inter-school collaborative relationships, and building skills to facilitate student success.

- CDLE Program Coordinator will support educators in their pursuits of delivering programming to students of the highest caliber that connect to CDLE topics, assisting student success rates in their respective courses.
- CDLE Program Coordinator will develop resources to benefit all relevant parties – administrators, educators, students, parents/guardians, and community partners.
- CDLE Program Coordinator will develop a CDLE Professional Learning Group within Hanover School Division to collaborate on concepts related to CDLE.

Technology Education

The Steinbach Regional Secondary School is the Technical Vocational school in the Hanover School Division. The following programs are offered at the school.

- Applied Commerce
- Automotive Technology
- Carpentry
- Collision Repair and Refinishing
- Culinary Arts
- Design Drafting
- Electrical
- Esthetics
- Graphic Design
- Hairstyling
- High School Apprenticeship Program
- Human Ecology
- Interactive Digital Media
- Visual & Performing Arts
- Welding (Metal Fabrication)

Learning to Age 18 Coordinator

The Learning to Age 18 Coordinator reviews student attendance data, academic data, and behavior data on a regular basis. They provide support and direction to school teams, school clinicians, and school administrators to maintain, improve, and support students who are experiencing difficulty remaining engaged in school academics and activities. The coordinator attends student specific planning meetings as needed, leads school profile meetings, and provides training to those stakeholders involved in supporting identified students.

Early Childhood Development Initiative

Hanover School Division participates in the Early Childhood Development Initiative as directed by Manitoba Education and Early Childhood Learning. The results are shared with schools and used in their yearly school planning.

Early Years Evaluation (EYE)

Hanover School Division uses the Early Years Evaluation tool for all kindergarten students. The tool is used to provide teachers with student specific data to address in-year learning needs of students and inform school-level planning with a focus on supporting early literacy skills and healthy childhood development.

French Language Education

Currently, in the Hanover School Division, a French Language compulsory course is offered in each grade level 5-8. As students transition to High School, French courses are offered as elective courses in the four HSD high schools.

Instructional Leadership

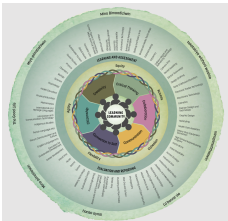
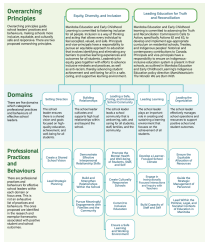
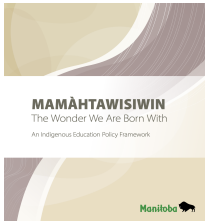
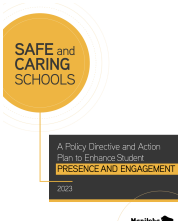

Admin Council Meeting: The HSD admin council consists of all the school principals, vice principals and superintendents. Meetings are held once a month. These meetings are designed to provide current and relevant school division information and a specific time designated for leadership professional development. This professional development can be led by the superintendent's team, principals, and vice principals.

Vice Principal Leadership Cohort: The superintendents host bi-monthly meetings with vice principals interested in joining this cohort. In their first year, vice principals are expected to attend all meetings to support their transition into a new leadership role.

HSD Leads: Hanover Leadership Development Program is a collaborative leadership training program provided to Hanover School Division principals, vice-principals, and teachers, with shared facilitation by superintendents and outside facilitators. We will explore educational leadership through Hanover SDs ABCs of educational purpose: A – all students will learn essential knowledge, skills, values, and dispositions; B – build the capacity of all staff to enable student learning; C – partner with our communities to enable learning for all students.

HSD Leads: Student Services Edition: The Student Services version of HSD Leads provides an opportunity to deepen those teachers' knowledge and abilities of the support roles found in school buildings. The training focuses on the roles and responsibilities of the learning support teacher and the school guidance counselor as defined by Manitoba Education and Early Childhood Learning (MEECL). The sessions also review policies and procedures which support inclusion and accessibility for all students.

Supporting Provincial Policy Directives and Resource Documents

				
Manitoba Framework for Learning	Provincial School Leadership Framework	Mamāhtawisiwin	Safe and Caring School	Supporting Transgender