

Prairie Rose School Division

Institut Collégial St. Paul's Collegiate

Report of Continuous Improvement 2018-2019





OVERVIEW

Institut Collégial St. Paul's Collegiate is a Grade 7 to 12 school, located in Elie, Manitoba. It has a total enrollment of 173 students, with 31 staff employed at the school. As outlined in the section below, St. Paul's has a variety of professional and support personnel, as well as a student services team supported by divisional clinicians. In addition to a broad selection of course offerings, St. Paul's also boasts the best student-teacher ratio in Prairie Rose School Division. St. Paul's is a dual track school, offering both English and French based programming, and we are proud of our balanced delivery of academics, athletics, as well as our visual and performing arts programs

Admin Team

The Administration team at St. Paul's consists of one full-time Principal, Mr. Jason Green and a 0.3 FTE Vice-Principal, Mr. Marcel Houde.

Mission

Prairie Rose School Division is dedicated to developing lifelong learners for responsible global citizenship.

Vision

As learners advance through early, middle and senior years in Prairie Rose School Division they will experience a broad education relevant to their individual needs; enabling them to thrive in an increasingly complex world.

Learners will be emotionally invested, actively engaged, and reflective in their learning.

School Staff Profile

Positions	FTE	Position	FTE	Position	FTE
Principal	1.0	Teachers	13.2	Click here to enter text.	FTE
Vice-Principal	0.3	Educational Assistants	6.0	Click here to enter text.	FTE
Resource Teacher	1.0	Librarian	1.0	Click here to enter text.	FTE.
Guidance Counsellor	0.6	Secretary	1.0	Click here to enter text.	FTE
School Social Worker	0.2	Custodians	3.0	Click here to enter text.	FTE



Disaggregated data for students designated as English as an Additional Language (EAL) and self-declared Aboriginal Students.

Disaggregation	Number of students	Percentage of student population
English as an Additional Language	3	1.7%
Self-declared Aboriginal	39	22.5%

Education for Sustainable Development (ESD)

The Education for Sustainable Development Grant helps school divisions and the schools within them, incorporate the goals of ESD into all aspects of school and divisional activities, operations, and programming. St. Paul's utilizes ESD resources to teach Sustainability in our classrooms, as well as enhance the physical space using items that promote sustainable thinking on the part of our staff and students. Green spaces have been created, and continue to be developed using vegetation and materials purchased with ESD funds. Some of our most prominent examples of these spaces include an outside learning area, and our vegetable garden.

2019-20 Education Plan Highlights

The Education Plan Highlights for the upcoming school year will continue to include initiatives to enhance the delivery and assessment of Literacy and Numeracy outcomes and skills. In addition to these priorities, we will also be focusing on enhancing opportunities for French Language and Culture. A fourth school priority will be to celebrate a positive overall climate and culture in our building and school community. The strategies we will use to achieve these goals are outlined in the sections to follow.

Specific highlights of our Education Plan include professional development and training with MRLC (Manitoba Rural Learning Consortium). We have also received training in the area of developing Professional Learning Communities, and we have established these at both the school and divisional levels. In 2019-20, St. Paul's Collegiate will implement the new provincial English Language Arts Curriculum. Our ELA teachers are currently working with the divisional Literacy leader and other divisional ELA colleagues in preparation for this implementation. PRSD has also received training in RTI (Response to Intervention). This training support teachers in developing an ability to assess and remedy the varied learning needs that exist in many of our classrooms. RTI promotes a tiered approach of supports so that we are able to create the most efficient use of instruction and support for our students. We also have introduced a Student Directed Learning (SDL) program, which allows students to work independently on some of our provincially required, and optional courses.



PRSD Board Priorities for 2019-2022

POSITIVE & SAFE SCHOOL CULTURES

Establish safe and caring school environments that focus on strong, inclusive, and respectful relationships and support students through strength-based approaches to socio-emotional development.

STUDENT LEARNING – ACHIEVEMENT AND ENGAGEMENT

Develop our students' aptitudes, skills, and knowledge so that they are prepared to become capable and self-sufficient members of our communities; both locally and globally.

Areas of focus will be include literacy and numeracy, career exploration and awareness, Indigenous awareness and education, inquiry and project based learning, and technology assisted learning.

SCHOOL LEADERSHIP

Build and strengthen school leadership capacity in the five domains of PRSD's Role of a Principal; promoters of public education, promoters of student learning, promoters of professional practice, promoters of development of educational culture and change, and promoters of responsible organizational leadership.

MB Ed. and Training - Provincial Aspirational Targets - Grad Rate

- Prairie Rose School Division has reviewed the aspirational targets identified in the document *Literacy and Numeracy Manitoba: Setting the Context* (January 2019), and has considered these targets in the development of literacy goals.

On-Time Provincial High School Graduation Rate

- By June 2028, 80 percent of Indigenous and 90 percent of students overall will graduate high school "on-time".



St. Paul's Collegiate Priorities

- **ENHANCEMENT OF NUMERACY DEVELOPMENT**
- **ENHANCEMENT OF LITERACY DEVELOPMENT**
- **PROMOTION OF FRENCH LANGUAGE AND CULTURE**
- **ENHANCEMENT OF SCHOOL-WIDE CLIMATE AND CULTURE**
- **ESTABLISHING NEW PROFESSIONAL LEARNING COMMUNITIES, AND BUILDING UPON EXISTING PLCS, WHICH WILL INCLUDE RESPONSES TO INTERVENTION**

ENHANCEMENT OF NUMERACY DEVELOPMENT

Accomplishments

In 2016-17, St. Paul's increased the instructional time allocated to Pre-Calculus Math 40S. Since that time, we have seen an increase in performance in the provincial assessment associated with that course, and with overall course achievement.

In 2017-18, St. Paul's began delivering the Mathematics 10F course as a full-year daily course. This has allowed for a more thorough coverage of the curriculum, and has created the flexibility needed to infuse curriculum with other activities to enhance numeracy skills.

The PRSD Numeracy Leader has worked with St. Paul's teachers in creating a Mathematics PLC. This team meets regularly to discuss and share teaching strategies and assessment tools.

St. Paul's has had teaching and administration representation at all MRLC meetings and professional development opportunities.

As mentioned earlier in this document, St. Paul's Collegiate is incorporating RTI strategies to assist with the various stages of support students require. Our Resource Teachers play a key role in these interventions. For instance, at the Tier 2 level, the RT may meet with small groups of students and the Numeracy Leader to practice strategies from the Jump Math program. Tier 3 interventions could include 1 to 1 time with students using Prime Math and Key Math resources.



Prairie Rose School Division

Institut Collégial St. Paul's Collegiate

Annual Report on Continuous Improvement 2018-2019

Specific Targets

- By June 2022, 90% of St. Paul's grade 7 students will demonstrate numeracy skills that are meeting or approaching grade level. Of the students within this group, we will have least 70% at grade level, with no more than 30% approaching.
- By June 2022, 75% of St. Paul's grade 12 students will pass the grade 12 Mathematics Standards Exam (Pre-Calculus, Applied, and Essentials) when offered, and the St. Paul's Collegiate mean score will be above the provincial mean.
- By June 2022, 60% of St. Paul's grade 12 students will complete grade 12 Pre-calculus (25%) or Applied mathematics (35%).
- By June of 2022, all Grade 10 students will complete Math Essentials 20S, with 70% of those students going on to complete Introduction to Applied and Pre-Calculus Math 20S.

MB Ed. and Training - Provincial Aspirational Targets - Numeracy

- Prairie Rose School Division has reviewed the aspirational targets identified in the document *Literacy and Numeracy Manitoba: Setting the Context* (January 2019), and has considered these targets in the development of numeracy goals.

Grade 3/4 Provincial Assessment

- By fall of 2027, 80 percent of students will meet expectations in all sub-competencies in the Grade 3/4 provincial assessments for numeracy.

Middle Years Provincial Assessment

- By January 2028, 80 percent of students will meet mid-grade performance in all sub-competencies in the Grade 7/8 provincial assessments for number sense, and number skills.

Grade 9 Successful Credit Completion

- By June 2023, 95 percent of all Grade 9 students will receive appropriate educational programming to ensure they successfully complete their Grade 9 credit in Mathematics.

Grade 12 Provincial Tests

- By June 2028, the average mark on Grade 12 provincial tests in Mathematics will be 80 percent.



Prairie Rose School Division
Institut Collégial St. Paul's Collegiate
Annual Report on Continuous Improvement 2018-2019

Next Steps

Our High School Math teachers will work with divisional colleagues on the development of Common Summative assessments for Grades 9 to 11.

Grade 7 and 8 Math Teachers will work with mLRC and divisional colleagues to enhance instruction strategies and assessments for these grade levels.

Our Divisional Numeracy Leader will continue to support teachers with strategies, resources and assessment. He will also be connecting with small student groups to support struggling learners, as well as exceptional learners.

Given the benefits seen in Pre-Calculus Math 40S, we will investigate the need for increased instructional time in other Math courses, or subject areas.

Grade 9 Math (Mathematics 10F) will continue as a year-long course. This allows for thorough curriculum coverage, and a more varied deliveries of learning outcomes.

We will continue to deliver two Mathematics credits to all students in Grade 10; Math Essentials 20S in Semester 1, and Introduction to Pre-Calculus Math 20S in Semester 2.

Through the changes we have implemented with our Grade 9 and 10 delivery models, we are seeing increased enrollment in our Grade 11 and 12 Applied and Pre-Calculus classes.

We will work with the Numeracy Leader to conduct Middle Years assessments in an effort to identify areas requiring the greatest focus, and plan to effectively meet these needs.

Indicators

We will continue to use data from provincial and school based assessments to determine the impact of our interventions. We will also report to the school division regarding our enrollment and performance in Applied and Pre-Calculus Math, which aligns with PRSD priorities.



ENHANCEMENT OF LITERACY DEVELOPMENT

Accomplishments

In 2017-18, St. Paul's began delivering the English Language Arts 10F course as a full-year daily course. This has allowed for a more thorough coverage of the curriculum, and has created the flexibility needed to infuse curriculum with other activities to enhance literacy skills.

To better prepare students for the Provincial Grade 12 assessment, ELA teachers of Grade 9 to 11 courses are using a process exam approach similar to the provincial exam. Students are more familiar with the format, and are better prepared to communicate their understandings.

We have also utilized RTI strategies to enhance the Literacy skills of our students. Specific Tier 2 resources include Beverly Tyner reading group instruction, as well as general guided reading groups. Tier 3 interventions to support individual students have included Equipped for Reading Success, Reading A-Z, and Daily Five. Our Resource Teacher is also trained to complete assessments using Fountas and Pinnell.

Specific Targets

- By June 2022, 90% of St. Paul's grade 8 students will be meeting or approaching grade level indicators with regard to their ability to read and comprehend text in a variety of forms. Of the students within this group, we will have least 70% at grade level, with no more than 30% approaching grade level indicators.
- By June 2022, 90% of St. Paul's grade 12 students will pass the Grade 12 English and French Language Arts Provincial Standards Exam, and the St. Paul's mean score will be above the provincial mean in both subject areas.

MB Ed. and Training - Provincial Aspirational Targets - Literacy

- Prairie Rose School Division has reviewed the aspirational targets identified in the document *Literacy and Numeracy Manitoba: Setting the Context* (January 2019), and has considered these targets in the development of literacy goals.

Grade 3/4 Provincial Assessment

- By fall of 2027, 80 percent of students will meet expectations in all sub-competencies in the Grade 3/4 provincial assessments for reading.



Prairie Rose School Division
Institut Collégial St. Paul's Collegiate
Annual Report on Continuous Improvement 2018-2019

Middle Years Provincial Assessment

- By January 2028, 80 percent of students will meet mid-grade performance in all sub-competencies in the Grade 7/8 provincial assessments for reading comprehension, and expository writing.

Grade 9 Successful Credit Completion

- By June 2023, 95 percent of all Grade 9 students will receive appropriate educational programming to ensure they successfully complete their Grade 9 credits in English Language Arts (ELA).

Grade 12 Provincial Tests

- By June 2028, the average mark on Grade 12 provincial tests in Language Arts will be 80 percent.

Next Steps

In Grades 7 and 8, our Literacy Leader will be administering the Ontario Comprehensive Assessment. This tool will help determine the strengths and challenges of our middle years students. It will also help drive the strategies we will need to implement in supporting specific learning indicators, such as Critical Thinking.

Grade 7 to 9 teachers at St. Paul's will be learning as part of a divisional ELA Cohort. The focus of this training is to prepare teachers for the delivery and assessment of the new English Language Arts Curriculum. In 2019-20, St. Paul's will be following the new English Language Arts 10F curriculum.

Indicators

We will continue to use data from provincial and school based assessments to determine the impact of our interventions.



PROMOTION OF FRENCH LANGUAGE AND CULTURE

Accomplishments

St. Paul's Collegiate continued its partnership with Ecole St. Eustache for Videase and J'aime Lire. The two schools also meet four times annually as a PLC. We have also established process to support students, and keep them connected to our Immersion program. In addition to our efforts in promoting Immersion programming, we are also committed to retaining students in French Immersion. Our data regarding retention is shown in the Indicators section below.

We continued our annual participation in Festival de Voyageur, and well as the Manitoba – Quebec Student Exchange Program. In staffing our building, we have retained French-speaking staff in a number of positions within our school. We also ensure that our public communication is shared in both French and English, as our announcements and our National Anthem are delivered in both official languages.

Specific Targets

- St. Paul's will retain all students enrolled in our French Immersion Programming. We have identified grade patterns with higher incidence, and we will focus on these transitions in an effort to retain students.
- St. Paul's will continue to provide instructional staff with French professional development and access to pedagogical resources.
- We will continue, and constantly review initiatives, activities and projects established by the school based French Revitalization program.
- We will increase awareness of the French language/culture in our dual track setting by providing all students a variety of cultural and linguistic experiences throughout the year.

Next Steps

Through the promotion of benefits associated with learning and speaking French, we plan to retain all students that enter the Immersion program at St. Paul's through to graduation.

We will continue to promote the cultural activities that have become traditions at our school, while exploring new opportunities that promote French Language and Culture.



Prairie Rose School Division
Institut Collégial St. Paul's Collegiate
Annual Report on Continuous Improvement 2018-2019

Indicators

In 2017-18, when evaluating target groups transitioning between Grade 6 and 7, as well as between grade 8 and 9, retention rates were 100% and 93% respectively. In 2018-19, we enjoyed 100% retention over all grades. We will continue to monitor these transition years specifically, as historically, they have been years with lower retention rates. When students do not continue with the French Immersion program at St. Paul's we will use an exit plan that helps identify the reasoning for discontinuing the program. This information will be used to help plan future retention strategies.

ENHANCEMENT OF SCHOOL-WIDE CLIMATE AND CULTURE

Accomplishments

The entire staff at St. Paul's works collaboratively in all school planning opportunities.

The 2017-18 renovations have started a process of creating a new school identity, and a renewed pride in our building. Our teachers and students are displaying their efforts and talents around our building, and it has generated some school spirit and positive culture.

Specific Targets

- St. Paul's Collegiate will demonstrate enhancements to both its student recognition events, as well as the means by which these accomplishments are displayed in our school.
- St. Paul's Collegiate staff and students will work collaboratively to re-establish and promote the identity of our school.

Next Steps

There has been a commitment from staff to establish teams that will be responsible for various target areas. Teachers and support staff at St. Paul's will form committees with specific objectives including, but not limited to, recognition of student achievement, building beautification and enhancement, and school planning.



Prairie Rose School Division
Institut Collégial St. Paul's Collegiate

Annual Report on Continuous Improvement 2018-2019

We will be creating designated spaces in our building to recognize student achievement, and display student work.

We have been working with the Industrial Arts program to accent the school with SPC logos and phrases to give the building a more specific identity. The completed projects have been well received, and we will continue with this initiative.

We will be connecting with our two feeder schools and displaying the accomplishments of current SPC students in their former schools.

School based professional development sessions will provide opportunities to collaborate and plan strategies to achieve our climate and culture goals.

Indicators

There will be visible indicators within our school such as prominent displays of student achievement, as well as new student and staff led designs celebrating our school's identity. While not easily measurable, we hope to visibly observe a general increase of school pride and involvement.