

Prairie Rose School Division

Hutterian Colony School

Report of Continuous Improvement 2018-2019





Prairie Rose School Division

Hutterian Colony School

Annual Report on Continuous Improvement 2018-2019

OVERVIEW

The Hutterian Colony School serves 17 Hutterian colonies within the Prairie Rose School Division and two out of division colony high school programs (Monarch and Horizon Colonies) and covers a wide geographic area. The Hutterian Colony School provides programming to K-8 students in colony school buildings located at individual colonies. High School programming is delivered through the Hutterian Interactive Television System (HITV). The school is currently staffed by 26.75 colony site teachers, 5.8 high school teachers, 15 educational assistants, and 10 Itinerant specialists (including SLP, Social Worker, Resource Teachers, Music Teacher, and School Psychologists).

Admin Team

The Hutterian Colony system currently has a 1.75 FTE administrative team, consisting of a full time Principal (Jack Phillips) and a .75 Vice Principal (Darcie Mitchell Zorniak). The team is complimented at the office level by a 1.0 Administrative secretary, a .75 Secretary, and .75 Librarian/EA

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
Supervisory Principal	1.0	K to 8 Teachers	26.75	Click here to enter text.	FTE
Vice-Principal	0.75	9 to 12 Teachers	5.8	Click here to enter text.	FTE
Resource Teachers	2.25	Educational Assistants	15	Click here to enter text.	FTE.
Internship Teacher	0.25	Librarian	0.5	Click here to enter text.	FTE
Itinerate Music Teacher	1.0	Admin Assistants	1.25	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	154	32%
Self-declared Aboriginal	0	0%

Education for Sustainable Development (ESD)

Hutterian Colonies by their nature are strong promoters of sustainable development. Their efforts at being independent and efficient property managers has seen them develop sustainable industry on their colonies, and sustainable living conditions in their communities. They have implemented practices for reusing, refurbishing, and recycling items, as well as reducing wastes. Food production at the local level is enough to sustain their colonies and reduced their need to depend on outside sources. The Hutterian Colony School aims at educating students on the importance of these practices and involving students in small projects at the colony schools to further promote sustainable development practices.

2018-2019 Education Plan Highlights

Growing a culture of internal expertise to be shared and communicated will be a focus for the upcoming year. The development of a grade 4 and 8 ELA Common Formative Assessment allowed our early and middle year's teachers to develop common language and expectations for student work and assessment of this work. Teachers also were granted multiple opportunities to visit their colleagues at their school sites to observe and share resources and philosophies regarding teaching. Teachers having the opportunity to discuss their professional practice is key to teacher improvement. Teaching in a multi-grade classroom beyond two grades requires specialized training that are not easily assessable from outside bodies. Developing this internal capacity allows successful teaching experiences to be shared and capitalized upon. As our teaching staff becomes more stable, academic results have seen an improvement over the last two years.

Priorities

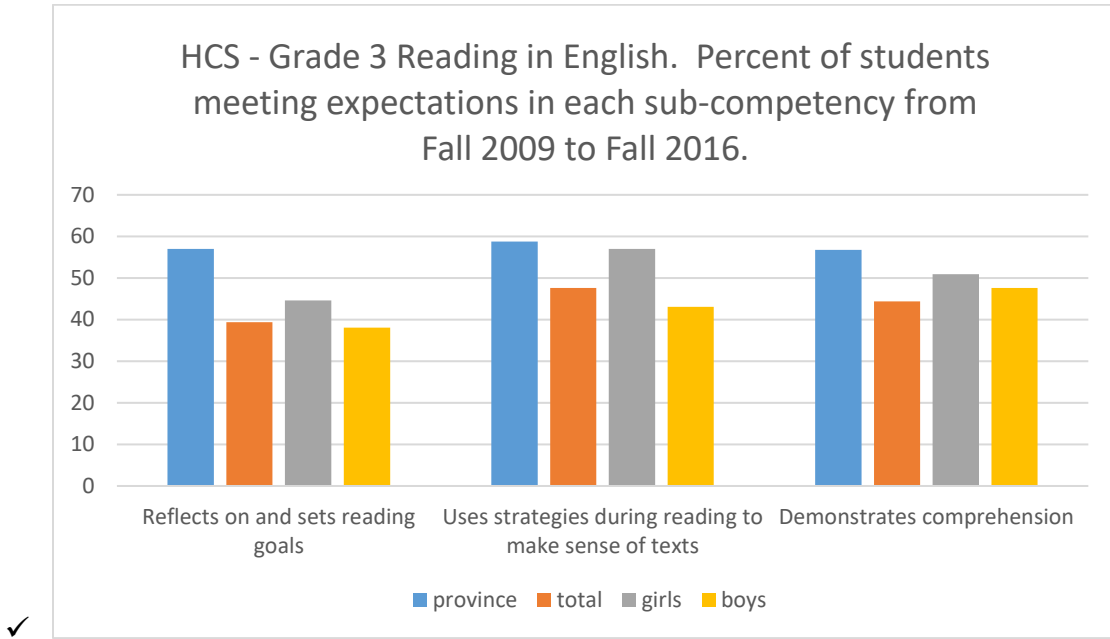
1. Literacy
2. Numeracy
3. Planning for Diversity

Goals

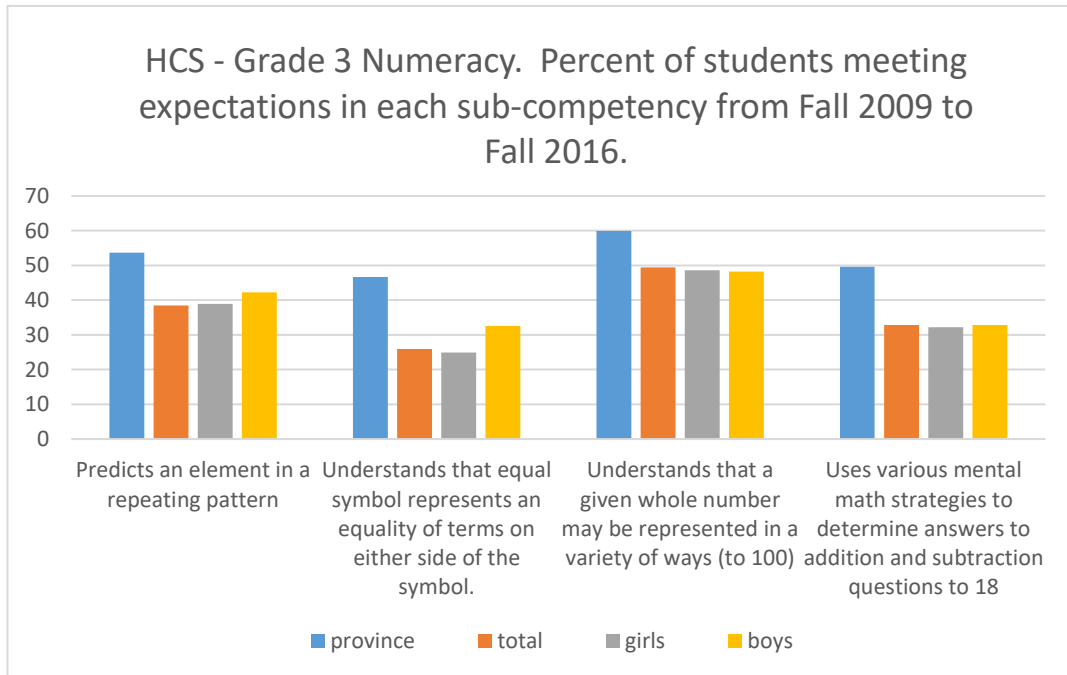
PROVINCIAL ASPIRATIONAL TARGETS

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 and numeracy.



✓





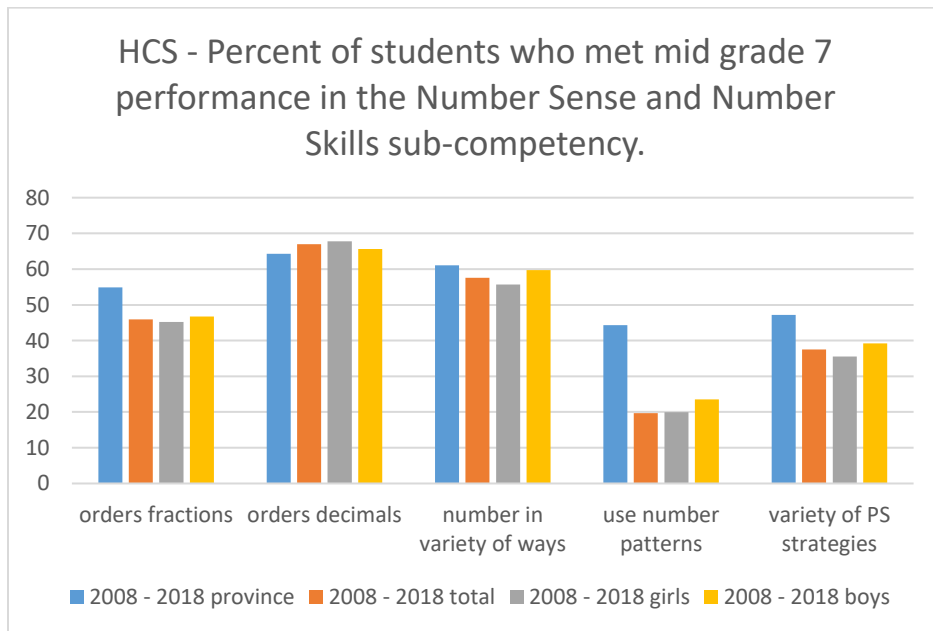
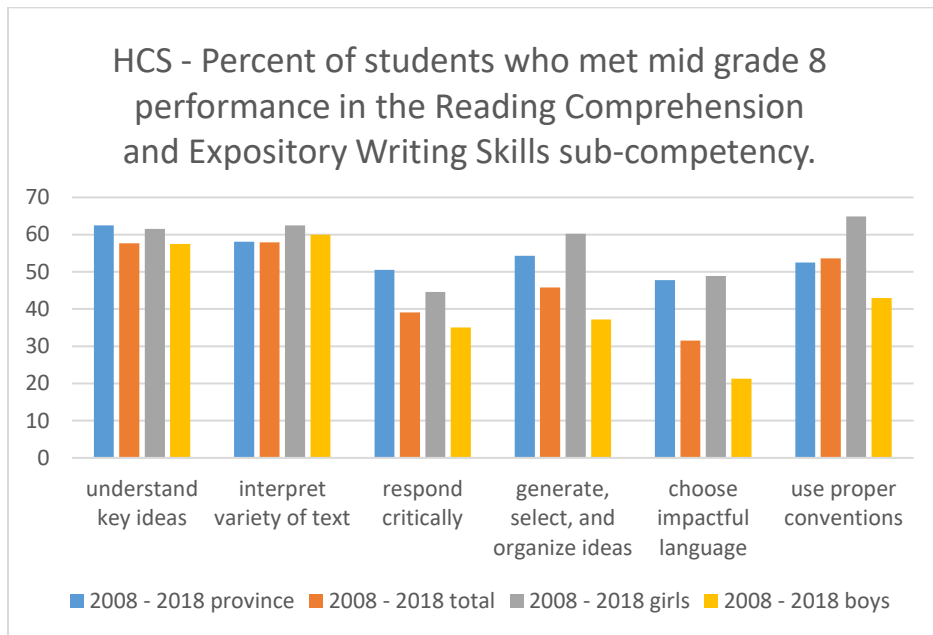
Prairie Rose School Division

Hutterian Colony School

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 number sense, number skills, reading comprehension, and expository writing.





Prairie Rose School Division

Hutterian Colony School

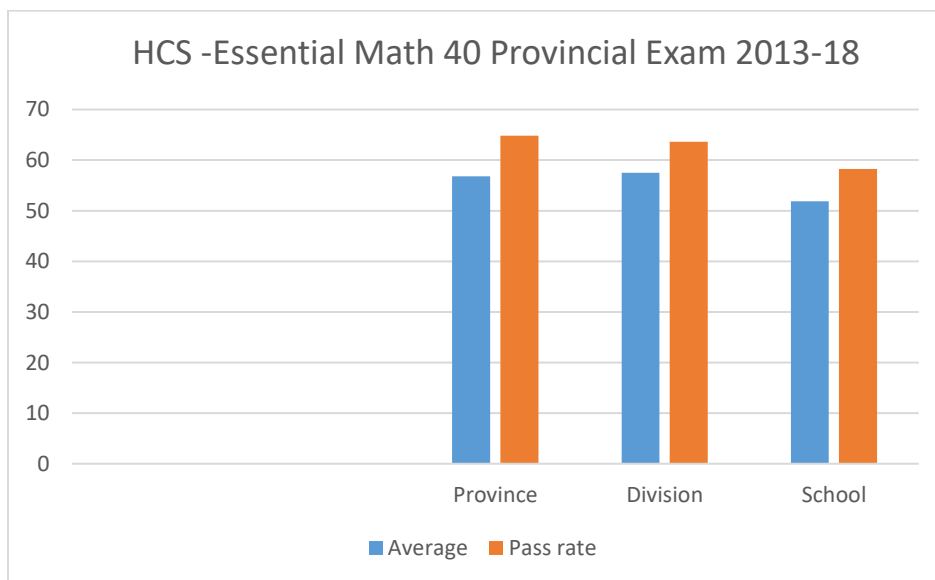
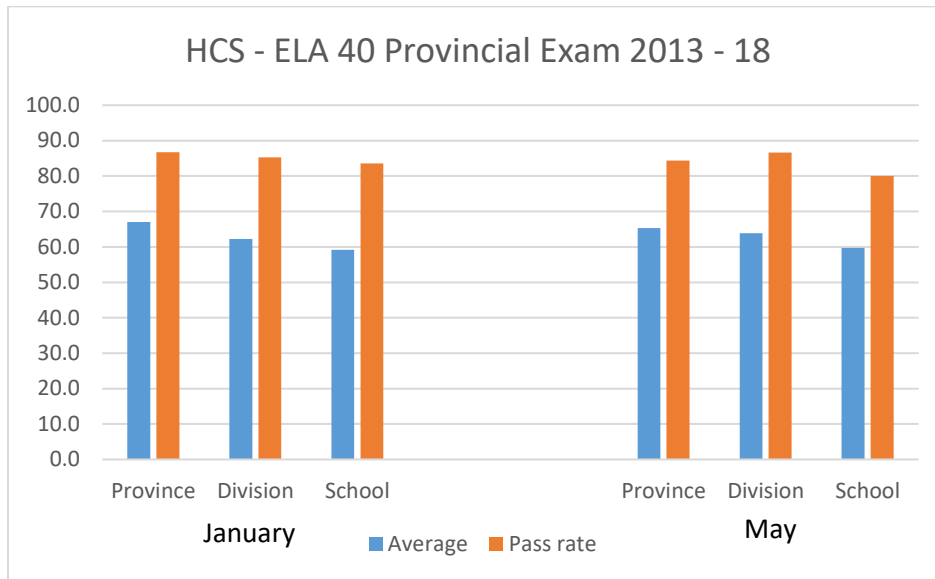
Annual Report on Continuous Improvement 2018-2019

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) and Mathematics.

Grade 12 Provincial Tests

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

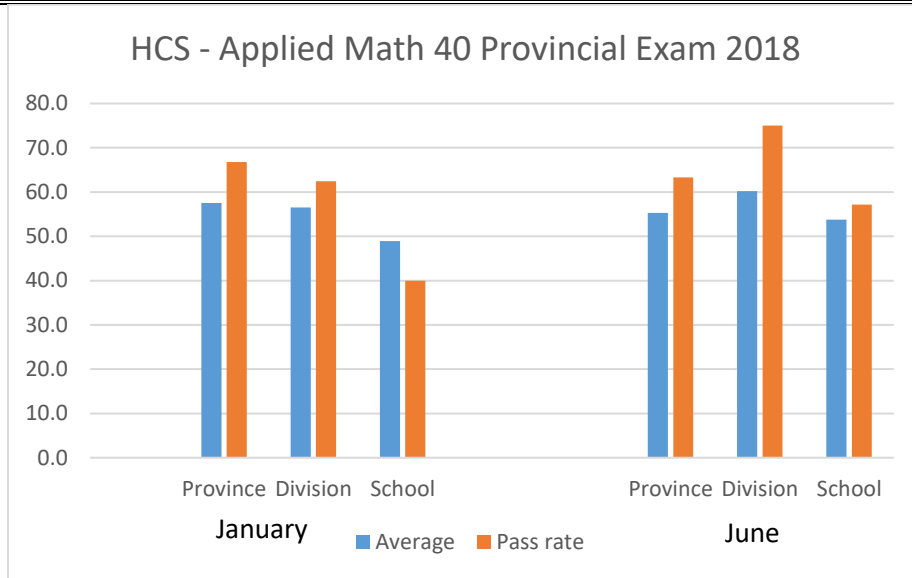




Prairie Rose School Division

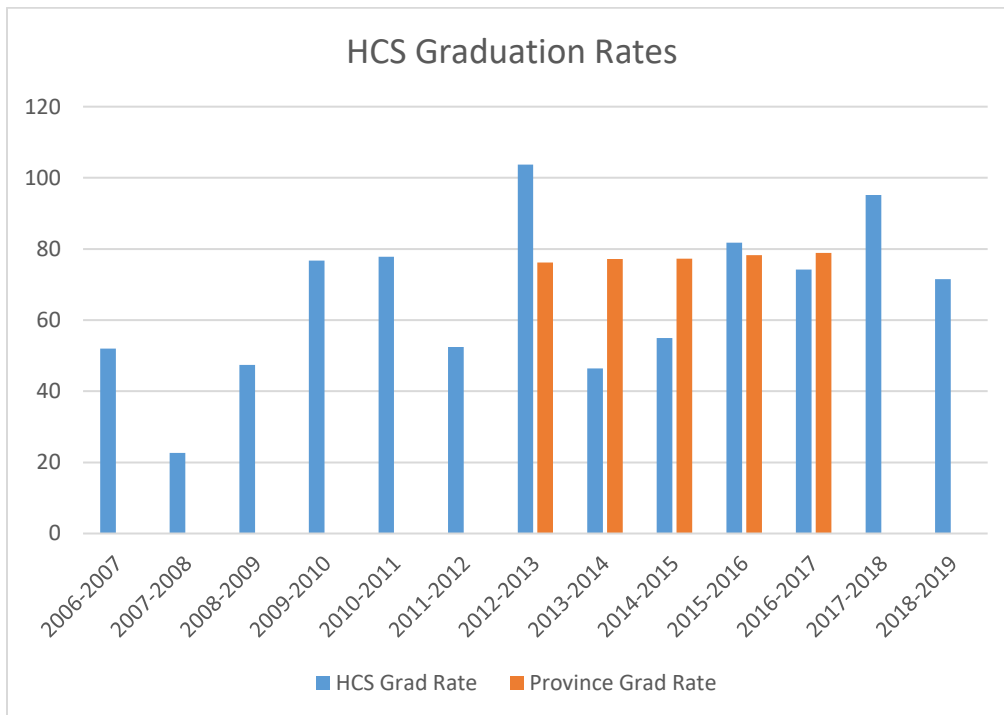
Hutterian Colony School

Annual Report on Continuous Improvement 2018-2019



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”.





Prairie Rose School Division

Hutterian Colony School

Annual Report on Continuous Improvement 2018-2019

DIVISIONAL GOALS

LITERACY - By June 2022, 75% of PRSD grade 2 and 6 students will be reading at/or above grade level with regard to their ability to read and comprehend text in a variety of forms (divisional data); provincial grade 3 and 8 data will indicate 75% meeting and 10% approaching reading comprehension.

LITERACY - By June 2022, the PRSD grade 12 divisional mean score in the grade 12 Language Arts Standards Test will be at or above the provincial mean score.

LITERACY EAL – By June 2022, 85% of all Hutterian students will demonstrate equal achievement to non-EAL students on the grade 8 provincial assessment (all competencies).

NUMERACY - By June 2022, 85% of PRSD grade 2 and 6 students will demonstrate numeracy skills at/or above grade level (divisional data); provincial grade 3 and 7 data will indicate 75% meeting and 10% approaching in all competencies.

NUMERACY - By June 2022, the PRSD grade 12 divisional pass rate for Pre-Calculus will be higher than the provincial pass rate; PRSD mean score in the grade 12 Mathematics Standards Tests Pre-Calculus, Applied, and Essential will be at 70% average. By June 2022, 60% of grade 12 students will complete Pre-Cal or Applied Math.

PLANNING FOR DIVERSITY – By June 2018, the number of teachers who include aboriginal perspectives (specifically treaty education) into teaching and learning will be 100%.

SCHOOL GOALS

LITERACY – We will move into year two of administering the ELA common formative assessment at grades 4 and 8 for all teachers to implement. Teachers will gather at the end of January to mark this assessment collectively, and from this collective work, teachers will be able to determine their student's strengths, challenges, and next steps, and this information will guide and inform teachers in determining their instructional strengths, challenges, and next steps. Teachers will administer the grade 7 to 10 reading assessment in October and February, using Early Dismissal time to mark and discuss results, also helping to guide and inform teachers in future instructional steps.

LITERACY EAL – Teachers will continue to improve and grow their repertoire of EAL teaching strategies. This will occur by continuing to grow strategies presented over the last two years by the EAL divisional leaders, and through teacher sharing.

NUMERACY – The MrLC Common Formative Assessments from Grade 5 to 8 will be administered starting in February. Teachers will bring the results of these assessments to early dismissal meetings to discuss results of their students at both individual school sites and as a whole. Grade 9 math teachers will continue with the MrLC grade 9 math project. Grade 9 to 12 math courses have been given additional time in the course of the year. Students have also been placed into a math course that best matches their abilities for the 2019-2020 school year, resulting in 60% of grade 10 students



Prairie Rose School Division

Hutterian Colony School

Annual Report on Continuous Improvement 2018-2019

being enrolled in Intro to Applied and PreCalc 20, and 50% of students taking Applied Math 30 and 40. The goal is for 90% of the Applied Math students to graduate with an Applied Math 40 credit.

LITERACY AND NUMERACY – Early Dismissals will have teacher focus groups to discuss literacy and numeracy strategies that are effective in a multi-grade classroom.

PLANNING FOR DIVERSITY – All teachers include aboriginal perspectives (specifically treaty education) into teaching and learning.

PLANNING FOR DIVERSITY – German Teacher meetings will be hosted twice a year (both semesters) to discuss educationally relevant topics and to offer professional development opportunities for the German Teachers.

PLANNING FOR DIVERSITY – Safe Workers of Tomorrow will present to our students in November. The Friends for Life presentation and a Climate Awareness group will also present to our grade 10 to 12 students at this time. An additional K to 8 workshop will be planned for May 2020 for all Colony students to gather at.

2019-2020 Education Plan Priorities

EAL STRATEGY DEVELOPMENT

LITERACY/ PLANNING FOR DIVERSITY

Accomplishments

This year, our EAL divisional leader visited school sites to work with individual teachers. All teachers also received professional development from our EAL divisional leader at selected early dismissals and at a Colony Teacher professional development day in April.

Next Steps

All teachers have been given student specific EAL LAP's that outline where grade 1 to 4 students are on the EAL continuum. As students pass through the stages, teachers will colour code highlight, based on the student's grade level, which outcomes they have completed.

Teachers will continue to receive professional development with the support of Mary Reimer (ELA consultant) in order to develop further EAL strategies and skills.



Prairie Rose School Division

Hutterian Colony School

Annual Report on Continuous Improvement 2018-2019

Teachers will begin to collaborate on EAL lesson plans to support students moving through the EAL curriculum/continuum. These lesson plans will be collected and available for use on SharePoint and the Learning Center Website.

Indicators

100% of all grade 4 students will have completed all stages of the EAL continuum.

READING LEVELS AT GRADES 2 & 6

LITERACY

Accomplishments

As a school, all of our teachers have completed day 1 of the new ELA curriculum implementation.

As a school, we purchased a wide range of guided reading materials for all schools (Key Links). The resource team focused on purchasing adapted reading materials for middle years and high school students at low reading levels to support curricular outcomes.

Next Steps

For 2019-2020 school year, day 2 and 3 of the ELA curriculum implementation have been scheduled for all of our colony teachers to complete as a cohort.

To continue to purchase high interest, varied level books that are culturally appropriate for our school communities.

Indicators

- Students benchmark reading levels will increase on the Fountas and Pinnell reading level tests.
- Students will further develop reading strategies and skills through guided reading intervention.

HIGH SCHOOL NUMERACY

NUMERACY

Accomplishments

Grade 9 teachers have completed the MrLC grade 9 pilot project. This, combined with the Math 10 being made into a full year course, has allowed our grade 9 students to have a stronger base in math. This year also had grade 10 math



Prairie Rose School Division

Hutterian Colony School

Annual Report on Continuous Improvement 2018-2019

courses go full year, with all students required to take Intro. to Applied and PreCalc 20 (unless teacher exempted). Students taking this course had a completion rate of over 90%, with over 50% of these students being recommended for Applied Math 30 and 40.

Next Steps

Grade 11 and 12 math course registration is teacher directed requiring students to take the math course that is relevant to their ability level. Grade 11 math will take place in the first semester with grade 12 math becoming a full year course. Students take both Grade 11 and 12 math in the same year with the same teacher. Both Essential Math and Applied Math courses are offered simultaneously, allowing easy transfer of students if necessary.

Indicators

80% of all grade 10 students will successfully complete the Intro to Applied and PreCalc 20 course. The other 20% of all grade 10 students are those that will have been recommended to take Essential Math 20 by their Math 10 teacher.

CULTURAL DIVERSITY

PLANNING FOR DIVERSITY

Accomplishments

All teachers include aboriginal perspectives (specifically treaty education) into teaching and learning.

Our admin team, in cooperation with the German Teachers of our school, held two German Teacher meetings (December and March) where different educationally relevant topics were discussed. The March meeting had representation from 13 of the 17 colonies, and regrets from the remaining four colonies

Next Steps

Two German Teacher meetings will be planned and hosted for this upcoming school year. Along with educationally relevant topics for discussion, professional development opportunities will also be provided for the German Teachers.

Indicators

At these meetings, 100% of the colonies will be contacted and represented at the meetings.