
Directions Newsletter

Regular Meetings of the Board – August and September 2017

Math Monitoring Report

Presented by Ed Varjassy, Curriculum Coordinator

In 2011 Chinook decided to focus on improving our math results and a math committee developed a four year Math Momentum plan that the Board approved. Baseline data was collected by assessing all grade 3, 6 and 9 students at the beginning of the initiative. The Division saw steady improvement in math scores throughout the Math Momentum initiative, surpassing the target in June 2015.

In 2015-16 Chinook shifted Math Momentum to a maintenance phase. Aligned with the Division Strategic Plan, the new goal for 2015-16 was: *By June 2016, the Division Supplemental (Tier 2) Math Intervention for K-2 and 6-9 will be implemented in 100% of our schools.* For the first time since 2011, the percentage of students meeting or exceeding expectations has had a slight decline of 0.8% in June 2017.

Overall Math Scores - Grades 3, 6, 9

- We now have 76.4% of our students in grades 3, 6 and 9 meeting or exceeding expectations in math.
- We had a decrease of 0.8% compared to 2016 but remain 29.8% above 2011 levels.
- The number of students exceeding expectations (green) has been steady (+0.1%), which indicates that our Guided Math is continuing to help our strong students excel and improve.
- The number of students needing support (red) has remained the same. We will continue the emphasis on Math Intervention to help improve these numbers.

Math Momentum has been successful in increasing our students' math scores over the years. The maintenance plan will continue this year and we will need to continue to monitor and work hard to maintain these levels, with fewer resources dedicated to math. Moving forward, Chinook support will focus on new teachers with one math coach in 2017-18. Math intervention programs are in place for grades k to 2 and 6 to 9 and will continue, and a tier 3 level intervention will also be introduced focusing on early years.

As part of the Saskatchewan Education Sector Strategic Plan, a holistic rubric in math is being developed by the province. We will develop a plan for using the rubric within our division and reporting our results to the province. We will be reporting the level

individual students achieve on the provincial math rubric in grades 2, 5 & 8 starting in the 2018-19 school year.

Literacy Monitoring Report

Presented by Kathy Robson, Curriculum Coordinator

Balanced Literacy Maintenance Goal: *By June 2020, 90% of students in Chinook School Division will be meeting or exceeding expectations in reading, based on selected school division-wide assessments.*

May 2017 Results:

- Grade 3: 84 % Meeting or Exceeding Expectations
- Grade 6: 81 % Meeting or Exceeding Expectations (4% increase from 2016)
- Grade 9: 86 % Meeting or Exceeding Expectations (5% increase from 2016)
- 92% of French Immersion students are Meeting or Exceeding Expectations (3% increase from 2016)
- Overall 84% of Chinook students are meeting or exceeding on selected assessments
 - This is a 2% increase from last year
- Continued improvement since the Literacy Initiative began in 2009 and growth in all grade levels
 - Grade 3 – 20% improvement
 - Grade 6 – 21% improvement
 - Grade 9 – 11% improvement
- Levelled Literacy Intervention (LLI)
 - 97% of students in Grade 1 and 2 that completed LLI were reading at grade level in 2016-17

What does this mean?

- We had significant growth in Grade 6 and Grade 9 in the 2016-17 year. 45 more students are meeting or exceeding this year in Grade 6 and 9.
- Focus on coaching at Grade 4, 5 and 7, 8 and implementing Saskatchewan Reads in 2016-17 improved our results.
- Grade 6 teachers are now in their second year using the F & P and are beginning to use the assessment to respond to student needs. This has helped improve our Grade 6 results.
- LLI is most successful in Grades 1-3. The earlier we intervene with students the smaller the gap and the better chance of reaching grade level expectations. Intervening is important beyond grade 3 as students who are reading at grade level in Grade 3 are more likely to graduate from Grade 12.

- Reading at home has proven to have a significant impact on literacy success for students.
- The Chinook School Community Councils (SCCs) have played an important role in supporting literacy within our schools and at home.

Moving forward, Professional Development will focus on implementing high impact writing strategies in K-8 with focused coaching and professional development at Grades 1 and 7 in 2017-18. We will also implement the Provincial Writing Assessment and collect data in Grades 4, 7 and 9. There is a strong correlation between reading and writing. A focus on improving student writing will have a positive impact on our reading results.

Chinook will continue to offer PD sessions and coaching in *Saskatchewan Reads* to new teachers for Kindergarten to Grade 8. We will implement early intervention strategies in Literacy K-2 as early as possible and track our Early Years Evaluation (EYE) results, continuing to use that data to focus on improving literacy instruction. In addition to this, we will continue to develop best instructional practice in Grades 6-8 (middle years), and respond to results in Grade 9 to inform instructional practice.

Facilities and Maintenance Status Report

Presented by Kevin Jones, Manager of Facilities and Maintenance

Chinook maintains 29 buildings in the Division. In 2016-2017, the Maintenance department completed a total of 1,657 work requisitions. Every year the Maintenance Department completes an assessment of all school facilities within Chinook. They are rated out of 100% according to criteria that includes Electrical, Plumbing, Structural, Roofing, Accessibility, Exterior Conditions, Health and Safety, Yard Site Development, Interior Finishes and Functionality. In the past eleven years, 27 out of 29 schools (93%) have shown an increase in their overall facility rating. 79% have increased more than 5% in their overall rating since 2005.

We are now in year five of the new PMR (Preventative Maintenance and Repair) Ministry funded program. Currently funding is allocated to each School Division based on the total gross area of all schools. Chinook received \$693,000 for 2013-2014, \$872,138 for 2014-2015, \$1,203,335 for 2015-2016, \$1,488,253 for 2016-2017, and \$1,715,717 for the current year 2017-2018. This type of funding, combined with previous budget allotments, will allow Chinook to plan and complete renovation projects internally without Ministry delays. PMR projects must be approved by the Board and follow the criteria set out by the Facilities Branch.

The department is working as a team to ensure work gets done on time and that there is regular communication with the schools. They take pride in their work, and have received accolades from the schools and communities expressing appreciation for the work that is done.

Opening Day Enrolments

Presented by Kyle McIntyre, Director of Education

The enrolment numbers often change daily in the first month of the school year, and are not official. At this point, it appears that Chinook has 5973 students, resulting in 26 students less than the previous year. This is expected to fluctuate throughout the first month and official numbers will be released after September 30, 2017.