

# SCHOOL REPORTING 2020/2021 and PLANNING 2021/2022

<b>Identification</b>			
Name of School Division Pembina Trails School Division	Name of School Institut collégial Vincent Massey Collegiate - Wpg	Name of Principal Iain Riffel	Date (yyyy/mm/dd) 2021/10/14 DRAFT

<b>School Profile</b>	<i>(Complete the following using FTE as of Sept 30<sup>th</sup>.)</i>		
Number of Teachers <b>69.071</b>	Number of Students <b>1248</b>	Grade Levels   10-12 English, 9-12 French Immersion	There is an Educational Sustainable Development (ESD) plan for the school. Yes/No? Yes – outdated, under review.
What is your mission statement? Be creative and curious. Discover your gifts and talents. Exercise your leadership and participate. Insist on social justice. Strive for excellence in all that you do.			Year Revised Ongoing

## SCHOOL REPORT – 2020/2021

<b>School Priorities</b>
1. To strengthen personal and intellectual engagement in all learning environments as well as within school community. Students will be connected to school life and staff.
2. To strengthen literacy and numeracy skills in all curricular areas. Students will be prepared for the next level.
3. To ensure that all students graduate with personalized and relevant post-secondary plans. We will not lose students due to Covid19.

<b>Previous Years' Successes:</b> Please comment on successes and progress towards meeting previous school plan outcomes:	
<b>Expected Outcomes</b>	<b>Results (status, data or anecdotal evidence).</b> Feel free to attach file with results, if needed.
<p>1. During 2020/21, in addition to implementing Manitoba Public Health guidelines and directives from Manitoba Education, we focused on three priorities. These were to provide students with:</p> <ul style="list-style-type: none"> <li>• as many in-person opportunities with peers and staff, safely and as restrictions allow;</li> <li>• a consistent structure for their day and for their learning; and,</li> <li>• an educational experience that focused on priority outcomes (ie. knowledge and skills that lead to success at the next level).</li> </ul>	<p>As a community, we did our part, and did very well, both in holding back Covid-19 cases in our building and reducing the impact of close-contacts. As a community, we held onto the three Covid-19 fundamentals and the three aforementioned goals throughout. We are proud of the innovative ways we were able to create for students to connect safely. We are proud of the clubs we continued to offer over lunch-hours. We are proud of the learning structures we put in place that allowed us to pivot with some consistency as the circumstances of the year changed. We are proud of the additional learning services and supports we implemented.</p> <p>Throughout the year, staff learned about and worked to implement <u>trauma-informed approaches</u> in classrooms and throughout the school. In addition, over 60% of teachers are trained in Safe-Talk suicide prevention.</p> <p>Staff learned about <u>asynchronous and synchronous learning/teaching</u> with the goal of making the experience concurrent. This required a new design for learning that leveraged technologies so that students' experiences with learning would be seamless one day to the next regardless of in-class experiences, independent learning, and evidence of learning cycles. While achievable in some courses, other more hands-on courses maintained a repeated lesson approach when students were "in-person.</p> <p>In Spring, staff began to learn about <u>teaching to identity</u> across curricular areas as an engagement strategy. Staff learned about teaching to "sameness" as a starting point for deeper professional learning in the next school year.</p>

<p>2. 100% of students will report continuous personal and intellectual engagement in all learning environments (in-class and remotely) as well as within the school community.</p>	<p>Tracking attendance over this year was difficult because of the changing circumstance and expectations. In semester 1, students moved from a three-day alternating model to a two-day alternating model, to fully remote and back again to the two-day alternating model. In semester 2, students started in the two-day alternating model with attendance being taken while at-home. The semester ended with another fully remote period, not alternating, with attendance being taken every day while at home. Attendance online varied from one class to the next, with some teachers reporting high presenteeism, and others struggling to engage their students. The variation in attendance was attributed in large part, due to the nature of the course. We were vigilant in responding to students who were showing 20% or higher absenteeism rates at each shift in throughout the year. Anecdotally, teachers reported high presenteeism when students were expected at school.</p>
<p>3. Credit attainment and graduation rates will be maintained based on 2018/19 (semester 1 and 2) and 2019/20 (semester 1) data.</p>	<p>When credit attainment and mark distributions were compared at the end of first semester to 2018/19 and 2019/20, very little difference was observed to this year. While there was some movement in the 55 -79 mark ranges, the number of marks 80%+ were relatively the same. There were fewer absence-withdrawals, voluntary-withdrawals, and course failures overall.</p> <p>Graduation rates were maintained when compared to 2018/19 and 2019/20.</p>

## SCHOOL PLAN – 2021/2022

### Planning Process

List or describe factors that influenced your priorities:

- Pembina Trails School Division – Board of Trustees Expectations for Student Learning;
- Pembina Trails School Division – Leadership Focus on Collective Efficacy; and,
- The effects of in-person and remote requirements caused by the ever-changing circumstances of Covid19 during the 2020/21 school year.

Describe the planning process and the involvement of students, staff, families and the community.

Who was involved?

The Administrative team wrote a three-year school plan in the fall of 2020/21. Last year, Program Leaders and staff were consulted. Staff committed to the three year and adopted priorities and strategies to frame their individual teacher's Professional Growth plans. The priorities in 2020/21 were trauma-informed approaches in classrooms and the school as well as how technology influences asynchronous/synchronous learning/teaching within a new design for learning.

How often did you meet?

- Admin Team – Weekly
- Program Area Leaders – Monthly
- Student Support Services Team – Weekly
- Staff – Monthly

What data was used?

As referenced on page 2 (no. 2 and 3), attendance, credit acquisition, graduation rates and mark distribution informed planning. In this upcoming year, 2021/22, we hope to accomplish an audit and analysis of attendance and report card outcomes (pre/post Covid19 by year-end.

### School Priorities

1. To strengthen personal and intellectual engagement in all learning environments as well as within school community by “teaching to identity”.
2. To strengthen literacy and numeracy skills in all curricular areas by strategies offered within developing “academically and culturally responsive classrooms”.
3. To ensure that all students graduate with personalized and relevant post-secondary plans through deliberate “planning cycles with between staff and students (and families, as appropriate)”.

## School Plan

<b>Expected Outcomes</b> What specifically are you trying to improve for student learning? (observable, measurable)	<b>Strategies</b> What actions will you take?	<b>Indicators</b> How will you know that learning is improving?	<b>Data Collection</b> By what means will you collect evidence of progress toward learning?
<p>During 2021/22, Covid19 recovery period, in addition to implementing Manitoba Public Health guidelines and directives from Manitoba Education, we will re-establish as many desired aspects of school culture and reclaim as many cherished traditions of normal school life as possible.</p> <p>100% of students will report being personally and/or intellectually engagement in a variety of learning environments as well as within the school community, when compared to 2020/21.</p> <p>Course-based mark distributions, credit attainment and graduation rates will be maintained or improved based 2018/19 (semester 1 and 2) and 2019/20 (semester 1) data as well as 2020/21(semester 1 and 2) data.</p>	<p>The context is that Gr. 12 students have only had one “normal” semester at Vincent Massey. There has been approximately 20% staff turn-over since pre-Covid19. The large majority of people who attend Vincent Massey do not know Massey prior Covid19.</p> <p>To that end, we are re-evaluating communication practices, expectations, events, general operations, routines, and structures in place to ensure: Everything pre-Covid19 is under thoughtful review prior to establishing the new norms. There will be regular consultation with staff and students as different cycles and events of the year unfolds. As examples:</p> <ul style="list-style-type: none"> <li>○ Cycles to the open the school year/semester are paced and slowed-down.</li> <li>○ Events are consolidated and shortened to reduce interruption of regular classes.</li> <li>○ Teacher Advisor Groups are re-framed as Homeroom Meetings for administrative purposes.</li> <li>○ Counsellors extend scheduled individual appointments with Gr. 12 students (for graduation and post-secondary planning purposes) to include Gr. 10 students (for introduction and high school planning purposes).</li> </ul> <p>Based on the 2020/21 school plan (now year 2 in 2021/22), there are three themes for professional learning and implementation that staff committed to over a three-year period. These include:</p> <ul style="list-style-type: none"> <li>● Trauma-informed approaches</li> <li>● Teaching to Identity</li> <li>● New design for learning.</li> </ul> <p>This year, <u>trauma-informed approaches</u> will be reinforced in practice. Trauma-informed approaches will not be the focus of professional learning and strategic implementation however strengthening the mental health and resiliency of students remain priorities. What was learned in 2020/21 and has endured will be revisited in year 3, when the “new design for learning” in more formally introduced.</p> <p>This year, <u>asynchronous and synchronous learning/teaching</u> (in helping define a new design for learning) will not be our focus for professional learning and implementation. The effective use of cameras, laptops and pen will be enhanced by replacing desktops with docking stations. The use of Edsby and Teams will continue, as appropriate. New digital tools will be implemented, as appropriate with a view to increase students engagement and provide opportunities for varied assessments/evidence of learning. The Divisional Curriculum and Learning Portal and the Manitoba Remote Learning Resources websites will be promoted. What was learned in 2020/21 and has endured will be revisited in year 3, when the “new design for learning” in more formally introduced.</p>	<ol style="list-style-type: none"> <li>1. Students will express gratitude and pride for their education and for being part of the school.</li> <li>2. Students will show high participation rates at school events and in school-life.</li> <li>3. Changes in pre-Covid19 and post-Covid19 practice will be recorded.</li> <li>4. Students will be connected to peers and staff.</li> <li>5. Students will be prepared for the next level.</li> <li>6. As the “new design for learning” theme is introduced in spring 2022, each department will submit a report (based on school-readiness at the time) outlining new learning, measures, and practices they have put in place in response to:                         <ul style="list-style-type: none"> <li>● Being trauma-informed;</li> <li>● Adopting technology to increase engagement and success;</li> <li>● Being academically responsive; and,</li> <li>● Being culturally responsive.</li> </ul> </li> </ol>	<p>The following data will be referenced to support claims articulated in expected outcomes based on the relevant indicators that are listed.</p> <ul style="list-style-type: none"> <li>○ Attendance rates and course withdrawal rates</li> <li>○ Course mark distributions</li> <li>○ Score distributions on factors affecting achievement at reporting periods.</li> <li>○ Participation rates in clubs, events, and teams.</li> <li>○ Surveys</li> </ul> <p><u>At year-end:</u></p> <ul style="list-style-type: none"> <li>○ Gr. 12 Exit Focus Group interviews</li> <li>○ Gr. 12 Graduation rates at year-end</li> <li>○ Honours achievement rates (all grades)</li> <li>○ Semester 1 and 2 mid-term surveys (all grades)</li> </ul> <p>❖ New data analysis tools are to be provided by the Pembina Trails School Division through the “Compass for Success” initiative. This is intended to provide specific indicators that are tracked for comparative and longitudinal purposes. The long-view is to track the effectiveness of local strategies in meeting school priorities with supporting data on indicators and expected outcomes.</p>

This year, our collective focus will be to learn about teaching to identity as a strategy for increasing belonging (and loyalty), relevance (and significance) and success.

*Key questions that guide planning and professional learning on this theme is:*

- 1.. How can students identify with what they are learning based on who they are today or whom they wish to become?*
- 2. How can teachers reduce barriers so that students find “sameness”, “belonging” and “loyalty” and experience excellence and success?*

To these ends, several topics will be connected to this theme over the year with a view to accomplish collective efficacy on implementing this theme.

Teachers will plan to incorporate indigenous, newcomer and settler perspectives in strength-based ways.

Teachers will plan to reduce barriers for belonging, relevance and success by focusing on academically and culturally responsive classrooms. Topics will include (but are not limited to):

- Academic/Behaviour adaptations
- Cultural safety
- High Yield Instructional Practices (Hatti)
- Skillful learning through metacognitive strategies
- Treaty Education and the Winnipeg Indigenous Accord (UNDRIP and UNESCO)

As the theme of new design for learning is introduced, possible teacher activities and planning may include:

- Teachers will introduce critical thinking and an inquiry-based approaches, where possible. (STEM, et.al)
- Teachers will introduce story-telling where possible (Literacy).
- Teachers will plan to connect curriculum outcomes and themes to career / post-secondary pathways, interests and talents wherever possible