



# ***Turtle River School Division Community Report***

## ***Role and Mission***

The Board of Trustees of Turtle River School Division is responsible for policy formulation which provides the structure and organization for the education of students within its boundaries. The implementation of these programs is guided by the major goals of assisting students to reach a high degree of self-actualization to become both self-sufficient and contributing members of society.

The Board will focus on the overall needs of its students. Notwithstanding this, the Board will pay due regard to its responsibilities to the community and encourage a high quality of education. The degree to which the Board attains its goals will be measured through the use of standard evaluation tools, internal and external testing and the performance of students in their chosen endeavours.

The Board, in implementing its programs, will draw upon the unique skills of staff and its use of progressive and varied methods of instruction. In doing so, the Board will maximize the use of specialized facilities to provide the greatest opportunity for student learning and social growth.

## **Division Profile**

Superintendent of Schools:	Bev Szymesko
Secretary Treasurer:	Shannon Desjardins
Transportation/Maintenance Assistant:	Michael Johnson
Maintenance Supervisor:	Stephen Oversby
Accountant	Jillian Petillion
Resource Consultant:	Jason Nadeau
ICT Director:	Steven Hopfner
Computer Technician:	Eric Rochon
Administrative Assistant	Tammi Moar
Clerical/Account Assistant	Roxanne Lodge
Speech Language Pathologist	Trudy Campbell
Division School Psychologist	Garret Froese
Division Social Worker	Dana Gurke
Board of Trustees Chair:	Karey Wilkinson
Vice Chair:	Carol Senkowski
Trustee:	Jarvis Whyte
Trustee:	Faye Soucy
Trustee:	Gordon Wilson
Phone:	(204) 835-2067
Fax:	(204) 835-2426

Website: <http://trsd.ca>

**Students:** May 2022 – 647

**Staff:** Teachers – 65

Educational Assistants – 36

COVID-19 Support – 8

**2021-2022**

## **COVID-19 Edition 3**

### **Division Priorities**

**2020-2022**

1. Literacy
2. Numeracy
3. Student/Staff Wellbeing

### **Division's Areas of Focus** **for 2020-2022:**

1. Inclusion
2. Indigenous Education
3. Mental Health and Wellness
4. Social/Emotional Wellbeing

### **Budget Highlights for 2021/2022**

The Board of Trustees believes in the value of our staff members. They continue to make the difference in providing the best education for our students and have the greatest impact on student learning.

1. Maintain all Current Staff Members & Programs
2. Maintain Technology Replacement Plan for both students and schools.
3. Maintain school budget rate with additional funds provided for electrical construction at Ste. Rose School.
4. Increase utilities and fuel expenses.
5. Deficit budget planned for the 2022/2023 school year.



**[www.trsd.ca](http://trsd.ca)**

*"Learning today for tomorrow"*

## Message from the Superintendent

As a School Division we have worked hard to ensure that our schools are safe as possible as we followed all Public Health and Manitoba Education protocols.

I would like to thank all division employees, students, and parents for all their hard work and great efforts. It is the efforts of us all as a team that has allowed us to achieve something amazing and accomplish a common goal, the goal of keeping each other safe while continuing to live. It is only together that we are able to keep our schools and communities safe for everyone. Also, you stayed engaged with effective communication and continued student learning. It was not easy, but you prevailed, you should be proud of your children and yourselves of their accomplishments.

I take considerable pride in my schools and communities as it took significant effort to provide our students with continued education.

As education and our society continue to evolve, so must we change what and how we do things in order to prepare students for the 21<sup>st</sup> Century. The top ten jobs for students have not yet been invented. Therefore, we must continue to evolve education and educate students with a focus of being flexible and adaptable.

**I would like to congratulate all our graduates this year.**

**Be sure to take the time and enjoy the moment.**

Your life's adventure is entering the next phase and it will be great!

**Congratulations to all Graduates!**

**Wishing all the students and staff a relaxing and safe summer holiday.**

Sincerely,

*Bev Szymesko*

### Wellness Resources:

Manitoba Suicide Line 1-877-435-7170

Mental Health Services Prairie Mountain Health 1-866-403-5459

Farm & Rural Stress Line 1-866-367-3276

Manitoba Keewatinowi Okimakanak: <https://mkonation.com/>

Reason to Live: <http://reasontolive.ca/>

Thunderbird Partnership Foundation: <https://thunderbirdpf.org/>



## Provincial Assessment Results

As you may already know, Manitoba Education paused ALL Grade 12 Provincial Assessments this year so we do not have data to share with you. However, they recently shared some 2020/2021 Provincial Assessment data for the entire province that we will share in this report that you can look at. We feel it is easy to see where we need to allocate resources and where we need to make some strategic changes as a province. Further below, you will see how our division did in comparison to the province. A short analysis is noted as well as causal theories that may help to explain the results.

### Manitoba Provincial Assessment Results 2020/2021 - Summary

Looking at the data on the next few pages you will see the Provincial Assessment data **for the division and the entire province**. I realize that it is not the easiest to read at this size so I will post below the direct links to the assessment results if you would like to look at further on your own computer screen where it is much larger. There is also data available looking at Français and French Immersion results as well as the number of students in each sample. The data has been broken down by provincial overall, male/female, indigenous/non-indigenous, urban/rural and northern. Looking at the data, it confirms a few good things that we can all celebrate. **Rural schools are performing well academically. They are doing just as well as the city schools and in some cases even better. Our students are all getting a strong education with our current education system.** Is there room for improvement? Yes, of course, this is continuous. These results help show us where we need to focus and where we should apply our resources. Additionally, most students are getting their Grade 9 Mathematics and English Language Arts credits approximately 90-95% of the time in our province. That is fantastic news and **shows that our current system works well.** In the future, it has not been decided yet if the province will continue with these assessments, change which grades that are assessed, or add additional assessments. If we shift into the new education model next year, it will also have other changes for our learning as a province.

#### 2020/21 Provincial Assessment Data (Province)– June 2022

Grade 3/4 Assessment :

[https://www.edu.gov.mb.ca/k12/grad\\_rates/grade3.html](https://www.edu.gov.mb.ca/k12/grad_rates/grade3.html)

[https://www.edu.gov.mb.ca/k12/grad\\_rates/gr3\\_a.html](https://www.edu.gov.mb.ca/k12/grad_rates/gr3_a.html)

Grade 7/8 Assessment:

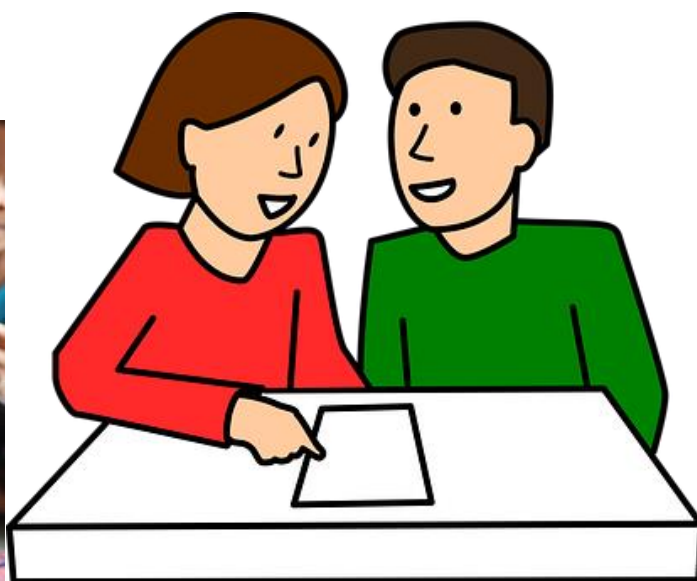
[https://www.edu.gov.mb.ca/k12/grad\\_rates/mid-years.html](https://www.edu.gov.mb.ca/k12/grad_rates/mid-years.html)

[https://www.edu.gov.mb.ca/k12/grad\\_rates/midysr\\_a.html](https://www.edu.gov.mb.ca/k12/grad_rates/midysr_a.html)

Grade 9 Credit Attainment:

[https://www.edu.gov.mb.ca/k12/grad\\_rates/grade9.html](https://www.edu.gov.mb.ca/k12/grad_rates/grade9.html)

[https://www.edu.gov.mb.ca/k12/grad\\_rates/gr9\\_a.html](https://www.edu.gov.mb.ca/k12/grad_rates/gr9_a.html)



## Grade 3 & 4 Provincial Assessment Summary Results 2021-2022

Grade 3 Entry to Reading English (English Program)	Needs Ongoing Help		Approaching Expectations		Meeting Expectations	
	Turtle River	Province	Turtle River	Province	Turtle River	Province
Student Reflects on and sets reading goals.	31.9%	15.8	23.4%	25.4	44.7%	55.3
Student uses strategies during reading to make sense of texts	34%	17.4	23.4%	24.2	42.6%	54.9
Student demonstrates comprehension	19.1%	15.7	38.3%	25.5	42.6%	55.5

\*Sample Size – 47 students

## Analysis

→Turtle River scored below the provincial average in all three areas. Comprehension is developing similar to the provincial norm. Need to work on ALL areas of literacy with an intentional focus on language development and reading strategy instruction required. Students need more exposure to text.

### Causal Theories (possible factors that affect the results)

→COVID, Remote Learning, New ELA Curriculum, Bill 64, Mental Health Supports needed for all, attendance, small sample size, annual divisional provincial assessment training, lack of access to resources and supports in our communities, high number of students in care, Reading A to Z, less school involvement, engagement, and less students doing homework.

## Grade 3 & 4 Provincial Assessment Summary Results 2021-2022

Grade 3 Entry to Reading English (French Immersion)	Needs Ongoing Help		Approaching Expectations		Meeting Expectations	
	Turtle River	Province	Turtle River	Province	Turtle River	Province
Student Reflects on and sets reading goals.	0%	6.9	0%	21.1	100%	71.6
Student uses strategies during reading to make sense of texts	0%	9.3	33.3%	20.8	66.7%	69.6
Student demonstrates comprehension	0%	6.9	33.3%	21.3	66.7%	71.4

\*Sample Size – 3 students

## Analysis

→Turtle River scored below the provincial average in two areas, but it was so minimal that it was statistically not significant. Turtle River is at the provincial average. Students require focus on exposure to text in order to support comprehension and decoding strategies.

### Causal Theories (possible factors that affect the results)

→ COVID, Remote Learning, New ELA Curriculum, Bill 64, Mental Health Supports needed for all, attendance, small sample size, annual divisional provincial assessment training, lack of access to resources and supports in our communities, high number of students in care, Reading A to Z, less school involvement, engagement, families speaking French less at home, only start ELA in Grade 2 and less students doing homework.

Grade 3 & 4 Provincial Assessment Summary Results 2021-2022

Grade 3 Reading in French (French Immersion)	Needs Ongoing Help		Approaching Expectations		Meeting Expectations	
	Turtle River	Province	Turtle River	Province	Turtle River	Province
Student Reflects on and sets reading goals.	0%	0%	0%	0%	100%	100
Student uses strategies during reading to make sense of texts	0%	14.2	0%	28.5	100%	56.6
Student demonstrates comprehension	0%	13.1	75%	27.6	25%	58.6

\*Sample Size – 4 students

Analysis

→Turtle River scored above the provincial average in two areas, but was lower in the demonstration of comprehension area. Turtle River is at the provincial average as the sample size and data would conclude no clear statistical differences. It would be beneficial to place more emphasis and focus on reading comprehension moving forward.

Causal Theories (possible factors that affect the results)

→COVID, Mental Health Supports needed for all, attendance, small sample size, annual divisional provincial assessment training, lack of access to resources and supports in our communities, less families speaking French at home, Reading A to Z, less school involvement, engagement, families speaking French less at home, less French literature at home, students have less exposure to French before entering school, and less students doing homework.

Grade 3 & 4 Provincial Assessment Summary Results 2021-2022

Grade 3 Numeracy (English Program)	Needs Ongoing Help		Approaching Expectations		Meeting Expectations	
	Turtle River	Province	Turtle River	Province	Turtle River	Province
Student predicts an element in a repeating pattern.	10.6%	11.7%	51.1%	35.5%	38.3%	50.4%
Student understands that the equal symbol represents an equality of the terms found on either side of the symbol.	25.5	18.4	25.5	32.3	48.9	46.9
Student understands that a given whole number may be represented in a variety of ways (to 100).	8.5	13,6	34.0	23.7	57.4	60.1
Student uses mental math strategies to determine answers to addition and subtraction questions to 18	12.8	16.1	40.4	27.8	46.8	53.5

\*Sample Size – 47 students

Analysis

→Turtle River scored statistically similar to the provincial average. Need to focus and emphasize patterning and mental math instruction.

Causal Theories (possible factors that affect the results)

→COVID, Remote Learning, New ELA Curriculum, Bill 64, Mental Health Supports needed for all, attendance, small sample size, annual divisional provincial assessment training, lack of access to resources and supports in our communities, math manipulatives, math kits, less family-school engagement during COVID, less home practice and homework.

Grade 3 & 4 Provincial Assessment Summary Results 2021-2022						
Grade 3 <b>Numeracy</b> (French Immersion)	Needs Ongoing Help		Approaching Expectations		Meeting Expectations	
	Turtle River	Province	Turtle River	Province	Turtle River	Province
Student predicts an element in a repeating pattern.	0%	4.4	0%	33.6	100%	61.9%
Student understands that the equal symbol represents an equality of the terms found on either side of the symbol.	0	8.3	66.7	29.7	33.3	61.9
Student understands that a given whole number may be represented in a variety of ways (to 100).	0	5.4	0	21.8	100	72.6
Student uses mental math strategies to determine answers to addition and subtraction questions to 18	0	8.1	33.3	27.6	66.7	64.1

\*Sample Size – 3 students

Analysis

→Turtle River scored statistically similar to the provincial average. Sample size has a huge impact on this data’s relevance. Need to focus and emphasize equality instruction and understanding.

Causal Theories (possible factors that affect the results)

→COVID, Remote Learning, New ELA Curriculum, Bill 64, Mental Health Supports needed for all, attendance, small sample size, annual divisional provincial assessment training, lack of access to resources and supports in our communities, math manipulatives, math kits, less family-school engagement during COVID, less home practice and homework.

Grade 7 & 8 Provincial Assessment Summary Results 2021-2022						
Grade 7 <b>Number Sense and Number Skills</b> (English Program)	Needs Ongoing Help		Approaching Expectations		Meeting Expectations	
	Turtle River	Province	Turtle River	Province	Turtle River	Province
Student orders fractions.	3.5	12.9	22.8	28	57.98	54.7
Student orders decimals.	3.5	9.7	28.1	23.3	59.6	62.8
Student understands that a given number may be represented in a variety of ways.	14	11.8	26.3	23.4	50.9	60.6
Student uses number patterns to solve mathematical problems.	17.5	16.2	35.1	33.4	38.6	45.9
Student uses a variety of strategies to calculate and explain a mental math problem.	17.5	15.2	35.1	29.3	36.8	51.1

\*Sample Size – 57 students

Analysis

→ Turtle River did well in ordering fractions. But we have some work to do in the other areas. Emphasis on Number Skills (patterning and mental math problem-solving).

Causal Theories (possible factors that affect the results)

→COVID, Remote Learning, New ELA Curriculum, Bill 64, Mental Health Supports needed for all, attendance, small sample size, annual divisional provincial assessment training, lack of access to resources and supports in our communities, math manipulatives, math kits, less family-school engagement during COVID, less home practice and homework.

## Grade 7 & 8 Provincial Assessment Summary Results 2021-2022

Grade 7 <b>Number Sense and Number Skills</b> (French Immersion)	Needs Ongoing Help		Approaching Expectations		Meeting Expectations	
	Turtle River	Province	Turtle River	Province	Turtle River	Province

\*Sample Size – 2 students

### Analysis

→ Turtle River has too small of a sample size in order to report the results. We did well and above the provincial average.

### Causal Theories (possible factors that affect the results)

→ COVID, Remote Learning, New ELA Curriculum, Bill 64, Mental Health Supports needed for all, attendance, small sample size, annual divisional provincial assessment training, lack of access to resources and supports in our communities, math manipulatives, math kits, less family-school engagement during COVID, less home practice and homework.



## Grade 7 & 8 Provincial Assessment Summary Results 2021-2022

Grade 8 <b>Reading Comprehension and Expository Writing</b> (English Program)	Needs Ongoing Help		Approaching Expectations		Meeting Expectations	
	Turtle River	Province	Turtle River	Province	Turtle River	Province
Student understands key ideas and messages in a variety of texts.	6.8	8.8	31.8	22.6	54.5	64.7
Student interprets a variety of texts.	9.1	10.2	40.9	23.6	43.2	62.3
Student responds critically to a variety of texts.	25	13.3	40.9	28.2	27.3	54.5
Student writes expository texts for a variety of audiences and purposes.	13.6	11.9	40.9	26.9	38.6	57.2
Student chooses language to make an impact on the reader	13.6	13.4	40.9	30.6	38.6	51.8
Student uses conventions and resources to edit and proofread to make meaning clearer.	18.2	13	40.9	29.2	34.1	53.7

\*Sample Size – 44 students

### Analysis

→ Turtle River didn't do well in this area. Focus in Middle Years literacy skills should be one of our main focus areas to support student literacy learning.

### Causal Theories (possible factors that affect the results)

→ COVID, Remote Learning, New ELA Curriculum, Bill 64, Mental Health Supports needed for all, attendance, small sample size, annual divisional provincial assessment training, lack of access to resources and supports in our communities, math manipulatives, math kits, less family-school engagement during COVID, less home practice and homework.

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Grade 7 & 8 Provincial Assessment Summary Results 2021-2022

Grade 8 Reading Comprehension and Expository Writing in FRENCH (French Immersion)	Needs Ongoing Help		Approaching Expectations		Meeting Expectations	
	Turtle River	Province	Turtle River	Province	Turtle River	Province
Student understands key ideas and messages in a variety of texts.	0%	4.2	33.3	18.5	66.7	76.8
Student interprets a variety of texts.	0	4.5	33.3	22.2	66.7	72.6
Student responds critically to a variety of texts.	0	5.4	0	28.9	100	65.4
Student writes expository texts for a variety of audiences and purposes.	0	3.7	66.7	23.5	33.3	72.3
Student chooses language to make an impact on the reader	0	6.6	50	32.1	50	60.8
Student uses conventions and resources to edit and proofread to make meaning clearer.	0	7.1	66.7	34.3	33.3	58

\*Sample Size – 6 students

Analysis

→ Turtle River didn’t do well in this area in French Immersion either. Focus in Middle Years literacy skills should be one of our main focus areas to support student literacy learning. COVID and learning modalities have changed during the pandemic.

Causal Theories (possible factors that affect the results)

→COVID, Remote Learning, New ELA Curriculum, Bill 64, Mental Health Supports needed for all, attendance, small sample size, annual divisional provincial assessment training, lack of access to resources and supports in our communities, math manipulatives, math kits, less family-school engagement during COVID, less French exposure and language at home, less home practice and homework.

Grade 7 & 8 Provincial Assessment Summary Results 2021-2022

Grade 8 Reading Comprehension and Expository Writing in ENGLISH (French Immersion)	Needs Ongoing Help		Approaching Expectations		Meeting Expectations	
	Turtle River	Province	Turtle River	Province	Turtle River	Province
Student understands key ideas and messages in a variety of texts.	0%	1.1	16.7	11.3	83.3	87.4
Student interprets a variety of texts.	0	1.6	16.7	16.6	83.3	81.6
Student responds critically to a variety of texts.	0	3.1	33.3	22.5	66.7	74.2
Student writes expository texts for a variety of audiences and purposes.	0	2.1	100	20.4	0	77.1
Student chooses language to make an impact on the reader	0	2.6	83.3	24.9	16.7	72.1
Student uses conventions and resources to edit and proofread to make meaning clearer.	0	3.3	100	21.2	0	75.2

\*Sample Size – 6 students

Analysis

→ Turtle River didn’t do well in this area in French Immersion in the English Language. Focus in Middle Years literacy skills should be one of our main focus areas to support student literacy learning. Emphasis on expository writing is needed.

Causal Theories (possible factors that affect the results)

→COVID, Remote Learning, New ELA Curriculum, Bill 64, Mental Health Supports needed for all, attendance, small sample size, annual divisional provincial assessment training, lack of access to resources and supports in our communities, math manipulatives, math kits, less family-school engagement during COVID, less home practice and homework.



## Division Plan Report - 2020-2022 Division Goals

### Literacy



#### Literacy Goal for 2020/2021

Grade 2 to 8 Students in Turtle River School Division will increase their overall reading and comprehension skills. By the end of October 2021, 75% of students in grades 2 to 8 will be either reading at grade level or have gained at least one full grade level of reading achievement (based on the divisional reading assessments).

**Met – Over 75% of students in Turtle River School Division either improved by one grade of reading level or have attained their actual grade level. Way to go Everyone!**

#### Literacy Goal for 2021/2022

Grade 2 to 8 Students in Turtle River School Division will increase their overall reading and comprehension skills. By the end of October 2022, 75% of students in grades 2 to 8 will be either reading at grade level or have gained at least one full grade level of reading achievement (based on the divisional reading assessments).

**Pending – October 2022**

### Numeracy

#### Numeracy Goal for 2020/2021

Middle Year students in Turtle River School Division will increase their numeracy skills. By June 2021, 75% of students in grades 7 & 8 will demonstrate an understanding of 75% or more of the “Essential Outcomes” in math (as assessed on the Numeracy Research Project formative quiz #4 administered by classroom teachers).

**Met – Over 75% of students in grades 7 & 8 demonstrated an understanding of 75% of the essential learnings.**

#### Numeracy Goal for 2021/2022

Middle Year students in Turtle River School Division will increase their numeracy skills. By June 2022, 80% of students in grades 7 & 8 will demonstrate an understanding of 80% or more of the “Essential Outcomes” in math (as assessed on the Numeracy Research Project formative quiz #4 administered by classroom teachers).

**Pending – October 2022**

### Student/Staff Wellbeing

#### Student/Staff Wellbeing Goal for 2020/2021

By the end of June 2021, Turtle River School Division will support student and staff member wellbeing with the implementation of a total of 10 initiatives to boost morale and reduce stress. The division will complete 5 initiatives for staff members and 5 initiatives for students. A list will be developed at the division level and will be used to implement these initiatives to support student and staff members.

**Met –Turtle River School Division did a total of 19 staff and student wellness initiatives. Some of these initiatives included bringing in country musician Ryan Laird, supporting staff wellness with training in programs such as Sources of Strength, distributing notebooks to students, distributing USB's for students, and providing a coffee and tea in a mug for all staff members. We appreciated our students and staff members and while it was small, it all helped to support during the pandemic.**

#### Student/Staff Wellbeing Goal for 2021/2022

By the end of June 2021, Turtle River School Division will support student and staff member wellbeing with the implementation of a total of 12 initiatives to boost morale and reduce stress. The division will complete 6 initiatives for staff members and 6 initiatives for students. A list will be developed at the division level and will be used to implement these initiatives to support student and staff members.

**Pending – October 2022**