

October 31, 2023

# TURTLE RIVER SCHOOL DIVISION'S K-12 FRAMEWORK FOR CONTINUOUS IMPROVEMENT **2023-2024**



*"Learning today for tomorrow"*

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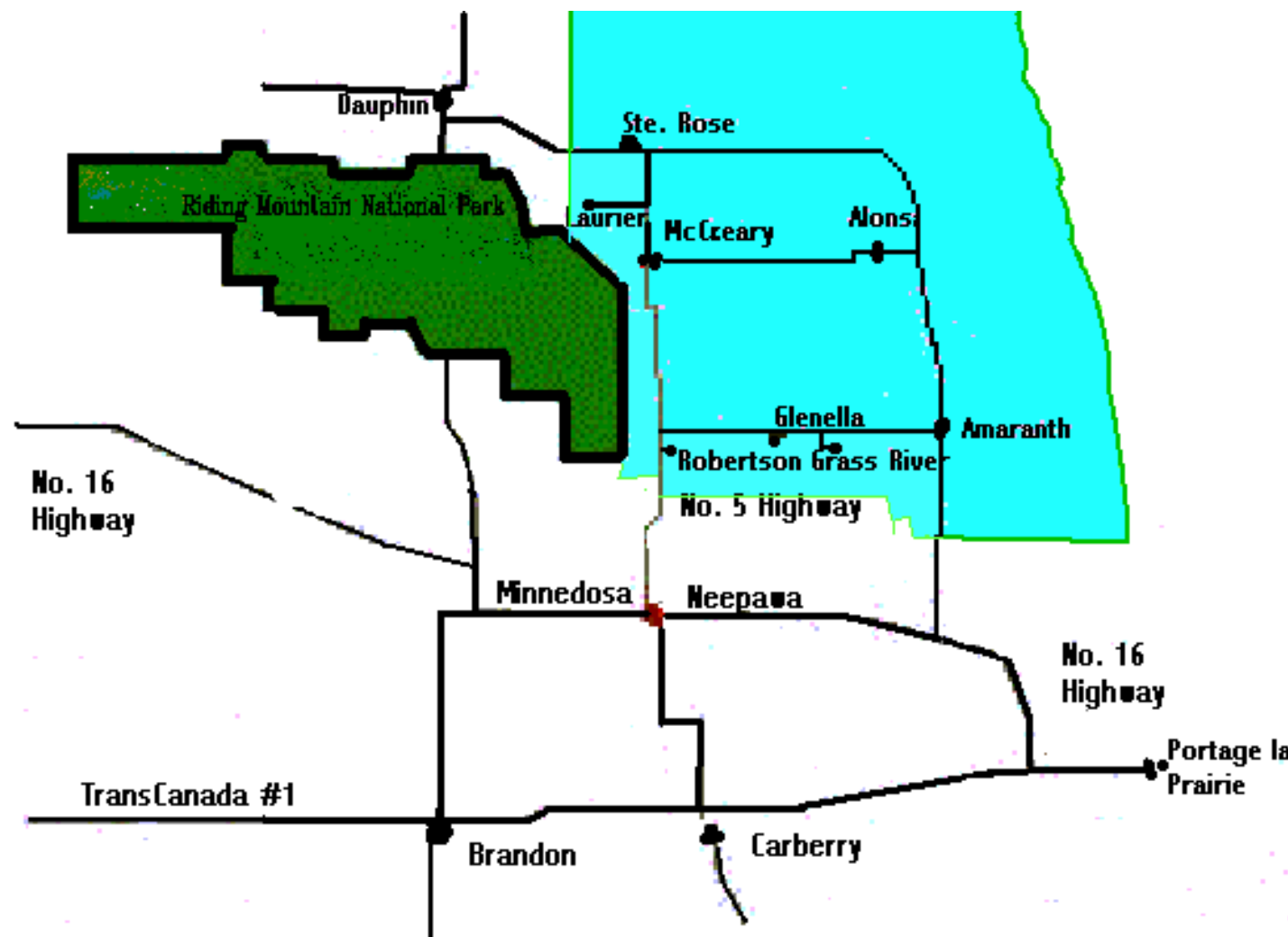
# 1. School Division Profile

## a. Division Overview

The division is located in the Parkland region of Manitoba. In total, the division includes 7 schools that range in grade and programs offered. These schools are located in the rural communities of Glenella, Alonsa, McCreary, Laurier, Ste. Rose, Grass River Colony and Parkview Colony. The division office is located centrally in McCreary, Manitoba.

Geographically, the division encompasses approximately **2,406 square kilometres in area** spanning from Riding Mountain National Park to Lake Manitoba and the Village of Riding Mountain to just north of Ste. Rose.

Being located in the beautiful Parkland has its advantages as it is an amazingly breathtaking place in which to live and grow. Small communities and schools allow for more family type atmospheres where students can get a quality education while building life-long friendships. Being one of the smaller divisions in Manitoba allows us great flexibility in our programming. We are able to make huge changes in a short amount of time. As a result, we are able to effectively implement new programs and initiatives as we continue to support student learning. However, as we are located remotely in rural, central Manitoba it also comes with some challenges. Access to resources requires a large commitment to time and financial resources in order to access equitable learning opportunities for both staff members and students. Additionally, the division covers a large area that makes it challenging to service.



School	Grades	Program Offered	Student Enrollment as of Sept. 30, 2023
École Laurier	N-8	French Immersion	37
Alonsa School	K-12	English	114
Glenella School	N-12	English	72
Parkview Colony School	K-12	German/English	37
Grass River Colony School	K-12	German/English	23
Ste. Rose School	K-12	English	205
McCreary School	K-12	English	156
Total Students			644

**b. Division Role and Mission**

- i. 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.**
- ii. 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.
- iii. 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.

**c. Division Trustees (as of September 30, 2022)**

Trustee	Role	Ward
Karey Wilkinson	Chairperson	Ward 1 – Ste. Rose/Laurier/Eddystone
Carol Senkowski	Vice Chairperson	Ward 4 – Alonsa / Amaranth
Jarvis Whyte	Member at Large	Ward 2 - McCreary
Amber Petrowski	Member at Large	Ward 3 – Glenella / Kellwood
Faye Soucy	Member at Large	Ward 1 – Ste. Rose/Laurier/Eddystone

**d. Senior Administrative Team**

<b>Senior Admin Team Role</b>	<b>Administrative Staff Member</b>
Superintendent/Student Services	Bev Szymesko
Secretary Treasurer	Shannon Desjardins
Maintenance Supervisor	Stephen Oversby
Transportation Supervisor	Michael Johnson
Information and Communication Technology Director	Steven Hopfner
Information and Communication Technology Technician	Eric Rochon
Accountant	Jillian Petillion
Administrative Assistant	Tammi Moar
Clerical/Account Assistant	Roxanne Lodge
Resource Consultant	Bev Szymesko
Speech/Language Pathologist	Trudy Campbell
Psychologist	Garrett Froese
Social Worker	Dana Gurke
Literacy and Numeracy	Pat Blake

**e. Division Staffing Profile**

<b>Full-time Equivalent Staff Members</b>	<b>No.</b>
Principals	2.16*
Vice-Principals	0
Teachers	56.24*
Educational Assistants	35.5 (not including Jordans' Principle)
Reading Clinicians	0
French Consultant	0
Counsellors	0
Librarians	3.34
Secretaries	4.6
Guidance	0.62
Speech Language Pathologists	0.5
Occupational Therapists	Some Services from RHA
Physiotherapists	Some Services from RHA
Social Workers	1.0
Psychologists	Contract for services
Literacy/Numeracy Consultant	0.45
Resource Teachers	3.08*

**f.**

<b>Disaggregation</b>	<b>No. of Students</b>	<b>Percentage of Student Population</b>
English as an Additional Language	<b>23</b>	<b>3.6%</b>
Self-declared Indigenous	<b>276</b>	<b>42.9%</b>
Students in Care	<b>27</b>	<b>4.2%</b>
Male Students	<b>326</b>	<b>50.6%</b>
Female Students	<b>318</b>	<b>49.4%</b>
Total Students	<b>644</b>	<b>100%</b>

**g. Education for Sustainable Development**

<b>Education for Sustainable Development</b>	<b>No.</b>
Number of Schools in the Division	<b>7</b>
Number of Schools with an ESD Plan	<b>7</b>



**h. Turtle River School Division Website Link**

<http://trsd.ca/>

**a. 2022/2023 Division Report and 2023/2024 Division Plan**

<http://www.trsd.ca/division-plan.html>

**b. Budget Highlights for 2023/2024**

- *Provincial Funding Increase by 3.5% (\$271 272)*
- *Maintain all current programming for the upcoming school year.*
- *Reduction of one full time teaching staff and one full time educational assistant throughout the division*
- *Reduction of one bus route by combining routes*

**i. Report on Results – 2022/2023 - Literacy and Numeracy**

**a. Overview**

This 2022/2023 school year has been very successful in Turtle River School Division in the planning and support of literacy and numeracy initiatives. The division has focussed on a number of strategies to help support literacy and numeracy achievement in our division. The specific focus was on our disaggregated learner groups; however, by supporting these learners, it has helped support all students to increase in achievement. Turtle River School Division has been continually striving for higher achievement every year. The following are the highlights of the main initiatives and activities we have been using to support achievement:

-The Division runs an Early Literacy Intervention Program in each school.

-All K students were assessed in September with the EYE-TA tool. The students who experienced difficulty were assessed again in May/June. Also the EYE-DA tool was used in the spring for those attending kindergarten in September.

-We offer junior kindergarten two days a week in one school and every second day in our French Immersion School. We also run a Kindergarten Here I Come program for ten days in each of the five schools who do not offer Junior Kindergarten. This program is offered in the spring for those who will be attending kindergarten in September.

-The Division continued to participate in the mRLC Numeracy Project with ALL of our schools with a focus on Grades 4 to 9. Most of our teachers have completed a minimum of two years of numeracy training. The remainder are currently enrolled in NAP.

Our school programming returned to normal after covid - it was a very quiet year, especially in the fall. Band classes and Sports were back in action. We had David Roberson in our schools to work with our students on writing. We had Niigan Sinclair and Kevin Chief work with the staff on providing an inclusive environment. Our community school continued to work on indigenous studies and workshops. All schools spent time examining TTFM results and provincial assessments for grades 3, 7, and 8.

-We continue to be very proud of our vocational programs. All of our grades 7 to 12 students have the opportunity to take a minimum of two of the following courses: automotive, electrical, home economics/foods and nutrition, and woods. We also have a band program in four schools. We also offer art, visual arts, and drama.

We run high school hockey and curling along with the regular sports: volleyball, basketball, soccer, badminton, cross country, track and field. We have four activity days when all students in grades five and six participate in a variety of games. The teams are made up of students from all schools to promote cooperation and teamwork. We encourage field trips, including overnight camping trips and trips to the Human Rights Museum. The Hutterian Schools join for activities between the two school. The division sponsors swimming lessons for all grades three to six students, including students from our colony schools.

-Data provided from the department regarding student achievement in the provincial assessments has been used extensively in planning, informing decisions, and in goal setting (as to where we need to strengthen our efforts). The data has been disaggregated allowing for conversation to specifically identify the learners we need to support.

We have been using the last several years of Provincial data as we discuss student achievement based on our provincial assessment data. It has helped us compare the provincial and division level, as well as the school level, for those schools with classes of 10 or more students. The data has also been disaggregated with students who are self-declared Indigenous learners, boys and girls, EAL, and children in care. However, our small numbers leave us with results which may be misleading. One weak or one strong student in a class of ten quickly changes the data.

-Strong guidelines and policy in tracking modifications and individualized programming were established in order to ensure appropriate programming decisions.

-Grants and funding are directed at the three main priorities This year we have initiated all grants and funding with direction in achieving literacy and numeracy goals with an indigenous perspective. All initiatives have direct focus in achieving our division goals and priorities.



-The Division has developed a new Classroom Profile that will help support classroom learners. These are updated regularly by teachers and formally in team discussions twice per year.

- We have been training principals in the Mamahtawisiwin document through mRLC. Andrew Sniderman, the author of *The Valley of the Birdtail*, presented to all teachers and educational assistants on the part the Indigenous people played in the settlement of Canada. We also had two Anishinaabe ladies teach us on “What should we know and understand about Rousseau River and Ginew School That We Have Not Yet Learned”. Jason Parenteau brought a group of dancers, singers, drummers to work with students and staff on native culture and traditions. Our schools are working on infusing information on the indigenous perspective into their lessons wherever and whenever possible.

-Our new four year strategic plan will be created in 2023-2024. Principals, senior administration, and school board members met with Roy Sadlier to choose priorities for our division for the next three or four years. From there, they will meet to work on goals, strategies, and data collection.

### **Specific Results towards our Student Achievement Targets**

In 2022/2023 Our Division Plan had 3 Goals in total based on our Four Areas of Focus. Literacy, Numeracy, and Student/Staff Well-being make up our three Divisional Priorities. The goals were SMART goals that focused specifically in areas where we wanted to direct our efforts on achievement, and based on previous divisional assessments and provincial baseline data. These goals were “BIG” goals that we allowed for 2 years before formally evaluating their success. They are also benchmarked over the next three years.



## ***2022-2025 Turtle River School Divisional Plan & 2022/2023 Divisional Plan Reporting***

### **Division Priorities for 2022-2025:**

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

**Division Focus for 2022-2025:** *The Division will focus on the following areas to support the achievement of the specific goals in each of our Priority Areas. Focus Areas complement the Division's goals and improve the overall education of students in our division.*

### **Areas of Focus for 2022-2025:**

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

## Division Report – 2022-2023

<b>Division Priority</b>	<b>Goals</b>	<b>Results</b>
<b>Literacy</b>	<i>Students in Turtle River School Division will increase their reading fluency and comprehension skills. By the end of June 2023, 70% of grades 2 to 8 students will be reading grade level material with 90% accuracy or higher, and with satisfactory comprehension (based on divisional reading assessments, including the Fountas and Pinnell Reading Assessment kits).</i>	<ul style="list-style-type: none"> <li>• We are approaching this goal.</li> <li>• École – 92% met – 100% of the girls and 82% of the boys.</li> <li>• McCreary – 85% of students in K to 8 met this goal</li> <li>• Parkview – 100% of students in grades 2 and 3 met this goal and 70% of students in grades 4 to 8 met the goal</li> <li>• Grass River – 89% of grades 2 to 8 students were reading grade level material with 90% accuracy or higher, and with satisfactory comprehension.</li> <li>• Ste. Rose – 47% of grades 1 to 4 students increased their reading by 1 year.</li> <li>• 38% of their grades 5 to 8 students increased their reading by 1 year</li> </ul>
<b>Numeracy</b>	<i>Students in grades 4 to 9 in Turtle River School Division will increase their numeracy skills. By June 2023, 70% of grades 4 to 9 students will demonstrate an understanding of 80% or more of the grade level Essential Outcomes in math (as assessed by the mLRC final quiz administered by the classroom teacher).</i>	<p>We are working towards this goal. Some schools have percentages in the 70s while others are much lower.</p> <p>École – 85% met – 86% of girls and 83% of boys</p> <p>McCreary – 61.5% of students in grades 4 to 9 demonstrated 80% proficiency or greater in their understanding of essential math outcomes.</p> <p>Parkview – 70% of students in grades 4 to 8 met the goal and the goal was met by 100% of the grade 9 students.</p> <p>Grass River – 63% of grades 4 to 9 students demonstrated an understanding of 80% or more of the Essential Math Outcomes.</p> <p>Ste. Rose – 42% of grades 4 to 8 demonstrated an understanding of essential math outcomes.</p>
<b>Student/ Staff Well-Being</b>	<p><i>By the end of June 2023, every student in grades K to 12 in Turtle River School Division will have the opportunity to take part in a minimum of five team building and/or wellness activities. A minimum of one professional development day for school staff will be provided on the topic of mental wellness.</i></p> <p><i>By the end of June 2023, every student in grades K to 12 in Turtle River School Division will have the opportunity to take part in a minimum of five lessons and/or activities based on the topic of indigenous education. A minimum of one professional day for school staff will be provided on the topic of the indigenous education policy. Staff will then be able to use this information and infuse it into their lessons. They will have the knowledge to create wellness activities related to this topic.</i></p>	<p>The school division completed 19 staff and student initiatives to boost morale and support student and staff well being.</p> <p>École – 100% met</p> <p>McCreary – met</p> <p>Parkview – met</p> <p>Grass River – met for K to 8 students, but the activities were not offered to the grade 9 to 12 students.</p> <p>Ste. Rose – All students in Kindergarten to grade 12 participated in 4 to 6 mental health activities.</p> <p>-----</p> <p>École - 100% met</p> <p>McCreary – met</p> <p>79% of students in grades 4 to 9 and 61% of students in grades 7 to 12 had a positive sense of belonging at school. Overall, 68% of students identify with a positive sense of belonging.</p> <p>Parkview – met</p> <p>Grass River – met by students in grades K to 9.</p>

**3-YEAR DIVISION PLAN**  
**2022-2023, 2023-2024, & 2024-2025**

<b>Division Priority</b>	<b>SMART Goal(s)</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Evaluation/ Assessment / Source of Data</b>
<b>Literacy</b>	<p><b><i>There will be a three-year division-wide focus on Grades 2 to 8 Reading Development. Reading comprehension and skill development will be emphasized.</i></b></p> <p><b><u>Literacy Goal for 2022/2023</u></b>  <i>Students in Turtle River School Division will increase their reading fluency and comprehension skills. By the end of June 2023, 70% of grades 2 to 8 students will be reading grade level material with 90% accuracy or higher, and with satisfactory comprehension (based on divisional reading assessments, including the Fountas and Pinnell Reading Assessment kits).</i></p> <p><b><u>Literacy Goal for 2023/2024</u></b>  <i>Students in Turtle River School Division will increase their reading fluency and comprehension skills. By the end of June 2024, 75% of grades 2 to 8 students will be reading grade level material with 90% accuracy or higher, and with satisfactory comprehension (based on divisional reading assessments, including the Fountas and Pinnell Reading Assessment kits).</i></p> <p><b><u>Literacy Goal for 2024/2025</u></b>  <i>Students in Turtle River School Division will increase their reading fluency and comprehension skills. By the end of June 2025, 80% of grades 2</i></p>	<p><i>-student reading fluency will increase.</i></p> <p><i>-students will use a variety of decoding strategies</i></p> <p><i>-reading comprehension will improve.</i></p> <p><i>-student's high frequency word banks will increase.</i></p> <p><i>-students will respond critically to a variety of text</i></p> <p><i>-students will regularly borrow books for reading independently</i></p> <p><i>-students will read books online at home and in their spare time using their Reading A to Z account and/or Epic Books account</i></p> <p><i>-classes will have home-reading programs.</i></p> <p><i>-students will read the books in home reading programs with their parents.</i></p>	<ol style="list-style-type: none"> <li><i>1. Focus will be placed on a reading intervention program to support students who are reading below grade level.</i> <ul style="list-style-type: none"> <li><i>- ELI</i></li> <li><i>- LLI</i></li> <li><i>- Precision Reading</i></li> <li><i>- Reading Comprehension Intervention</i></li> </ul> </li> <li><i>2. Reading A to Z licenses will be purchased for all K to grade 9 classrooms.</i></li> <li><i>3. Teachers can sign-up their classes for "Epic Books"</i></li> <li><i>4. Words Their Way and Spelling programs</i></li> <li><i>5. Students placed in literature groups</i></li> <li><i>6. Guided reading groups will be supported – (with the assistance of librarian, resource teacher, EAs, etc.)</i></li> <li><i>7. Teachers will teach multiple text decoding strategies to support reading development.</i></li> <li><i>8. High Frequency Sight words will be practiced at school and at home to support student whole-word development. (rings of Dolch words)</i></li> </ol>	<i>Fountas and Pinnell Reading Assessments</i>

	to 8 students will be reading grade level material with 90% accuracy or higher, and with satisfactory comprehension (based on divisional reading assessments, including the Fountas and Pinnell Reading Assessment kits).		<p>9. Schools will support Home Reading programs in all of their elementary classrooms.</p> <p>10. Students will be loaned books from school and classroom libraries.</p> <p>11. Focus on critical thinking skills.</p> <p>12. Novel studies on books with an indigenous theme</p> <p>13. Infuse reading strategies across all subject areas</p> <p>14. Buddy reading</p> <p>15. I Love to Read Month activities</p> <p>16. Use reading assessments to inform instruction</p>	
<b>Division Priority</b>	<b>SMART Goal</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Evaluation/ Assessment / Source of Data</b>
<b>Numeracy</b>	<p><b><i>There will be a three-year focus on Grades 4 to 9 Curriculum Level Numeracy Skill Development. An emphasis will be on all curricular strands; however, a special emphasis will be placed on Number Sense and Number Skills.</i></b></p> <p><b><u>Numeracy Goal for 2022/2023</u></b></p> <p>Students in grades 4 to 9 in Turtle River School Division will increase their numeracy skills. By June 2023, 70% of grades 4 to 9 students will demonstrate an understanding of 80% or more of the grade level Essential Outcomes in math (as assessed by the mLRC final quiz administered by the classroom teacher).</p>	<p>-students are competent in the four basic math skills and will have rapid recall of addition, subtraction, multiplication, and division facts</p> <p>-students are strong in mental math calculations.</p> <p>-students will apply a variety of mental math strategies when solving mathematical problems</p> <p>-students can apply basic formulas to solve mathematical problems.</p> <p>-students will be able to problem-solve “multiple step” math problems</p> <p>-students will use a variety of strategies to solve problems</p>	<p>1. Perspectives from the indigenous culture embedded in lessons and mathematical problems</p> <p>2. Numeracy continuum to help identify missing foundational skills</p> <p>3. mLRC Numeracy Project PD and program initiatives for grades 4 to 9</p> <p>4. Use formative assessments to inform instructional practice.</p> <p>5. Review the mLRC quizzes to understand students’ misunderstandings.</p> <p>6. Emphasis on applying strategies to solve a problem – implement the GRASS problem-solving method.</p>	<p>1. Numeracy Project Grades 4 to 9 Quiz #4 assessment data as completed by classroom teachers.</p>

	<p><b><u>Numeracy Goal for 2023/2024</u></b> Students in grades 4 to 9 in Turtle River School Division will increase their numeracy skills. By June 2024, 75% of grades 4 to 9 students will demonstrate an understanding of 80% or more of the grade level Essential Outcomes in math (as assessed by the mLRC final quiz administered by the classroom teacher).</p> <p><b><u>Numeracy Goal for 2024/2025</u></b> Students in grades 4 to 9 in Turtle River School Division will increase their numeracy skills. By June 2025, 80% of grades 4 to 9 students will demonstrate an understanding of 80% or more of the grade level Essential Outcomes in math (as assessed by the mLRC final quiz administered by the classroom teacher).</p>	<p>-students will show their thinking in various ways (e.g. pictorially, symbolically, concretely, etc...)</p> <p>-mRLC quiz scores will improve</p> <p>-continual growth in basic facts on computer programs (Mathletics, Sumdog, etc.)</p>	<p>7. Detailed questions that require multiple layered problem-solving – to support student mental math abilities</p> <p>8. Real life problem-solving and questions that are practical and relevant to students, especially indigenous students</p> <p>9. Allocate time specifically for problem solving and for mental math and for practicing mental math strategies.</p> <p>10. Opportunities, games, and activities to provide for the memorization of number facts</p> <p>11. Daily Smartboard activities (calendar math, Jump Math)</p> <p>12. Teacher Numeracy Professional Development.</p> <p>13. Mathletics for all grades</p> <p>14. Hands-on learning</p> <p>15. Guided math and Math centers</p> <p>16. Homework that focuses on practicing skills</p>	
<b>Division Priority</b>	<b>SMART Goal (benchmarked)</b>	<b>Indicators</b>	<b>Strategies</b>	<b>Evaluation/ Assessment / Source of Data</b>
<b>Student/ Staff Well-Being</b>	<b>There will be a three-year division-wide focus on Student and Staff Well-Being. The division wants to support students and staff members as we continue through a challenging time for education. We want to allow for time for students to engage socially with other students, and to participate in physical well-being activities. These activities will support students' mental wellness. Staff members will</b>	<p>-positive student achievement</p> <p>-strong student engagement</p> <p>-high staff retention</p> <p>-positive attitudes of staff</p>	<p>1. Use data from the TTFM Survey to make changes at the school and classroom level to support students and teachers.</p> <p>2. P.D. - Treaty Commission Training for principals/teachers - Kevin Chief</p>	<p><b>The TTFM/OurSchool Survey which students complete in May.</b></p> <p><b>The number of mental well-being and indigenous activities/projects/lessons occurring in each school</b></p>

	<p><b><i>be supported with training and professional development. A very important part of student and staff well-being revolves around the understanding of the indigenous perspective and embedding these important teachings into each and every classroom. Staff members will be supported with training and professional development on this topic, as well.</i></b></p> <p><b><u>Student/Staff Wellbeing Goal for 2022/2023</u></b>  <i>By the end of June 2023, every student in grades K to 12 in Turtle River School Division will have the opportunity to take part in a minimum of five team building and/or wellness activities. A minimum of one professional development day for school staff will be provided on the topic of mental wellness.</i></p> <p><i>By the end of June 2023, every student in grades K to 12 in Turtle River School Division will have the opportunity to take part in a minimum of five lessons and/or activities based on the topic of indigenous education. A minimum of one professional day for school staff will be provided on the topic of the indigenous education policy. Staff will then be able to use this information and infuse it into their lessons. They will have the knowledge to create wellness activities related to this topic.</i></p> <p><b><u>Student/Staff Wellbeing Goal for 2023/2024</u></b>  <i>By the end of June 2024, every student in grades K to 12 in Turtle River School Division will have the opportunity to take part in a minimum of seven team building and/or wellness activities and a minimum of seven</i></p>	<p><i>-positive school climate</i></p> <p><i>-improved attendance</i></p> <p><i>-reduction in student and staff anxiety and depression</i></p> <p><i>-fewer referrals to the Division Social Worker or other counselling services</i></p> <p><i>-fewer behavioural referrals to the school office.</i></p> <p><i>-each student will have two adults in school with whom he/she feels comfortable speaking when needed.</i></p> <p><i>-student and staff activities are occurring,</i></p> <p><i>-students report they are feeling safe on TTFM survey</i></p> <p><i>-indigenous activities are happening throughout the school (literature is being shared, indigenous artwork, Oh Canada in Cree, Orange Shirt Day with videos, etc.)</i></p> <p><i>-bulletin boards are displaying items related to indigenous topics</i></p> <p><i>-posters with motivational messages are displayed</i></p>	<p><i>- Niigan Sinclair</i></p> <p><i>- Respect in Schools</i></p> <p><i>- Respect in Sports</i></p> <p><i>- SAGE and LIFT</i></p> <p><i>- mRLC for principals - Mamàhtawisiwin online</i></p> <p><i>3. Mamàhtawisiwin: The Wonder We Are Born With – – An Indigenous Education Policy Framework</i></p> <p><i>4. Land Acknowledgement is read at all assemblies and school events.</i></p> <p><i>5. Breakfast and snack programs will help support students' nutritional needs.</i></p> <p><i>6. Support for students, staff, and families with connections to mental health and well-being resources and activities</i></p> <p><i>7. Foster a safe and inclusive learning environment</i></p> <p><i>8. Engaging parents and caregivers</i></p> <ul style="list-style-type: none"> <li><i>- Meet the Staff barbecues</i></li> <li><i>- information sharing/posting on Twitter, Divisional/School Webpage</i></li> <li><i>- support learning and sharing with applications like Remind, SeaSaw</i></li> </ul> <p><i>9. Division Social Worker – to support students</i></p> <p><i>10. Support students with access to devices. (grade 9 students are given a lap top)</i></p> <p><i>11. School Activities</i></p> <ul style="list-style-type: none"> <li><i>- Terry Fox Walk and videos</i></li> <li><i>- Spirit Week</i></li> <li><i>- Milk Spirit Week</i></li> <li><i>- Project 11</i></li> <li><i>- Sources of Strength</i></li> </ul>	<p><b><i>The number of professional development days which are provided for staff</i></b></p>
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	<p><i>lessons/projects/activities addressing the topic of indigenous education. A total of at least three professional development days for school staff will be provided on the topics of mental wellness and/or indigenous education.</i></p> <p><b><u>Student/Staff Wellbeing Goal for 2024/2025</u></b></p> <p><i>By the end of June 2025, every student in grades K to 12 in Turtle River School Division will have the opportunity to take part in a minimum of ten team building and/or wellness activities and a minimum of ten lessons/projects/activities addressing the topic of indigenous education. A minimum of two professional development days on mental well-being and a minimum of two professional development days on indigenous education will be provided for school staff.</i></p>		<ul style="list-style-type: none"> <li>- Care for All in Education</li> <li>- Hearts and Minds</li> <li>- Book Fairs</li> <li>- Orange Shirt Day and Activities for Truth and Reconciliation</li> <li>- Pink Shirt Day and Activities to promote Inclusion</li> </ul> <p>12. Student Council</p> <p>13. Extra-Curricular sports and clubs</p> <p>14. Team building activities for staff</p> <ul style="list-style-type: none"> <li>- activities at staff meetings</li> <li>- snack days</li> <li>- Secret Santa</li> </ul> <p>15. Community Schools Program</p> <p>17. Acknowledging Treaty lands</p> <p>18. Indigenous kits with puppets and books</p> <p>19. Care for All</p> <p>20. Mental Health Well Being – is a standing item on staff meeting agendas.</p> <p>21. David Robertson – to work with middle years students</p> <p>22. Grade 9 retreat</p> <p>23. Apprenticeship program</p> <p>24. Career exploration</p> <p>25. Volunteer credit hours</p> <p>26. Social Justice Club (Scare for Hunger, Christmas Food Hampers, Mitten Tree, etc.)</p>	
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**Strategies the Division is Implementing to Support Continuous Improvement of Student Achievement**

1. Full-time Kindergarten in ALL schools
2. Junior Kindergarten in Two Schools and KHIC Programming (10 FTE days) in the other five schools
3. New Strategic Planning/Plan (2023-2027)
4. Purchase Resources/Books with Indigenous content for classroom libraries
5. Purchase class sets of novels with an Indigenous perspective for high school classrooms
6. New Division Plan and Goals (School goals are related/echo division goals in order to support specific targeted areas)
7. Emphasis on Provincial Assessment Data for evidence-based practices.
8. New Courses/Educational Programming
9. Increased courses, options/programming (Vocational, Curling, Hockey, etc...)
10. Option for Division Common Exams for Grade 9, 10 & 11 Math Courses
11. Math Course Instruction Pacing Guides for grades 4 to 9
- 12.** Kindergarten Screening assessment EYE-TA
- 13.** Kindergarten Here I Come and Junior Kindergarten assessment EYE-DA
- 14.** Training for principals on the Mamahtawisiwin document
- 15.** Treaty education workshops
- 16.** mRLC for kindergarten to grade 2 teachers on the new ELA curriculum
- 17.** mRLC for grades 4 to 9 math
- 18.** Hearts and Minds program
- 19.** Laptops for all grade 9 students
- 20.** Reading A to Z for all students
- 21.** Athletics for all students
- 22.** Reading, Writing & Numeracy Continuum
- 23.** Division Curricular Focus
- 24.** Panel/Transition Meetings with Classroom Profile Planning
- 25.** Tracking of Student Retentions, Course Success Rates, Graduation Rates
26. Division Social Worker
- 27.** Safe and Caring Schools – Train the Trainer
- 28.** VRTA Training for all principals and a second person in each school

**Possible Reasons for Errors in Data/Results (accuracy)**

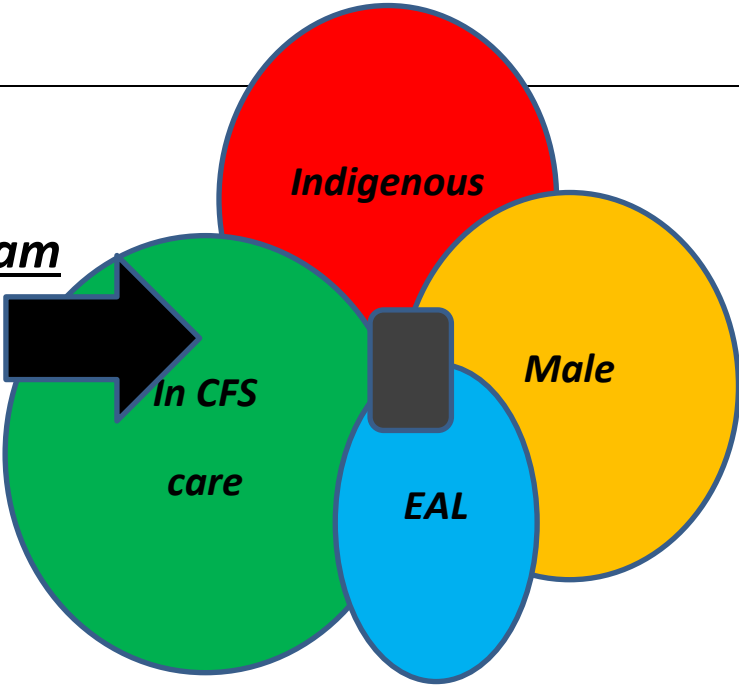
- 1. Small Sample sizes when disaggregating data (class sizes are small so numbers of males/females is very small)
- 2. Attendance of Students
- 3. Suspension of Students
- 4. Teacher absences
- 5. Lack of qualified substitute teachers and lack of unqualified substitute teachers, as well
- 6. New Department Initiatives
- 7. Lack of Teacher Training prior to the Provincial Assessments
- 8. Higher than normal number of CFS students (students in care or guardian) in our region – often with poor attendance
- 9. High Transiency Rate
- 10. Students being enrolled who have not attended any school in the last two or three years
- 11. Student Emotional, Social, and Mental Heath
- 12. Changing Family Dynamics – younger parents (kids raising kids), different family values, single parent families
- 13. Prior Parent/Family Knowledge (many parents of students have not graduated)
- 14. Educational Philosophies – may not support school as important as other things (sports, help at home, work, etc...)
- 15. Lack of sleep (hockey, video games, social media, etc.)
- 16. Lack of background knowledge prior to coming to school
- 17. Lack of access to resources, lack of access to experiences, lack of exposure to hands-on activities, etc....

**Overall Summary of Data Trends**

The Provincial trends, as well as our own divisional data, indicate that males, Indigenous students, those in CFS care, and EAL students are more “at-risk” students. We do have a high percentage of Indigenous students and students in care. In many cases, we have a high number of students with three or more of the “At-Risk” indicators. The Venn diagram to the right helps to visually represent students with two or more indicators being at greater risk for low student achievement or requiring further supports in order to reach higher achievement and overall success!

The students in the grey area of the diagram require the most intensive support while other “at-risk” students with less overlaps require less support.

**Venn  
Diagram**



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***j. Categorical Grant Specific Reporting***  
***a. Indigenous Academic Achievement (IAA) (\$99,000)***

The division used this funding to fund EA’s at schools to support indigenous learners in literacy and numeracy and support schools implementing Cultural Perspectives in the classrooms. Our non-Hutterian schools have the following percentages of indigenous students: 33%, 34.8%, 42%, 64.9%, and 80%. (In total, 42.86% of our students are self-declared as Indigenous.) The EAs in each of these schools:

- Support students in various grades with literacy and numeracy
  - Small group work – reading groups, math groups, group projects, etc
  - Language development – speech and vocabulary development
  - One-to-one pullouts
    - Reading practice
    - Math intervention – practice basic facts
    - Catch up on work missed
    - Speech

*The division has taken the initiative to train our staff to support the needs of our Indigenous learners.* The principals have been trained in the Mamahtawisiwin document. We have had presentations for the staff by Kevin Chief and Niigan Sinclair. Andrew Sniderman, author of The Valley of the Birdtail, presented to all staff. David Robertson, author, worked with our middle school students on writing and telling your story. Jason Parenteau worked with all students and staff on his Introduction to the PowWow. He brought along a group of dancers, singers, and drummers. We are making connections with Elders and Knowledge Keepers and looking for their support to students in our schools.

# Results:

## Literacy

### Literacy Goal for 2022/2023

The division, as a whole, was approaching its literacy goal: *Students in Turtle River School Division will increase their reading fluency and comprehension skills. By the end of June 2023, 70% of grades 2 to 8 students will be reading grade level material with 90% accuracy or higher, and with satisfactory comprehension (based on divisional reading assessments, including the Fountas and Pinnell Reading Assessment kits).*

### **Grade 3 – Reading in English - English Program - Fall 2022**

#### **Percentage of Students Meeting Expectations in all Three Sub-Competencies**

<i>All Students</i>	<i>Observations</i>	<i>Analysis</i>	<i>Conclusions</i>
All Students - 59	Provincial – 45.7% Divisional – 38.8%	Our division did not do well. Our percentage is 6.9% lower than that of the province. However, the division average is 6.9% higher than the previous year.	Our early years students need a LOT of practice in reading and decoding strategies. Were the lower scores due to missing the foundational skills during covid and remote learning? Did attendance play a factor?
Boys – 31	16.1%	This is a huge area of concern. The results from the previous year were low and now we have dropped another 8%.	This group needs a LOT of support. This may reflect the group of boys who fall into a couple of “at risk” categories
Girls – 28	77.8%	The girls’ scores are amazing.	Whatever teaching strategies we are using with the girls needs to continue and be used with the boys. Are the girls practicing their reading at home more so than the boys?
Indigenous – 27	20.0%	The percentage score of the Indigenous group hit an all time low.	Is this due to remote learning, attendance, lack of reading materials based on the Indigenous perspective, or something altogether different?
Non-Indigenous – 32	51.7%	The non-Indigenous group was 6% above the provincial average and 13% above the divisional average.	We need to continue to give this group the support that has been provided over the last ten years.

Non-EAL - 51	38.6%	These results basically mirror the results of the division as it makes up 86% of our students.	
Pupils receiving EAL services – 8			
Non-CFS - 59	43.2%	These results basically mirror the results of the division as it makes up 100% of our students.	
Pupils under the care of CFS - 0			

### **Grade 8 Reading Comprehension – English Program – January 2023**

#### ***Percentage of Students Meeting Mid-Grade Performance in all Three Sub-Competencies***

<i>All Students</i>	<i>Observations</i>	<i>Analysis</i>	<i>Conclusions</i>
All Students - 61	Provincial – 52.3% Division – 49.2%	Our students have shown a marked improvement over last year’s scores – they have increased by 21.9%. They are approaching the provincial average.	What effect did covid have on our learners with remote learning occurring sporadically over the last two years? Were poor work habits developed without immediate feedback as many students did not have access to their teachers via TEAMS? Did these concerns disappear once school was back to normal?
Boys – 32	53.1%	After a low of 14.8% last year, our boys are back up to meeting the provincial average.	The boys needed the structure of school routine with a teacher in person.
Girls – 28	46.4%	The girls’ average is only slightly below the provincial average.	We need to continue to give the girls the support we have given them in the past years.
Indigenous – 21	42.9%	The results in the group are somewhat lower than the provincial percentage. Their increase over the previous year is a remarkable 24.1%.	This group did so much better once they were back to the regular school routine.
Non-Indigenous – 40	52.5%	The non-Indigenous group has basically the same results as the provincial average.	This group needs to keep on using the strategies that are working for them now.
Non-EAL - 61	49.2%	The same as that of the division.	
Pupils receiving EAL services – 0			
Non-CFS - 59	50.8%	The same as that of the division.	
Pupils under the care of CFS - 2			

## Grade 8 Expository Writing – English Program – January 2023

### *Percentage of Students Meeting Mid-Grade Performance in all Three Sub-Competencies*

<i>All Students</i>	<i>Observations</i>	<i>Analysis</i>	<i>Conclusions</i>
All Students - 61	Provincial – 45.2% Division – 36.1%	Our students did not do well in grade 8 expository writing. Our score is 9.1% lower than that of the province. We had gone on a three-year upward trend but have slipped back down. We did improve slightly as compared to last year.	What effect did covid have on our learners with remote learning occurring sporadically over the last two years? Were poor writing habits developed without immediate feedback as many students did not have access to their teachers via TEAMS?
Boys – 32	37.5%	The boys did 15.3% better than last year but the results are still of concern.	We need to do a lot of work in supporting our grade 8 boys in expository writing.
Girls – 28	35.7%	The girls' average is 10% below the provincial average. It is even 5.5% lower than last year.	We need to continue to give the girls a lot of support,
Indigenous – 21	33.3%	The results in this group are low, as well, but are 8.3% higher than last year.	This group requires a lot of support. We need to continue to provide them with graphic organizers and exemplars and guided instruction.
Non-Indigenous – 40	37.5%	The non-Indigenous group is 7.7% below the provincial average.	This group also needs a lot of support.
Non-EAL - 61	36.1%	The same as that of the division.	
Pupils receiving EAL services – 0			
Non-CFS - 29	37.3%	The same as that of the division.	
Pupils under the care of CFS - 2			

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## Math

The division is working towards its numeracy goal: Middle year students in Turtle River School Division will increase their numeracy skills. *Students in grades 4 to 9 in Turtle River School Division will increase their numeracy skills. By June 2023, 70% of grades 4 to 9 students will demonstrate an understanding of 80% or more of the grade level Essential Outcomes in math (as assessed by the mLRC final quiz administered by the classroom teacher).*

### **Numeracy – Grade 3 – English Program - Fall 2022**

#### **Percentage of Students Meeting Expectations in all Four Sub-Competencies**

<i>All Students</i>	<i>Observations</i>	<i>Analysis</i>	<i>Conclusions</i>
All Students - 49	Provincial – 34.5% Division – 38.8%	In the past 10 years, our division has been very close to the provincial average or above. This year we are 4.3% higher.	Last year's results were the lowest in the last nine years, with 2011 and 2012 being slightly lower. This year our results are 11.1% higher than the previous year, which is encouraging.
Boys – 31	29.0%	With the exception of 2014 and 2018, the boys have been pretty steady around the 30% mark.	We need to support the boys. Did they miss some foundational skills during covid?
Girls – 18	55.6%	The girls did very well in numeracy skills. The percentage of girls meeting expectations is double that of the previous year.	This group of girls is small but strong. The strategies they are mastering need to be practiced by the boys.
Indigenous – 20	20.0%	The scores of the Indigenous students are very similar to those of the previous year. This are an area of huge concern.	We continue to need to offer a lot of support to our Indigenous students. Is it covid? Is it attendance? Is it lack of practice at home?
Non-Indigenous – 29	51.7%	The Non-Indigenous percentages were higher than that of the provincial average.	Whatever we are doing with this group, needs to be continued.
Non-EAL - 44	43.2%	This group is slightly lower than the provincial average this year – only about 3%.	This group continues to need support, much similar to all our grade three students in the division.
Pupils receiving EAL services – 5			
Non-CFS - 44	43.2%		
Pupils under the care of CFS - 5			

## Grade 7 Number Sense and Number Skills – *English Program – January 2023*

### *Percentage of Students Meeting Mid-Grade Performance in all Five Sub-Competencies*

<i>All Students</i>	<i>Observations</i>	<i>Analysis</i>	<i>Conclusions</i>
All Students - 47	Provincial – 38.1% Division – 36.2%	The province and the division have remained fairly steady in their poor results. The division percentage of students meeting mid-grade performance is almost as high as that of the province.	Did remote learning and the inability to connect with teachers over TEAMS have an effect on these results. Math in the middle years is a definite area of concern.
Boys – 21	28.6%	The boys are struggling in math. They are 10% lower than the provincial percentage but they are 12% higher than last year's results for boys.	Grade 7 boys require a lot of support in number sense and number skills. We are hoping the mRLC program for math in grades 4 to 9 will help to give them the support they need.
Girls – 25	44.0%	The girls are slightly better than the provincial percentage. This year's percentage of girls meeting the performance objectives is almost double that of last year.	All our grade 7 students require a lot of extra support in math.
Indigenous – 21	38.1%	The Indigenous results have hit an all time high, with the exception of 2019. They have an increase of 26.3% over last year.	The Indigenous students are doing much better now that they are attending school again.
Non-Indigenous – 26	34.6%	The results of the non-Indigenous students were 3.5% lower than that of the province and the third lowest over the last ten years.	All students need a lot of extra support.
Non-EAL - 45	35.6%	The results are the same as those of the division.	
Pupils receiving EAL services – 2			
Non-CFS - 44	38.6%	The results are very similar to those of the division.	
Pupils under the care of CFS - 3			



**Report Card Data: Grade 1 English Language Arts 2020-2021**

	Number of Students	Not Yet Demonstrated		Limited Understanding and Application of Concepts and Skills		Basic Understanding and Application of Concepts and Skills		Good Understanding and Application of Concepts and Skills		Very Good to Excellent Understanding and Application of Concepts and Skills	
		<b>Division</b>	<i>Province</i>	<b>Division</b>	<i>Province</i>	<b>Division</b>	<i>Province</i>	<b>Division</b>	<i>Province</i>	<b>Division</b>	<i>Province</i>
<b>Total</b>	44	<b>20.5%</b>	0.9%	<b>6.8%</b>	9.5%	<b>6.8%</b>	21.2%	<b>27.3%</b>	26.1%	<b>38.6%</b>	39.8%
<b>Boys</b>	29	<b>31.0%</b>	1.1%	<b>10.3%</b>	10.6%	<b>10.3%</b>	21.7%	<b>24.1%</b>	26.2%	<b>24.1%</b>	37.7%
<b>Girls</b>	15	<b>0.0%</b>	0.7%	<b>0.0%</b>	8.2%	<b>0.0%</b>	20.7%	<b>33.3%</b>	25.9%	<b>66.7%</b>	42.3%
<b>Indigenous</b>	17	<b>29.4%</b>	2.5%	<b>11.8%</b>	18.3%	<b>5.9%</b>	30.1%	<b>29.4%</b>	19.3%	<b>23.5%</b>	19.2%
<b>Non-Indigenous</b>	27	<b>14.8%</b>	0.6%	<b>3.7%</b>	7.7%	<b>7.4%</b>	19.5%	<b>25.9%</b>	27.4%	<b>48.1%</b>	44.0%
<b>EAL</b>	5		0.7%		10.3%		23.9%		28.4%		36.2%
<b>Non EAL</b>	39	<b>23.1%</b>	0.9%	<b>5.1%</b>	9.3%	<b>7.7%</b>	20.9%	<b>23.1%</b>	25.8%	<b>41.0%</b>	40.3%
<b>CFS</b>	6		1.6%		18.1%		31.1%		22.7%		23.6%
<b>Non CFS</b>	38	<b>21.1%</b>	0.9%	<b>5.3%</b>	9.2%	<b>7.9%</b>	21.0%	<b>26.3%</b>	26.1%	<b>39.5%</b>	40.3%
<b>English</b>	44	<b>20.5%</b>	1.0%	<b>6.8%</b>	10.3%	<b>6.8%</b>	21.8%	<b>27.3%</b>	25.8%	<b>38.6%</b>	38.2%
<b>Français</b>	0										
<b>French Immersion</b>	0		0.6%		5.9%		19.0%		27.1%		46.8%

Our percentage of students who have very good/excellent understanding and application of concepts and skills in English language arts is very close to the provincial percentage. However, the percentage of boys in this category is 13.6% less than the provincial percentage while that of the girls is 24.4% higher. The percentage of Indigenous students in the very good/excellent is 4.3% higher than that of the province.

Unfortunately, we have 31% of the boys and 27% of the Indigenous students who have not yet demonstrated understanding and application of skills in reading. We need to put even more resources in bringing up the bottom group of students – this may consist of the group of students who did not attend school regularly and perhaps did not complete their home reading programs.

### Report Card Data: Grade 1 Mathematics 2020-2021

	Number of Students	Not Yet Demonstrated		Limited Understanding and Application of Concepts and Skills		Basic Understanding and Application of Concepts and Skills		Good Understanding and Application of Concepts and Skills		Very Good to Excellent Understanding and Application of Concepts and Skills	
		Division	Province	Division	Province	Division	Province	Division	Province	Division	Province
<b>Total</b>	52	<b>3.8%</b>	0.3%	<b>5.8%</b>	2.9%	<b>9.6%</b>	14.9%	<b>15.4%</b>	35.3%	<b>65.4%</b>	44.2%
<b>Boys</b>	34	<b>5.9%</b>	0.3%	<b>8.8%</b>	3.3%	<b>11.8%</b>	14.2%	<b>17.6%</b>	33.2%	<b>55.9%</b>	46.5%
<b>Girls</b>	18	<b>0.0%</b>	0.3%	<b>0.0%</b>	2.5%	<b>5.6%</b>	15.7%	<b>11.1%</b>	37.6%	<b>83.3%</b>	41.6%
<b>Indigenous</b>	24	<b>8.3%</b>	0.9%	<b>0.0%</b>	7.3%	<b>16.7%</b>	25.4%	<b>25.0%</b>	32.0%	<b>50.0%</b>	24.0%
<b>Non-Indigenous</b>	28	<b>0.0%</b>	0.1%	<b>10.7%</b>	2.0%	<b>3.6%</b>	12.8%	<b>7.1%</b>	35.9%	<b>78.6%</b>	48.1%
<b>EAL</b>	5		0.2%		2.2%		14.7%		41.6%		40.4%
<b>Non EAL</b>	47	<b>4.3%</b>	0.3%	<b>6.4%</b>	3.0%	<b>10.6%</b>	14.9%	<b>12.8%</b>	34.6%	<b>66.0%</b>	44.6%
<b>CFS</b>	8		0.3%		6.3%		31.5%		35.3%		23.7%
<b>Non CFS</b>	44	<b>4.5%</b>	0.3%	<b>6.8%</b>	2.8%	<b>11.4%</b>	14.3%	<b>11.4%</b>	35.3%	<b>65.9%</b>	44.7%
<b>English</b>	46	<b>4.3%</b>	0.3%	<b>6.5%</b>	3.5%	<b>8.7%</b>	15.9%	<b>15.2%</b>	35.1%	<b>65.2%</b>	42.0%
<b>Français</b>	0		0.4%		0.4%		7.7%		28.3%		63.2%
<b>French Immersion</b>	6		0.0%		1.3%		12.7%		37.1%		48.4%

Our total percentage, and the percentages in all disaggregated groups, showed a much higher percentage of students in the very good to excellent range than the provincial percentages. These are the highest in the last five years. The percentage of girls in the division in that category doubled that of the province. Unfortunately, we again have too many grade one students (two boys and two Indigenous students) who have not yet demonstrated understanding of mathematical concepts and skills.

**Report Card Data: Grade 6 English Language Arts 2020-2021**

	Number of Students	Not Yet Demonstrated		Limited Understanding and Application of Concepts and Skills		Basic Understanding and Application of Concepts and Skills		Good Understanding and Application of Concepts and Skills		Very Good to Excellent Understanding and Application of Concepts and Skills	
		<b>Division</b>	<i>Province</i>	<b>Division</b>	<i>Province</i>	<b>Division</b>	<i>Province</i>	<b>Division</b>	<i>Province</i>	<b>Division</b>	<i>Province</i>
<b>Total</b>	56	<b>10.7%</b>	0.5%	<b>3.6%</b>	2.3%	<b>11.3%</b>	13.5%	<b>21.4%</b>	32.4%	<b>51.8%</b>	48.4%
<b>Boys</b>	30	<b>6.7%</b>	0.6%	<b>6.7%</b>	2.6%	<b>14.3%</b>	15.5%	<b>20.0%</b>	35.7%	<b>53.3%</b>	43.0%
<b>Girls</b>	26	<b>15.4%</b>	0.5%	<b>0.0%</b>	2.0%	<b>11.5%</b>	11.5%	<b>23.1%</b>	29.0%	<b>50.0%</b>	54.1%
<b>Indigenous</b>	17	<b>17.6%</b>	1.6%	<b>11.8%</b>	4.4%	<b>17.6%</b>	21.1%	<b>5.9%</b>	32.6%	<b>47.1%</b>	29.3%
<b>Non-Indigenous</b>	39	<b>7.7%</b>	0.3%	<b>0.0%</b>	1.8%	<b>10.3%</b>	11.7%	<b>28.2%</b>	32.4%	<b>53.8%</b>	53.0%
<b>EAL</b>	0		0.3%		2.1%		18.6%		40.2%		37.8%
<b>Non EAL</b>	56	<b>10.7%</b>	0.5%	<b>3.6%</b>	2.3%	<b>12.5%</b>	13.3%	<b>21.4%</b>	32.0%	<b>51.8%</b>	49.0%
<b>CFS</b>	2		1.2%		4.2%		27.6%		35.9%		20.6%
<b>Non CFS</b>	54	<b>9.3%</b>	0.5%	<b>3.7%</b>	2.2%	<b>13.0%</b>	12.8%	<b>22.2%</b>	32.3%	<b>51.9%</b>	49.7%
<b>English</b>	53	<b>11.3%</b>	0.6%	<b>3.8%</b>	2.6%	<b>11.3%</b>	14.9%	<b>20.8%</b>	32.5%	<b>52.8%</b>	46.0%
<b>Français</b>	0		0.2%		0.5%		13.1%		36.0%		50.2%
<b>French Immersion</b>	03		0.1%		1.2%		7.0%		31.6%		59.4%

*The division has a greater percentage of students with very good to excellent understanding and application of concepts and skills than that of the province. The division's percentage of students in this category was the greatest in the last five years. The boys improved from 15.8% in this category in 2016-2017 to 53.3% in 2021. We have the highest percentage of Indigenous students in the very good/excellent category in 2020-2021 compared to the previous four years.*

### Report Card Data: Grade 6 Mathematics 2020-2021

	Number of Students	Not Yet Demonstrated		Limited Understanding and Application of Concepts and Skills		Basic Understanding and Application of Concepts and Skills		Good Understanding and Application of Concepts and Skills		Very Good to Excellent Understanding and Application of Concepts and Skills	
		Division	Province	Division	Province	Division	Province	Division	Province	Division	Province
<b>Total</b>	56	<b>5.4%</b>	0.6%	<b>2.5%</b>	2.5%	<b>14.0%</b>	14.0%	<b>30.9%</b>	30.9%	<b>53.6%</b>	49.3%
<b>Boys</b>	30	<b>3.3%</b>	0.7%	<b>2.3%</b>	2.5%	<b>14.0%</b>	14.0%	<b>31.2%</b>	31.2%	<b>46.7%</b>	24.3%
<b>Girls</b>	26	<b>7.7%</b>	0.8%	<b>2.4%</b>	2.4%	<b>14.0%</b>	14.0%	<b>30.6%</b>	30.6%	<b>61.5%</b>	55.0%
<b>Indigenous</b>	17	<b>11.8%</b>	2.0%	<b>5.0%</b>	5.0%	<b>23.9%</b>	23.9%	<b>33.7%</b>	33.7%	<b>35.3%</b>	51.0%
<b>Non-Indigenous</b>	39	<b>2.6%</b>	0.3%	<b>1.9%</b>	1.9%	<b>11.7%</b>	11.7%	<b>30.2%</b>	30.2%	<b>61.5%</b>	49.0%
<b>EAL</b>	0		0.7%	<b>1.3%</b>	1.3%	<b>11.7%</b>	11.7%	<b>33.9%</b>	33.9%		16.1%
<b>Non EAL</b>	56	<b>5.4%</b>	0.6%	<b>2.5%</b>	2.5%	<b>14.2%</b>	14.2%	<b>30.7%</b>	30.7%	<b>53.6%</b>	50.6%
<b>CFS</b>	2		3.2%	<b>4.4%</b>	4.4%	<b>30.1%</b>	30.1%	<b>35.6%</b>	35.6%		16.1%
<b>Non CFS</b>	54	<b>3.7%</b>	0.5%	<b>2.4%</b>	2.4%	<b>13.3%</b>	13.3%	<b>30.7%</b>	30.7%	<b>55.6%</b>	50.6%
<b>English</b>	53	<b>5.7%</b>	0.8%	<b>2.8%</b>	2.8%	<b>15.2%</b>	15.2%	<b>30.9%</b>	30.9%	<b>54.7%</b>	46.8%
<b>Français</b>	0		0.0%	<b>2.8%</b>	2.8%	<b>10.4%</b>	10.4%	<b>29.8%</b>	29.8%		57.0%
<b>French Immersion</b>	03		0.1%	<b>0.9%</b>	0.9%	<b>9.3%</b>	9.1%	<b>30.9%</b>	30.9%		58.2%

The percentage of our students who are demonstrating very good to excellent understanding of math concepts is slightly above the province's percentage. Our percentage has remained fairly stable over the past five years. Our percentage of boys in this category almost doubled that of the province and has been fairly stable over the last five years. The percentage of girls in this category is slightly higher than that of the province and is higher than that of the boys. A concern is that the percentage of Indigenous students in the very good to excellent category is much lower than that of the province and that 11.8% of Indigenous students (two students) have not yet demonstrated understanding of math concepts.

**Report Card Data Grade 9 Average Final Marks in English Language Arts. 2020-2021**

		Average Final Marks	
	Number of Students	Division	Province
<b>Total</b>	51	<b>72.6%</b>	74.3%
<b>Boys</b>	20	<b>71.5%</b>	71.1%
<b>Girls</b>	31	<b>73.4%</b>	77.7%
<b>Indigenous</b>	17	<b>62.1%</b>	60.8%
<b>Non-Indigenous</b>	41	<b>77.9%</b>	77.5%
<b>EAL</b>	0		77.4%
<b>Non-EAL</b>	51	<b>72.6%</b>	74.1%
<b>CFS</b>	2		58.2%
<b>Non-CFS</b>	49	<b>73.3%</b>	75.1%
<b>English</b>	51	<b>72.6%</b>	73.2%
<b>Français</b>	0		78.8%
<b>French Immersion</b>	0		80.8%

*The division grade 9 average final marks in ELA are very similar to those of the province. The results are fairly stable over the previous five years with this year being the best in most categories. The boys' average is 16.4% higher this year than last year. The average of the Indigenous students is lower than the rest but still quite acceptable.*

**Report Card Data Grade 9 Average Final Marks in Mathematics 2020-2021**

		Average Final Marks	
	Number of Students	Division	Province
<b>Total</b>	52	<b>69.4%</b>	73.7%
<b>Boys</b>	22	<b>65.0%</b>	72.3%
<b>Girls</b>	30	<b>72.5%</b>	75.2%
<b>Indigenous</b>	18	<b>58.2%</b>	59.4%
<b>Non-Indigenous</b>	34	<b>75.3%</b>	77.1%
<b>EAL</b>	0		79.2%
<b>Non-EAL</b>	52	<b>69.4%</b>	73.3%
<b>CFS</b>	4		56.6%
<b>Non-CFS</b>	48	<b>72.5%</b>	74.5%
<b>English</b>	52	<b>69.4%</b>	72.7%
<b>Français</b>	0		79.8%
<b>French Immersion</b>	0		78.7%

*The division's grade 9 average final marks in mathematics are somewhat lower than that of the province. However, the division results in most of the disaggregated categories is the highest of the previous five years and has remained fairly stable. The average final marks of Indigenous students is lower than other disaggregated groups but they do have a passing grade. We do need to provide them with additional support to bring their grades up.*

**b. Literacy and Numeracy (\$54 040)**

i. The Division used this grant to support students in Literacy and Numeracy development.

1. Literacy and Numeracy Consultant – The division uses this money towards the salary of the designated Literacy and Numeracy Consultant.
2. The Division developed a Reading, Writing, and Numeracy continuum to support teachers and students as they transition from grade to grade.
3. ELI Reading Intervention – teachers and EAs work with the grade one students who are having the most challenges learning to read.
4. Numeracy - Division Common Exams in Grades 9-11 Essentials – these exams were given to the math teachers to use at their discretion.
5. mRLC – Division pays for the registration and the sub costs so that all K to 2 teachers were able to attend training on the new ELA curriculum.
6. mRLC – Division pays for the registration and sub costs so that all grades 4 to 9 math teachers are trained in NAP.
7. mRLC – Division pays for the registration and sub costs so all administrators are trained in the Mamahtawisiwin document.
8. The Division runs a training day for the Early Years Assessment and the Middle Years Assessment.
9. Reading intervention – The division provided all schools with additional Educational Assistants in order to facilitate Reading Intervention support groups. These EAs, under the direction and planning of the classroom teachers and the resource teachers, run smaller Reading Support Groups in order to help support student reading development. The model has students work in their small group to support the classroom program 3 to 4 times per week for 25 to 30 min sessions.
10. Guided Math groups – an EA works with groups of students as they circulate through the stations. The students spend time with the teacher and then practice these skills and review other number skills with an EA.
11. In addition, all schools use EAs to run Precision Reading programs for a great number of students. This program is done every day for approximately 5 minutes per student. Some schools have upwards of 30 students. This program helps students learn vocabulary and develop fluency. The results are amazing.
12. Transportation - The division has covered the expense of sending staff to PD's, as well as bringing them to a central location at our division office, so they can work together to plan.

**c. English as an Additional Language (\$12 950)**

i. The Division uses this grant to support students (17) at our two colony schools through both staffing and resources. However, as the grant is minimal, the board tops this support up in order to implement the following supports.

1. Staffing –

- a. One additional EA is provided at each colony school (2 educational assistants) with the grant being used to purchase 0.25 FTE EA at each colony.
- b. PD for staff in teaching and supporting EAL students: Hutterite student teaching, numeracy, literacy development, and teaching multi-grade classrooms.

**Report on Graduation Rates and Credit Achievement in Grade 9 Mathematics and English Language Arts**

The Division and department track other forms of data besides Provincial Assessment Data. Specific Achievement on Literacy and Numeracy was identified previously in this document but what about all of the other information that is tracked? Below is some of the specific data in relation to Grade 9 Credit Achievement and Division Graduation Rates. We do not have disaggregated data for June 2021. We do know that the four-year graduation rate for Turtle River on June 2021 was 62.5%, which is somewhat lower than previous years. We do not know what part Covid and remote learning played in this decrease. We did have only 51 students which is a small group and any one student who doesn't graduate has a marked effect on the overall percentages.

**Manitoba's Four-Year High School Graduation Rates      September 2018 – June 2022 – “On Time” Data**

<b><u>All Students</u></b>	<b><u>Observations</u></b>	<b><u>Analysis</u></b>	<b><u>Conclusions</u></b> <i>-progress towards student achievement targets</i>
<b>63 students</b>	In June 2022, 84.5% of students graduated. The provincial average was 82.8%	Our division is slightly higher than the provincial graduation average – both are impressive.	The majority of our students are on target for graduating in four years.

**Progress/Results:** No disaggregated results are available for our division

**Manitoba's Five-Year High School Graduation Rates      September 2017 – June 2022**

<b><u>All Students</u></b>	<b><u>Observations</u></b>	<b><u>Analysis</u></b>	<b><u>Conclusions</u></b> <i>-progress towards student achievement targets</i>
<b>51 students</b>	In June 2022, 67.0% of students graduated (2017-2022). The provincial average was 87.4%.	Our division is 20.4% lower than the provincial graduation average on this time-frame	We are far below provincial average on the 5-year model

**Progress/Results:** No disaggregated data is available for our division.



Manitoba’s Six-Year High School Graduation Rates September 2016 – June 2022

<u>All Students</u>	<u>Observations</u>	<u>Analysis</u>	<u>Conclusions</u> -progress towards student achievement targets
62 students	82.6% of our students graduated in this six-year program compared to 88.1% of the province’s students.	Our division is 5.5% lower than the provincial graduation average on this time-frame. However, both averages are impressive.	We are slightly below the province on the 6 year graduation model

**Progress/Results:** No disaggregated results are available for our division.

## Grade 9 Credit Achievement in English Language Arts 2021-2022

### Disaggregation Data/Results

<b><u>All Students</u></b>	<b><u>Observations</u></b>	<b><u>Analysis</u></b>	<b><u>Conclusions</u></b> -progress towards student achievement targets
<b>49 students</b>	87.8% of our grade 9 students attained their English Language Arts credit while 88.6% of all grade 9 students in the province attained their credit.	Our results are very similar to that of the province. – both are impressive.	Our results climbed back again after two years of covid.
<b><u>EAL / Non-EAL</u></b> EAL - 0	No Data Available	No Data Available	-no EAL students
<b><u>Male/Female</u></b> Boys – 24 Girls - 25	91.7% of the boys in the division attained their credit while 84.0% of the girls attained theirs.	The results of the boys is impressive – the highest in the last six years. The girls are doing okay but with some extra support they hopefully will do better.	Overall they both did well with the girls needing some extra support.
<b><u>Indigenous/Non-Indigenous</u></b> Indigenous – 29 Non-Indigenous - 20	82.8% of the division's Indigenous students attained their English Language Arts credit while 95.0% of the non-Indigenous students attained theirs.	Non-indigenous students had a 12.2% greater success rate. They both showed an approximate 10% increase over the previous year.	Need to continue to work with, and support, Indigenous students

**Progress/Results:** We need to support grade 9 Indigenous students and girls in ELA.

## Grade 9 Credit Achievement in Mathematics 2021-2022

### Disaggregation Data/Results

<u><b>All Students</b></u>	<u><b>Observations</b></u>	<u><b>Analysis</b></u>	<u><b>Conclusions</b></u> -progress towards student achievement targets
<b>49 students</b>	77.6% of our students attained their credit in math while 87.2 % of the students in the province attained their credits	The division's rate is almost 10% lower than that of the province. Did remote learning over the past two years affect performance?	Students are struggling to catch up after missing some basic concepts due to remote learning? Poor work habits due to remote learning? We need to support all our students and help them to catch up on skills they missed.
<u><b>EAL / Non-EAL</b></u> EAL - 0	No Data Available	No Data Available	-no EAL students
<u><b>Male/Female</b></u> Boys – 24 Girls - 25	79.2% of our males attained their credit while 76.0% of our females attained theirs. There is not a huge difference between the two groups.	Boys and girls basically performed at the same level.	Both boys and girls need extra support in math.
<u><b>Indigenous/Non-Indigenous</b></u> Indigenous – 29 Non-Indigenous - 20	72.4% of our Indigenous students attained their math credit while 85.0% of non-Indigenous students attained theirs.	The difference between Indigenous and non-Indigenous students was 12.6%. Both groups improved considerably over the previous year.	Need to Support Indigenous students in grade 9. Need to keep the students attending school – no more remote learning.

**Progress/Results:** We need to support grade 9 female Indigenous students in Mathematics.

## **Division Planning for Other Categorical Grants**

### **ii. Technology Education (\$18 178)**

1. The Division uses this grant to :
  - a. fund our Home Economics Programming for Grades 9 to 12, Automotive Programming for Grades 9 to 12, Electrical Programming for Grades 9 to 12, as well as Industrial Arts Programming from Grades 9 – 12.
  - b. fund Middle Years programming in Grades 7 & 8 in regards to Home Economics, Automotive, Electrical, and Industrial Arts.
  - c. support costs of transporting students to McCreary, Glenella and Ste. Rose Schools for Automotive, Industrial Arts, Home Economics, and Electrical classes.
  - d. cover the costs of the equipment, maintenance, and shop supplies.
    - i. Various Equipment, e.g. Purchase some small appliances for Home Economics rooms – sewing machines, Cricut, etc.
    - ii. Various Hand tools, e.g. Sander, screw drivers, etc... for the Industrial Shop
    - iii. Various Supplies such as food, wood, screws, paint, glue, other consumables, etc... for Home Economics, Industrial Arts, Electrical, and Automotive shops.

### **iii. Learning to 18 (\$20 000)**

1. Turtle River School Division believes in life-long learning and understands the importance of students learning to 18. The Division supports schools, students, and families in many ways which include the following strategies;
  - a. Monitor and track attendance at a classroom, school, and division level
  - b. Monitor and track at-risk students with credit achievement and credit attainment.
  - c. Credit Recovery, Credit Counselling, and Challenge for Credit support to keep students in school and on track.
  - d. Mature Student Diploma option for students who meet the criteria and are looking at getting their diploma and re-engage in school.
  - e. Provide Alternative Programming Options for students such as: access to Home Schooling options when appropriate, Distance Education, and Web-Based programming.
  - f. Division Learning to 18 Policy supports schools and helps provide access to resources to help keep students engaged in school programming.
  - g. Division Designated Truancy Officer that follows through with truant students.
  - h. Division Social Worker helps support students' overall mental wellness, as well as makes connections available to students, families, and the school.
  - i. Community Connector at one school helps support students attending school and making connections with families.

- j. Training in various programs for the division social worker to help support the emotional and mental well-being of students.

***iv. Career Development Initiative***

1. The Division is working in collaboration with Beautiful Plains and Pine Creek School Divisions in a Career Consortium. This collaboration allows us to share a Career Lead, Mr. Tim Klein, who can come to our division and provide schools/students with support. The allocation works out to approximately 20 FTE days with Tim in our division. However, a good amount of that time includes the travel aspect in our division.
2. Career Planning - We purchase “My Blueprint” as a career software that supports and guides students in making decisions about what their career may be as they continue to learn and plan for their future.
3. Tim Klein represents our division and is a liaison at Department meetings in regards to Career Initiatives.
4. Apprenticeship – Tim helps support schools in successfully running and setting up Apprenticeship Credits.
5. Career Development Credits – Tim helps support schools in running Career Development and Volunteer Credits with their students in their schools.
6. Career Guidance – Each school has guidance time available which is used to help support students in registering for, and applying for, post-secondary programs. Guidance counsellors also help support students in course selections to complete their high school diploma.
7. Career Workshops – Construction Expo, Career Symposiums, Career Workshops, Spend A Day at ACC programs, Tour Post Secondary Institutions, and career presentations at schools.
8. Take Your Kid to Work Day – We invite TYKW to do presentations for grade 9 students who also participate in TYKW day in the province.

**v. French Language Education Review**

1. Turtle River School Division has a French Immersion School and Program. École Laurier is our K-8 French Immersion School in the division (It was formally a Français School). As the school is still new, we do not have any formal provincial assessment data. However, we have found similar ways to use our provincial assessment data in order to support planning and development of programming for the school and students. The recommendations, as set out in the French Language Education Review, help guide and inform our planning in supporting French Language acquisition both in the school and in the community.

**vi. ECDI-Early Child Development Initiative (\$16 736)**

1. Turtle River School Division uses the EDI collected data to identify needs and implement developmentally appropriate services and programming for children. There are a number of Strategies that Turtle River School Division uses to support students at this age (birth to 5 years-old) which include the following;
  - a. **KHIC-Kindergarten Here I Come**-is our pre-school program where students come to our schools for 10 FTE days to meet the teacher, get to know the classroom, shadow current K students, become familiar with the building, and begin the transition into school.
  - b. **Junior Kindergarten**-Currently we have two schools with JK programs (Glenella & Ecole Laurier). These programs complement our current Pre-School programs run by our local child care facilities. We work together with our local daycares to support families and provide students and families with access to early development opportunities.
  - c. **Fulltime Kindergarten**-In the year in which they turn five years old, students are eligible to enrol in, and participate in, our fulltime Kindergarten program. Kindergarten is play-based and provides students with an excellent foundation and entry into grade one.
  - d. **ELI**-Early Literacy Intervention – The division provides schools with additional para-professional support in order to run Early Literacy Intervention Programming. This program involves small group pull-outs with focused interventions on supporting reading development.
  - e. **Observation Surveys** -Resource Teachers assess students in grade 1 in order to determine their academic learning level using the Observation Survey. It is used as a screening tool to help identify what supports a student and class may require for success. It is also used to help determine a student's growth throughout the school year as the resource teachers re-assess in May/June.
  - f. **EDI Assessment**-The Student Services department goes for training and then runs a local training on the EDI assessment with our K teachers. The K teachers then complete the EDI assessments.
  - g. **EYE Assessment** – Early Years Evaluation Tool is a standardized assessment used to assess students prior to entry, as well as after they enter into school. Kindergarten teachers complete the EYE-TA version of the assessment with Resource Teachers completing the EYE-DA version of the assessment to students prior to arriving in kindergarten. In 2022-2023, the division paid for both these tools.

**CONTINUOUS IMPROVEMENT PLANNING – 2023-2024**

**List or describe factors that influenced your priorities and direction for improvement.**

- Conversations with students, with educators, and with parents in our division (in meetings, committees, and department meetings)
- The combination of division data and department data supported the implementation of Literacy and Numeracy as priorities.
- mRLC numeracy research project data
- Meetings, Consultations, and Feedback with the department (Continuous Improvement Review and Feedback Meetings)
- Division Self-Reflection
- Provincial Assessment data played a large factor in where improvement and focus should be directed.
- Data-Based and Evidence-Based Decision Making
- Strategic Planning from the Divisional Planning Team
- Student Engagement and School Climate are important priorities that we have been focussing on over the last several years as we continue to provide students with an engaging school that encourages learning in a safe environment.
- Over the past few years we have seen a rise in the number of referrals for mental health issues to our division social worker and this has brought the importance of well-being physically, emotionally, and mentally of all our students to our attention.
- Recent evidence based research in education (UDL, Numeracy Education, Team-Building, Mental Health and Well-Being, Indigenous education, etc....)
- Stakeholder input.
- Division need, reflection on areas of growth.
- School planning goals, public and community discussions.
- Administrative discussions
- Curriculum demands
- Needs of students and staff members
- Social pressures to implement new sustainable practices
- Data Analysis from principals, division planning sessions, and teachers in different settings (school staff meetings, early years assessment training, middle years assessment training, etc..)

<p><b>Describe the planning process and the involvement of students, staff, families and the community.</b></p> <p><b>Who was involved?</b></p> <p><i>The Trustees and Senior Administration staff members have 1-2 public consultation meetings each year regarding budgeting where input from the public is sought before budgets are developed and plans are implemented. This feedback and information also drives our planning process.</i></p> <p><i>Principals meet with their school staff members and local Parent Advisory Councils on a regular basis, to discuss school goals and plans. Information is collected and then shared when they meet in the division planning teams.</i></p> <p><i>Principals meet on a regular basis as teams in order to guide and provide feedback to the division as to the direction their staff and students are headed and the challenges they are facing or the support they require.</i></p> <p><i>Schools also run regular assemblies and most have student councils where students have a voice.</i></p> <p><i>Other committees meet virtually or at the division office. These committees include: Workplace Health and Safety, Education for Sustainable Development, Technology, Professional Development, Physical Education, Social Justice, Building and Maintenance, Resource Team, Principal Team, Vocational Technology Studies, High School Math, High School ELA, and Mental Health.</i></p> <p><i>The division is revising a strategic plan that guides our direction and focus from year to year. This plan is a little more detailed and includes the division’s vision.</i></p>
<p><b>How often did you meet?</b></p> <p><i>As part of our Turtle River Administration Members regular meetings in 2022-2023, we met a minimum of five times to revise our Division’s Strategic Plan and Division goals.</i></p> <p><i>In 2023-2024 we spent a day together to establish priorities. The principals met with staff to create a list of strategies, indicators, and data collection dealing with one priority. These ideas were shared at a Team meeting. The plan is to repeat this process with the other priorities in the next month.</i></p>
<p><b>What data was used?</b></p> <p><i>TTFM surveys – Grades 4 to 12</i></p> <p><i>Provincial Baseline Data</i></p> <p><i>Provincial Assessment Data (Grades 3/4, 7/8, 9, &amp; 12 graduation)</i></p> <p><i>Division Assessment Data (mRLC, Report Card data)</i></p> <p><i>Provincial Priority Data</i></p> <p><i>School, Division, &amp; Provincial Graduation Rate Data</i></p> <p><i>School, Division, &amp; Provincial Attendance Data</i></p> <p><i>High School Credit Achievement Data</i></p> <p><i>Indigenous Identification Data</i></p> <p><i>Public suggestions, concerns, and consultation data</i></p> <p><i>School Plans/Goals</i></p> <p><i>EDI survey results</i></p>