

October 31, 2024

TURTLE RIVER SCHOOL DIVISION'S K-12 FRAMEWORK FOR CONTINUOUS IMPROVEMENT **2024-2025**



"Learning today for tomorrow"

Table of Contents

- 1. School Division Profilep.4
 - a. Division Overviewp.4
 - b. Division Role and Missionp.5
 - c. Division Trusteesp.6
 - d. Senior Administrative Teamp.6
 - e. Division Staffing Profilep.7
 - f. Disaggregated Data.....p.7
 - g. Education for Sustainable Development.....p.8
- 2. Turtle River School Division Website Links.....p.8
 - i. Division Website Link.....p.8
 - ii. 2022-2025 Division Plan and 2023-2024 Division Report Link.....p.8
- 3. Budget Highlights for 2024-2025.....p.8
- 4. Report on Results – 2023-2024 Literacy and Numeracy.....p.9
 - a. Overview.....p.9
 - 1. Focus on Indigenous Educationp.10
 - 2. Focus on Mental Health and Wellnessp.12
 - 3. Focus on Social/Emotional Wellbeingp.12
 - 4. Focus on Inclusionp.12
 - Manitoba Provincial School Leadership Frameworkp.13
 - b. Specific Results towards Student Achievement Targetsp.13
 - c. 2023-2024 Division Plan Reporting.....p.14
 - d. Strategies the Division is Implementing to Support Continuous Improvement of Student Achievement.....p.22
 - e. Possible Reasons for Errors in Data/Results (accuracy)p.23
- 5. Categorical Grant Specific Reporting.....p.24
 - a. Indigenous Academic Achievementp.24
 - b. Literacy and Numeracy.....p.32
 - c. English as an Additional Language.....p.33
 - d. Technology Educationp.33
 - e. Learning to 18p.34

f. Career Development Initiative	p.34
g. French Language Education Review	p. 35
h. ECDI – Early Childhood Development Initiative	p.35
6. Report on Graduation Rates.....	p.36
7. Planning Process Report.....	p.37

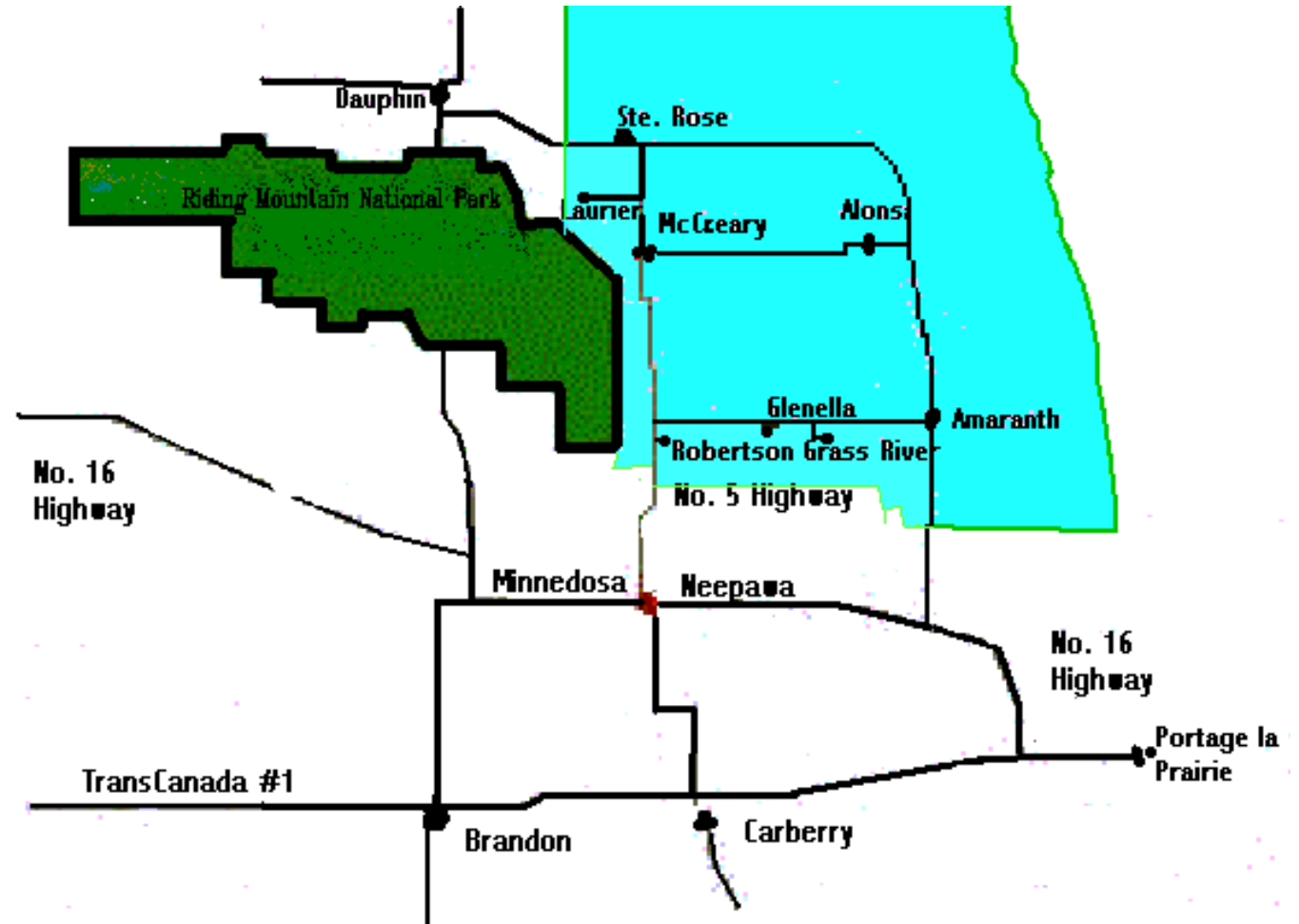
1. School Division Profile

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, 2024
École Laurier	N-8	French Immersion	31
Alonsa School	K-12	English	92
Glenella School	N-12	English	59
Parkview Colony School	K-12	German/English	36
Grass River Colony School	K-12	German/English	20
Ste. Rose School	K-12	English	222
McCreary School	K-12	English	156
Total Students			616

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, 2024)

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

Senior Admin Team Role	Administrative Staff Member
Superintendent/Student Services	Bev Szymesko
Secretary Treasurer	Shannon Desjardins
Maintenance Supervisor	Stephen Oversby
Transportation Supervisor	Collin Janzen
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	Morgan McLean
Literacy and Numeracy	Pat Blake

e. Division Staffing Profile

Full-time Equivalent Staff Members	No.
Principals	2.16
Vice-Principals	0
Teachers	56.85
Educational Assistants	33.33 (not including Jordan's Principle)
Reading Clinicians	0
French Consultant	0
Counsellors	0
Librarians	4.17
Secretaries	4.59
Guidance	0.61
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	3.20

f. Disaggregation of Students

Disaggregation	No. of Students	Percentage of Student Population
English as an Additional Language	15	2.43%
Self-declared Indigenous	291	47.16%
Students in Care	19	3.08%
Male Students	320	51.86%
Female Students	297	48.14%
Total Students	617	100%

g. Education for Sustainable Development

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

2. Turtle River School Division Website Link

- i. <http://trsd.ca/>
- ii. **2023/2024 Division Report and 2024/2025 Division Plan**
<http://www.trsd.ca/division-plan.html>

3. Budget Highlights for 2024/2025

- Maintain All Current Programs: Allocate funds to sustain existing educational programs without reductions or eliminations.
- Maintain Current Teaching Staff Levels: Budget for the retention of current teaching staff levels as of January 2024 to ensure continuity in classroom instruction.
- Slight Increase in Financial Support for Vocational Programming: Allocate additional funds to cover the increased expenses associated with vocational programming, demonstrating a commitment to supporting career-focused education.
- Continue Financial Support for Vocational Program Growth: Allocate funds to support the growth and expansion of vocational programs to provide diverse opportunities for students.
- Maintain Technology Replacement Plan: Allocate funds to maintain the Technology Replacement Plan, ensuring students and schools have access to up-to-date technology resources for effective learning. This include the Grade 9 laptops program.
- Consideration for Provincial Teacher Bargaining and NonTeaching Staff Obligations: Set aside funds to address potential obligations arising from provincial teacher bargaining and non-teaching staff salary and benefits.
- Division-Wide Nutrition Program: Allocate funds to support the implementation and operation of a divisionwide nutrition program to promote student health and well-being.
- Renovations to the Ste. Rose Woodworking Room: Allocate funds for renovations to the Ste. Rose Woodworking room to improve facilities for vocational education.

4. Report on Results – 2023/2024 - Literacy and Numeracy

a. Overview

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 kindergarten students were assessed in October 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 of 2023 for those attending kindergarten in September 2023. Areas of strengths and areas of concern are flagged and resources are provided to parents and teachers to work on these skills.
- 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. This program assists students in their transition into school. The Kindergarten Here I Come teacher debriefs with the kindergarten teachers, identifying strengths and challenges in each group. Resources are provided to the parents for activities to address any areas of concern.
- The Division continues 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 2.0. The division has also committed to having each principal, each resource teacher, and the superintendent take part in further training in NAP 2.0, as well as having a coach trained for all schools.
- Some schools are having the grade 9 math course taught all year.
- In early and middle years, students in combined grade classrooms are separated into single-grade groupings for math.
- Results of provincial assessments are shared with all teachers. Brainstorming and problem-solving take place as the whole team is responsible for the outcomes assessed on the exam/test.
- One school is piloting the new grade 9/10 science curriculum.
- 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. Our electrical program is an accredited course. We also have a band program in four schools. We also offer art, visual arts, band, and drama.
- We run curling along with the regular sports: volleyball, basketball, soccer, badminton, cross country, track and field, as well as high school hockey as a credit course. 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 have two or three schools combining to form varsity team sports and a group of students from a couple of schools come together and are taught band as one group.

- We encourage field trips, including overnight camping trips and trips to the Human Rights Museum. The Hutterian schools join for activities between the two schools. The division sponsors swimming lessons for all grades three and four 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 percentages.
- 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.
- Each teacher creates a classroom profile for each group of students they teach. These are formally updated twice a year but it is expected that teachers update them as the need arises. These are shared at panel meetings twice a year where we note strengths and gains, and brainstorm for solutions to any problems/challenges within a class.
- We have a liaison team currently undergoing training in the Manitoba Framework for Learning and the Global Competencies. This team will provide training for school administrators, who will then guide their staff in these areas. Our ultimate goal is for staff to integrate global competencies into their lesson plans while consistently incorporating authentic indigenous perspectives wherever possible.
- We created a four year strategic plan 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.

1. Focus on Indigenous Education

- Jason Parenteau has worked extensively with our students on building relationships while teaching about plants and plant medicine, treaty education, drumming, Truth and Reconciliation Day, and the traditional sport of la crosse. He assisted in organizing a powwow at one of the schools. Indigenous drummers, dancers, and singers were invited to be part of the powwow and the accompanying feast. Students who are dancers were invited to take part in the powwow dancing.

- Traditional leather drums were purchased and handmade lacrosse sticks were ordered.
- Students in high school home economics classes made leather moccasins and leather mitts with beading. This year they will be making ribbon skirts.
- Allan Richard, an Indigenous cartoonist, worked with students in one school last year, and is planning on continuing his work this year.
- Land acknowledgements are read at all special gatherings and regularly for morning announcements in some schools.
- National Day of Truth and Reconciliation and Orange Shirt Day are celebrated in each school with a variety of activities.
- We have a liaison group attending the Framework for Learning sessions who shared information with the administrators, who in turn, are sharing with their staff.

We are trying very hard to tie all our pieces of Indigenous learning together and to move forward.

1. When thinking of providing an inclusive and culturally safe learning environment, we are exploring land-based learning with an Elder who is taking a group of students with their parents and community members to visit a medicine rock and have a traditional meal.
2. Authentic involvement is important. Therefore, we are wanting to hire an Elder to be visible in our school to support those in need and to help make our school welcoming to all students. All students need to feel safe and be positive contributing members of the school community. We purchased Indigenous artwork collections on canvas by an Indigenous artist to be displayed in each school. We also had Jason Parenteau design an “Every Child Matters” banner for each school.
3. We do want to put students at the centre. We are connecting with an Elder to teach the Ojibway language in the school with the largest percentage of Indigenous students. We are arranging drumming lessons for a group of students. We are making a greater effort to include, not just parents, but all community members in school activities, such as feasts, concerts, barbecues, etc.
4. The above-mentioned activities all support the understanding of World Views, Values, Identities, Traditions, and Contemporary Lifestyles. Elders and Knowledge Keepers are sharing their knowledge, including Jason Parenteau and his group of singers, drummers, and dancers. Our teachers are being trained in the Global Competencies so are learning to imbed the culture and histories of the Indigenous peoples into our lessons. Jason Parenteau’s work with the students on plant medicine, treaty education, powwows, and Truth and Reconciliation Day also helps students to understand more about world views, values, and traditions.
5. Lola Whonnock, Consultant for Indigenous Excellence, will be collaborating with principals and teachers to deepen their understanding of the Mamahtawisiwin strategies, aimed at supporting our work with Indigenous students and their families. She will focus on how the traditional teaching of Mino-Pimatisiwin, or The Good Life, emphasizes living a well-balanced life by harmonizing the emotional, physical, mental, and spiritual aspects of a person. This will help integrate these values into our approach, enhancing the way we serve all students.

2. Focus on Mental Health and Wellness

- We have hired a social worker to work with individual students and groups of students on mental health and well-being, as well as on social skills.
- Staffs explore the results of OurSchool Surveys to try to identify problem activities as well as mental health and social well-being concerns.
- “How Are We Doing Today?” check-in charts are in many classrooms.
- Students identify two staff members they would feel comfortable talking to if/when they have a problem.
- We have a Mental Health Committee that meets at least five times a year.
- Mental health is on the agenda of all principals’ meetings, resource teachers’ meetings, and staff meetings.
- The staff in each school has one Wellness day which they organize to best meet the needs of everyone involved.
- All teachers completed a two-day course in Mental Health First Aid.
- Schools have subscriptions for Hearts and Minds and for MOOZOOM to assist students in responding to real life mental health activities and challenges.

3. Focus on Social/Emotional Wellbeing

- All Turtle River Staff have completed Respect in Schools and Respect in Sports.
- We have free breakfast, snack, and lunch programs to support the nutritional needs of the students and thus help their brains to prepare for learning.
- All grade nine students are given a laptop. This levels the playing field and provides all students with the equipment they require for their projects and assignments.
- Most schools host Spirit Weeks for team-building and wellness activities.

4. Focus on Inclusion

- Jordan’s Principle is supporting students and their families.
 - They will provide devices for students in need.
 - They will provide an EA for students who are finding their school work challenging.
 - They will provide tutoring for students who are experiencing difficulty.
 - They will hire educational psychologists to complete assessments and then assist in programming for those students who are really struggling.
- Students take part in Pink Shirt Day and Orange Shirt Day/Every Child Matters to promote inclusion.
- Students belong to a Social Justice Club which focuses on assisting those in the community in any way that they possibly are able to. (Scare for Hunger, Christmas Food Hampers, Mitten Tree, etc.)

The Manitoba Provincial School Leadership Framework

Our goal is to support principals, as leaders of their school, in driving progress toward the division's vision and mission. They are responsible for developing a plan to improve school climate, enhance academic achievement, and lead a safe, caring, and inclusive school environment. A significant part of this involves working with staff on the six global competencies (creativity, citizenship, connection to self, critical thinking, collaboration, communication) and implementing the Framework for Learning. We plan to ensure all principals attend the mini-sessions offered for those unable to participate in the seven full-day Framework for Learning sessions. Only through effective leadership can our schools and our classrooms diligently focus on these four key areas.

Specific Results towards our Student Achievement Targets

In 2023/2024, 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 following three years.



2022-2025 Turtle River School Divisional Plan & 2023/2024 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 – 2023-2024

<i>Division Priority</i>	<i>Goals</i>	<i>Results</i>
<i>Literacy</i>	<p><u>Literacy Goal for 2023/2024</u> 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).</p>	<p>We are working towards this goal.</p> <ul style="list-style-type: none"> • École – 88% of students in grade 2-8 are reading at grade level in English reading. 93% of girls met this goal and 82% of boys met this goal.. • McCreary – MET – 85.4% of students in Grades 1 to 8 demonstrated reading either at their grade level or increased their reading by one grade level. • Glenella – 56% of students are meeting this goal. • Parkview – In Parkview, in the grade 2 to 3 classes, one of each class is reading at grade level while the other is reading below grade level. In the grade 4 class, 4 of 5 students are reading at grade level with one reading below grade level. These students at grade level are reading with 90% accuracy or higher. In the grades 5 to 8, only 2 students of the 10 are not reading at grade level according to the Fountas and Pinnell reading assessments. • Ste. Rose – Fifty-four percent of students in grades 2 to 6 and grade 8 are demonstrating grade level reading fluency and comprehension. Students in Grade 7 did not complete a reading assessment in June as the teacher was on sick leave. • Alonsa - 51% of our students are reading at grade level or higher.
<i>Numeracy</i>	<p><u>Numeracy Goal for 2023/2024</u> 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>We are working towards this goal.</p> <ul style="list-style-type: none"> • École – Not Met: 52% of students in grade 4-8 demonstrated understanding of 80% or more of the essential outcomes in math, 60% of girls met this goal and 70% of boys met this goal. However, 90% of students in grade 4-8 demonstrated understanding of 70% or more of the essential outcomes in math, 90% of girls met this goal and 90% of boys met this goal. • McCreary – Not Met, students fell short of achieving this goal. (11/17 did in Gr. 6, 5/11 in Grade 7, 5/12 in Gr. 5, 6/15 in Gr. 4 or 27/55 in total. • Glenella – 43% of our students met this goal. • Parkview – In grade 5 to 9, all students have achieved between 65 and 70% of the outcomes of the MRLC final assessments. The students entering grade 9 had more options for math courses based upon their performance in math. Last year 3 of the 4 math students are completing the precalc-applied as their math option for grade 10. • Ste. Rose – 42% of grades 4 to 8 demonstrated an understanding of essential math outcomes. • Alonsa - 47% of our students in grades 4 to 9 demonstrated an understanding of 80% or more of the grade level essential outcomes.

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

<p><i>Student/ Staff Well-Being</i></p>	<p><u>Student/Staff Wellbeing Goal for 2023/2024</u></p> <p>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 lessons/projects/activities addressing the topic of indigenous education.</p> <p>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</p>	<p>The school division completed staff and student initiatives to boost morale and support student and staff well being.</p> <ul style="list-style-type: none"> • École – Met: We have completed more than 8 team building/wellness activities and 8 lessons/activities on indigenous education, per homeroom class K-8. Staff completed 3 PD days on mental health and/or indigenous education. • McCreary – Met, with the help of TRSD, we were able to achieve this goal. • Glenella – We met this goal. • Parkview – In Parkview, there is a regular team building activity that includes all the K to 8 students at least once a month. The focus of the activities vary from artwork to games outside with all students. The focus is working in varied groups to accomplish the task. We fell a few short of the 7 projects/ activities addressing indigenous education. We did have the lessons on the topic fall within the scope of regular classes but not as entire school activity. • Ste. Rose – 100% of students in Kindergarten to Grade 12 had opportunity to take part in a minimum of five team building or wellness activities. 89% of Ste. Rose Staff participated in a mental wellness PD session. • Alonsa - Student wellness - Students participated in 7 or more activities. <p>Student wellness - Indigenous Lessons - Students participated in 7 or more activities, Staff wellness - staff had 3 PD days on Indigenous Culture and Mental Health.</p>
--------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

	<p><u>Literacy Goal for 2024/2025</u> Students in Turtle River School Division will increase their reading fluency and comprehension skills. By the end of June 2025, 80% 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).</p>		<p>10.Students will be loaned books from school and classroom libraries. 11.Focus on critical thinking skills. 12.Novel studies on books with an indigenous theme 13.Infuse reading strategies across all subject areas 14.Buddy reading 15.I Love to Read Month activities 16.Use reading assessments to inform instruction</p>	
Division Priority	SMART Goal	Indicators	Strategies	Evaluation/ Assessment / Source of Data
Numeracy	<p>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.</p> <p><u>Numeracy Goal for 2022/2023</u> 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 baseline 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>1. Perspectives from the indigenous culture embedded in lessons and mathematical problems 2. Numeracy continuum to help identify missing foundational skills 3. mRLC Numeracy Project PD and program initiatives for grades 4 to 9 4. Use formative assessments to inform instructional practice. 5. Review the mRLC quizzes to understand students' misunderstandings. 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. 2. NAP Baseline quiz for grades 4 to 9</p>

	<p><u>Numeracy Goal for 2023/2024</u> 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><u>Numeracy Goal for 2024/2025</u> 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 be able to problem-solve “multiple step” math problems</p> <p>-students will use a variety of strategies to solve problems</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>	
Division Priority	SMART Goal (benchmarked)	Indicators	Strategies	Evaluation/ Assessment / Source of Data
Student/ Staff Well-Being	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	<p>-positive student achievement</p> <p>-strong student engagement</p> <p>-high staff retention</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.</p>	<p>The TTFM/OurSchool Survey which students complete in May.</p> <p>The number of mental well-being and indigenous</p>

	<p>students, and to participate in physical well-being activities. These activities will support students' mental wellness. Staff members will 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.</p> <p><u>Student/Staff Wellbeing Goal for 2022/2023</u></p> <p>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.</p> <p>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</p>	<ul style="list-style-type: none"> -positive attitudes of staff -positive school climate -improved attendance -reduction in student and staff anxiety and depression -fewer referrals to the Division Social Worker or other counselling services -fewer behavioural referrals to the school office. -each student will have two adults in school with whom he/she feels comfortable speaking when needed. -student and staff activities are occurring, -students report they are feeling safe on TTFM survey -indigenous activities are happening throughout the school (literature is being shared, indigenous artwork, Oh Canada in Cree, Orange Shirt Day with videos, etc.) 	<ul style="list-style-type: none"> - Treaty Commission Training for principals/teachers - Kevin Chief - Niigan Sinclair - Respect in Schools - Respect in Sports - SAGE and LIFT - mRLC for principals - Mamàhtawisiwin online 3. Mamàhtawisiwin: The Wonder We Are Born With – - An Indigenous Education Policy Framework 4. Land Acknowledgement is read at all assemblies and school events. 5. Breakfast and snack programs will help support students' nutritional needs. 6. Support for students, staff, and families with connections to mental health and well-being resources and activities 7. Foster a safe and inclusive learning environment 8. Engaging parents and caregivers <ul style="list-style-type: none"> - Meet the Staff barbecues - information sharing/posting on Twitter, Divisional/School Webpage - support learning and sharing with applications like Remind, SeaSaw 9. Division Social Worker – to support students 	<p>activities/projects/lessons occurring in each school</p> <p>The number of professional development days which are provided for staff</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------

	<p>and infuse it into their lessons. They will have the knowledge to create wellness activities related to this topic.</p> <p><u>Student/Staff Wellbeing Goal for 2023/2024</u></p> <p>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 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.</p> <p><u>Student/Staff Wellbeing Goal for 2024/2025</u></p> <p>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.</p>	<p>-bulletin boards are displaying items related to indigenous topics</p> <p>-posters with motivational messages are displayed</p>	<p>10. Support students with access to devices. (grade 9 students are given a lap top)</p> <p>11. School Activities</p> <ul style="list-style-type: none"> - Terry Fox Walk and videos - Spirit Week - Milk Spirit Week - Project 11 - Sources of Strength - Care for All in Education - Hearts and Minds - Book Fairs - Orange Shirt Day and Activities for Truth and Reconciliation - Pink Shirt Day and Activities to promote Inclusion <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"> - activities at staff meetings - snack days - Secret Santa <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. Jason Parenteau</p> <p>23. Allan Richard</p> <p>24. Grade 9 retreat</p>	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

			25. Apprenticeship program 26. Career exploration 27. Volunteer credit hours 28. Social Justice Club (Scare for Hunger, Christmas Food Hampers, Mitten Tree, etc.)	
--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

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 (Kindergarten Here I Come) Programming (10 FTE days) in the other five schools
3. 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. School Initiated Courses
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 – Katrina Barclay – Catalyst Teacher with Treaty Relations Commission of Manitoba
- 16.**mRLC for grades 4 to 9 math
- 17.** Mathletics for all students
- 18.**Hearts and Minds program
- 19.**Laptops for all grade 9 students

- 20.**Reading A to Z for all students
- 21.**Reading, Writing & Numeracy Continuum
- 22.**Panel/Transition Meetings with Classroom Profile Planning
- 23.**Tracking of Student Retentions, Course Success Rates, Graduation Rates
- 24.Division Social Worker
- 25.**Safe and Caring Schools – Train the Trainer
- 26.**VTRA Training for all principals and a second person in each school
- 27.**Dealing with Harassment – for principals and supervisors

Possible Reasons for Errors in Data/Results (accuracy)

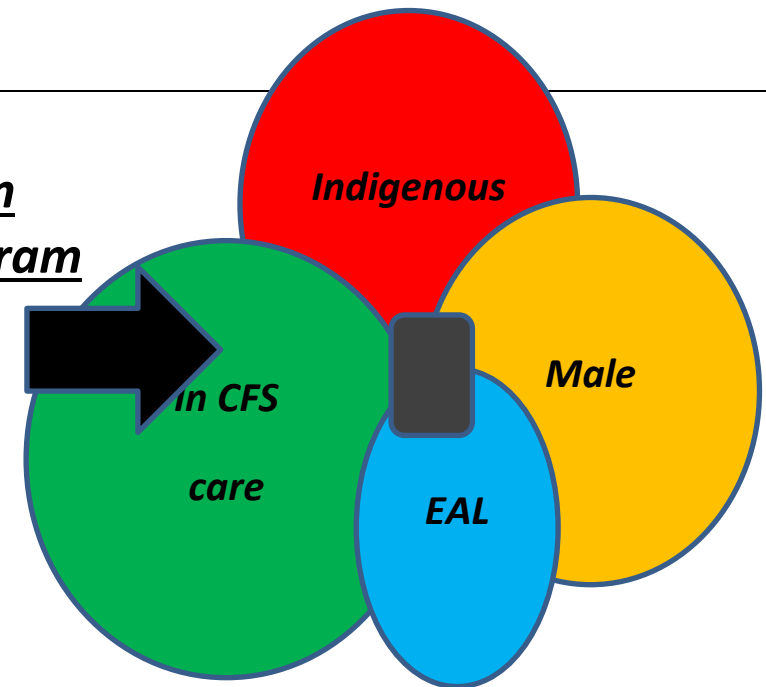
- 1. Small Sample sizes when disaggregating data (class sizes are small so numbers of males/females is very small)
- 2. Attendance of Students**
- 3. Suspension of Students
- 4. Teacher absences
- 5. Lack of qualified substitute teachers and lack of unqualified substitute teachers, as well
- 6. New Department 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



5. Categorical Grant Specific Reporting

a. Indigenous Academic Achievement (IAA) (\$99,000)

The division uses this funding to fund EAs 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: 34.6%, 35%, 42%, 65%, and 78.6%. (In total, 47.16% 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
- Jordan's Principle
 - One-to-one support
 - Small group activities

The division has taken the initiative to train our staff to support the needs of our Indigenous learners. 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 2023/2024

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 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).

Grade 3 – Reading in English - English Program - Fall 2023

Percentage of Students Meeting Expectations in all Three Sub-Competencies

All Students	Observations	Analysis	Conclusions
All Students - 40	Provincial – 44.6% Divisional – 30.0%	Our division did not do well. Our percentage is 8.8% lower than that of last year and much lower than the average of the province.	Our early years students need a LOT of practice in reading and decoding strategies. We do have small numbers and the few students who parachuted into grade 3 with almost no prior school experience would have some effect on the scores. Teacher illness and unqualified subs are factors.
Boys – 21	28.6%	This continues to be an area of concern but our percentage did increase from 16.1% the previous year.	This group needs a LOT of support. We are making some progress with the boys.
Girls – 19	31.6%	What happened to our girls? Their percentages dropped from 77.8% last year.	Did this group participate in the home reading programs? Interest? Attendance? Adapted Education Plan?
Indigenous – 16	25.0%	The percentage score of the Indigenous group increased 5% over the previous year.	Attendance can be an issue as is the lack of home reading support. We also have a lot of transient families. We need to capture the interest of our students and help them to catch up on missing skills.
Non-Indigenous – 24	33.3%	The non-Indigenous group was 18.8 % lower than the previous year. This group is only slightly higher than the Indigenous group.	We need the support of parents in the home-reading programs. We need to look at our K-2 reading programs as our students are missing some foundational skills. Attendance is an issue.
Non-EAL - 34	26.5%	These results are even lower than that of the division. Does this mean that our EAL students brought up the average for the division?	All our students need work on decoding strategies, reading for comprehension, and setting reading goals and reflecting on them.
Pupils receiving EAL services – 6			
Non-CFS - 39	30.8%	These results basically mirror the results of the division as it makes up 100% of our students.	
Pupils under the care of CFS - 1			

Grade 8 Reading Comprehension – English Program – January 2024

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

All Students	Observations	Analysis	Conclusions
All Students - 48	Provincial – 51.8% Division – 54.2%	Our students have shown an improvement over last year's scores – they have increased by 39%. They have slightly surpassed the provincial average.	Our students are doing as well as the provincial average. However, there is a lot of room for improvement.
Boys – 21	33.3%	After a gain of 20% last year, our boys dropped 20% this year.	The boys returned to a previous average. The transition to grade 7 with more independence expected may be a challenge for the boys. Also, attendance is a concern as many of our boys miss school for sports, especially hockey, and don't put the effort into catching up on missing assignments.
Girls – 27	70.4%	The girls' average jumped 24% over the previous year.	We need to continue to give the girls the support we have given them in the past years. They are obviously wanting to do well.
Indigenous – 21	57.1%	The results in the group are higher than the provincial percentage. Their increase over the previous year is 14.2%.	This group has developed an interest in reading and wanting to do well. There is still room for improvement.
Non-Indigenous – 27	51.9%	The non-Indigenous group remained the same as last year and 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 - 46	54.3%	The same as that of the division.	
Pupils receiving EAL services – 2			
Non-CFS - 46	56.5%	The same as that of the division.	
Pupils under the care of CFS - 2			

Grade 8 Expository Writing – English Program – January 2024

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

All Students	Observations	Analysis	Conclusions
All Students - 48	Provincial – 45.0% Division – 39.6%	Our students did not do well in grade 8 expository writing, and neither did the province as a whole. Our score is 5.4% lower than that of the province. We did improve slightly (3.5%) as compared to last year.	What effect did covid have on our learners across the province with remote learning occurring sporadically over the previous years? Were poor writing habits developed without immediate feedback as many students did not have access to their teachers via TEAMS? Teacher absences and lack of qualified subs are also factors.
Boys – 21	23.8%	The boys dropped 13.7% this year after gaining 15.3% last year. These results are still of concern.	We need to do a lot of work in supporting our grade 8 boys in expository writing. We need to look back at writing lessons and the use of graphic organizers.
Girls – 27	51.9%	The girls' average is 6.9% above the provincial average. It is much lower than their average for grade 8 reading.	We need to continue to give the girls a lot of support - the kind that is working well for them now.
Indigenous – 21	38.1%	The results in this group are just below of that of the division, but are 4.8% higher than last year.	The Indigenous students are making gains slowly. We need to continue to provide them with the support of graphic organizers and exemplars and have them do more self-editing and reflecting on goals.
Non-Indigenous – 27	40.7%	The non-Indigenous group is 4.3% below the provincial average, but is 3.2% higher than the previous year.	This group also needs support – graphic organizers and exemplars and guided instruction and a lot of feedback on each project.
Non-EAL - 45	41.3%	The same as that of the division.	
Pupils receiving EAL services – 2			
Non-CFS - 46	41.3%	The same as that of the division.	
Pupils under the care of CFS - 2			

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 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).

Numeracy – Grade 3 – English Program - Fall 2023

Percentage of Students Meeting Expectations in all Four Sub-Competencies

All Students	Observations	Analysis	Conclusions
All Students - 40	Provincial – 35.6% Division – 27.5%	Last year we were 4.3% above the provincial average. This past year we dropped 11.3% and are now 8.1% below the provincial average.	Is our drop due to the transient families who parachuted in after attending only a little school over the previous two or three years? Our numbers are small so even one or two non-achievers affected our averages dramatically. Teacher absences and unqualified subs are definitely factors.
Boys – 21	28.6%	The boys are staying pretty steady around the 30% mark. We need to work hard to bring these numbers up.	We need to support the boys. We need to ensure they are learning their foundational skills in the early years.
Girls – 19	26.3%	The girls did so well last year but have dropped down again. We also need to work hard with this group to build up their foundational math skills.	We need to support the girls. We need to ensure they are learning their foundational skills in the early years. The girls have fallen a bit behind the boys.
Indigenous – 16	37.5%	The scores of the Indigenous students are 17.5% higher than the previous year. They are even higher than that of the province.	The Indigenous students are doing even better in math than they are doing in reading. We need to continue to drill the foundational skills in the early years
Non-Indigenous – 24	20.8%	The Non-Indigenous percentages are of a real concern – 30.9% lower than that of last year. What happened?	This requires a lot of practice on foundational skills including mental math strategies and patterning.
Non-EAL - 34	32.4%	This group is slightly lower than the provincial average this year – only about 3.2%.	This group continues to need support, much similar to all our grade three students in the division.
Pupils receiving EAL services – 6			
Non-CFS - 39	28.2%	This group is basically the same as the divisional average – it includes all but one student.	The needs are the same as that of the division.
Pupils under the care of CFS - 1			

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

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

All Students	Observations	Analysis	Conclusions
All Students - 46	Provincial – 39.3% Division – 17.4%	The province has remained fairly steady in their poor results. But the division has plummeted. It appears that our Indigenous group, especially our Indigenous girls, is dragging us down.	When examining the results, we discovered that data was not included for 14 students – their teacher was away on an extended illness – so our results do not provide a true picture of the skills of our students. One school with 11 students had 45.5% of their students meeting mid-grade performance.
Boys – 24	20.8%		
Girls – 22	13.6%		
Indigenous – 22	0.0%		
Non-Indigenous – 24	33.3%		
Non-EAL - 46	17.4%		
Pupils receiving EAL services – 0			
Non-CFS - 43	18.6%		
Pupils under the care of CFS - 3			

Grade 12 Applied Mathematics Achievement Test January 2024

There were 16 students in the division who wrote this test. The results are as follows:

	Mean Score by Curricular Unit (%)					Total Score (%)	
	Relations and Function	Probability	Financial Mathematics	Design and Measurement	Logical Reasoning	Pass Rate (%)	Mean Score
Province	56.4	63.8	57.6	41.2	61.1	63.6	56.3
Division	77.9	82.6	78	59.4	72.5	93.8	75.9

Grade 12 Essential Mathematics Achievement Test January 2024

There were 18 students in the division who wrote this test. The results are as follows:

	Mean Score by Curricular Unit (%)						Total Score (%)	
	Vehicle Finance	Statistics	Precision Measurement	Home Finance	Geometry and Trigonometry	Probability	Pass Rate (%)	Mean Score
Province	61.0	56.7	48.3	63.5	52.2	57.1	61.9	55.9
Division	66.0	63.0	48.6	69.8	55.4	65.9	66.7	61.7

Grade 12 Pre-Calculus Mathematics Achievement Test June 2024

There were 11 students in the division who wrote this test. The results are as follows:

	Mean Score by Curricular Unit (%)							Total Score (%)	
	Transformations and Functions	Trigonometric Functions	Binomial Theorem	Polynomial Functions	Trigonometric Equations & Identities	Exponents and Logarithms	Radicals and Rationals	Pass Rate (%)	Mean Score
Province	62.4	59.0	70.4	73.1	59.7	64.6	68.6	70.9	63.5
Division	57.0	69.3	73.1	71.7	51.4	70.9	71.1	72.7	64.4

In the grade 12 provincial math assessments, Turtle River students followed the ups and downs of the provincial scores. The applied math and essential math marks for the division were slightly higher than that of the province while the results for pre-calculus followed the provincial trend – sometimes being a bit higher and sometimes being a bit lower.

Grade 12 English Language Arts Standards Test January 2024

There were 36 students in Turtle River School Division who wrote this test. The results are as follows:

	Mean Score by General Outcome (%)					Mean Score by Test Component (%)		Total Score (%)	
	1.0	2.0	3.0	4.0	5.0	Responding to Text	Process Booklet Tasks	Pass Rate (%)	Mean Score
Province	60.0	64.2	62.4	71.6	66.3	63.1	69.7	85.5	67.6
Division	65.4	72.2	68	72.0	65.1	68.8	71.2	94.3	70.4

In the grade 12 provincial ELA assessment, both the province and the division's results were fairly consistent with Turtle River students achieving slightly higher results than that of the province.

b. Literacy and Numeracy (\$54 040)

- The Division used this grant to support students in Literacy and Numeracy development.
- Literacy and Numeracy Consultant – The division uses this money towards the salary of the designated Literacy and Numeracy Consultant.
- The Division developed a Reading, Writing, and Numeracy continuum to support teachers and students as they transition from grade to grade.
- ELI Reading Intervention – teachers and EAs work with the grade one students who are having the most challenges learning to read.
- Numeracy - Division Common Exams in Grades 9-11 Essentials – these exams were given to the math teachers to use at their discretion.
- mRLC – Division pays for the registration and sub costs so that all grades 4 to 9 math teachers are trained in NAP.
- mRLC – Division pays for the registration and sub costs of administrators, resource teachers, superintendent, and coach to be trained as support to math teachers in the NAP 2.0 program.
- 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.
- 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.

- 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 reading vocabulary and develop fluency. The results are amazing.
- 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 (\$17,600)

The Division uses this grant to support students (15) 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.

Staffing –

- 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.
- PD for staff in teaching and supporting EAL students: Hutterite student teaching, numeracy, literacy development, and teaching multi-grade classrooms.

d. Technology Education (\$40,123)

The Division uses this grant to:

- 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.
- fund Middle Years programming in Grades 7 and 8 in regards to Home Economics, Automotive, Electrical, and Industrial Arts.
- support costs of transporting students to McCreary, Glenella and Ste. Rose Schools for Automotive, Industrial Arts, Home Economics, and Electrical classes.
- cover the costs of the equipment, maintenance, and shop supplies.
 - Various Equipment, e.g. Purchase some small appliances for Home Economics rooms – sewing machines, etc.
 - Various Hand tools, e.g. Sander, screw drivers, etc... for the Industrial Shop
 - Various Supplies such as food, wood, screws, paint, glue, other consumables, etc... for Home Economics, Industrial Arts, Electrical, and Automotive shops.

e. Learning to 18 (\$20 000)

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;

- Monitor and track attendance at a classroom, school, and division level
- Monitor and track at-risk students with credit achievement and credit attainment.
- Credit Recovery, Credit Counselling, and Challenge for Credit support to keep students in school and on track.
- Mature Student Diploma option for students who meet the criteria and are looking at getting their diploma and re-engage in school.
- Provide Alternative Programming Options for students such as: access to Home Schooling options when appropriate, Informnet, and TMO programming.
- Division Learning to 18 Policy supports schools and helps provide access to resources to help keep students engaged in school programming.
- Division Designated Truancy Officer that follows through with truant students.
- Division Social Worker helps support students' overall mental wellness, as well as makes connections available to students, families, and the school.
- Community Connector at one school helps support students attending school and making connections with families.
- Training in various programs for the division social worker to help support the emotional and mental well-being of students.

f. Career Development Initiative

- 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.
- 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.
- Tim Klein represents our division and is a liaison at Department meetings in regards to Career Initiatives.
- Apprenticeship – Tim helps support schools in successfully running and setting up Apprenticeship Credits.
- Career Development Credits – Tim helps support schools in running Career Development and Volunteer Credits with their students in their schools.
- 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.
- Career Workshops – Construction Expo, Career Symposiums, Career Workshops, Spend A Day at ACC programs, Tour Post Secondary Institutions, and career presentations at schools.
- 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.
- Electrical program -accredited

g. French Language Education Review

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.

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

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;

- **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.
- **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.
- **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.
- **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.
- **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.
- **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.
- **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 with students prior to arriving in kindergarten. In 2022-2023, the division paid for both these tools. Now we only pay for the EYE-DA as the province pays for the TA.

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. Below is some of the specific data in relation to the Division Graduation Rates. We do not have disaggregated data for June 2022. We do know that the four-year graduation rate for Turtle River on June 2023 was 64%, which is much lower than the previous year but about the same as June 2021. We do not know what part Covid and remote learning played in this decrease. We did have only 45 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 2019 – June 2023 – “On Time” Data

<u>All Students</u>	<u>Observations</u>	<u>Analysis</u>	<u>Conclusions</u> -progress towards student achievement targets
45 students	In June 2023, 64.0% of students graduated. The provincial average was 82.6%	Our division is 18.6% lower than the provincial graduation average. It dropped dramatically – 20% - from last year.	Covid definitely would have played a part in these results. We also have a number of transients who attended school infrequently. Many moved on and may have dropped out of school.

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

Manitoba's Five-Year High School Graduation Rates September 2018 – June 2023

<u>All Students</u>	<u>Observations</u>	<u>Analysis</u>	<u>Conclusions</u> -progress towards student achievement targets
63 students	In June 2023, 90.0% of students graduated (2018-2023). The provincial average was 87.2%.	Our division is 2.8% higher than the provincial graduation average on this time-frame	The five-year graduation rate is impressive. Some students returned to obtain missing credits. However, we continued to have a large number of transient students.

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

Manitoba's Six-Year High School Graduation Rates September 2017 – June 2023

<u>All Students</u>	<u>Observations</u>	<u>Analysis</u>	<u>Conclusions</u> -progress towards student achievement targets
51 students	69.2% of our students graduated in this six-year program compared to 89.2% of the province's students.	Our division is 20.0% lower than the provincial graduation average on this time-frame.	We are much lower than the province on the 6 year graduation model. Covid and transiency always have a marked effect on our graduation rate. Remote learning, and in some cases, developing poor work habits, did not have a positive effect on work habits.

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

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 with Roy Seidler.
- 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, Mamahtawisiwin, Global Competencies, Framework for Learning, Mino-Pimatisiwin, 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.)

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

Who was involved?

- 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.
- 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.
- 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.
- Schools also run regular assemblies and most have student councils where students have a voice.
- 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.
- The division has revised a strategic plan that guides our direction and focus from year to year. This plan is more detailed and includes the division's vision.

How often did you meet?

As part of our Turtle River Administration Members regular meetings in 2023-2024, we met a minimum of five times to revise our Division's Strategic Plan and Division goals.

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.

What data was used?

TTFM surveys – Grades 4 to 12
Provincial Baseline Data
Provincial Assessment Data (Grades 3/4, 7/8, & 12 graduation)
Division Assessment Data (mRLC baseline quizzes, Report Card data)
Provincial Priority Data
School, Division, & Provincial Graduation Rate Data
School, Division, & Provincial Attendance Data
High School Credit Achievement Data
Indigenous Identification Data
Public suggestions, concerns, and consultation data
School Plans/Goals
EDI survey results

