

Annual Report on Continuous Improvement  
**2023/2024**

K – 12 Framework for Continuous Improvement

Pembina Trails School Division  
October 2024

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*Accomplish Anything*

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# EXECUTIVE SUMMARY

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## **Data Analysis, Critical Inquiry Cycle and the Interconnectedness of all things**

Pembina Trails School Division's annual report on Continuous Improvement 2023/24 is prepared to fulfill the reporting and planning criteria outlined in the Manitoba Education K-12 Framework for Continuous Improvement. The outcomes of this report emerged from the collaborative efforts of Senior Administration, School Leaders, Curriculum & Learning Services department, the Board of Trustees, Parents/Caregivers, and Students, all working together to align with the Board's three expectations for student learning.

The School Division's report on data remains focused on provincial assessment reports, which include disaggregated data for early and middle years students, summative provincial report card marks in Grade 9, successful credit attainment in Grade 9 ELA and Math, and Grade 12 graduation rates. For this report, the data sets included are from 2021/22 through to 2023/24. With these data points in mind, professional development efforts are directed at strengthening teacher capacity through collaborations with various members of the divisional Curriculum & Learning services department. School teams, working alongside divisional and school leadership, examine sources of learning evidence to decide on the most effective

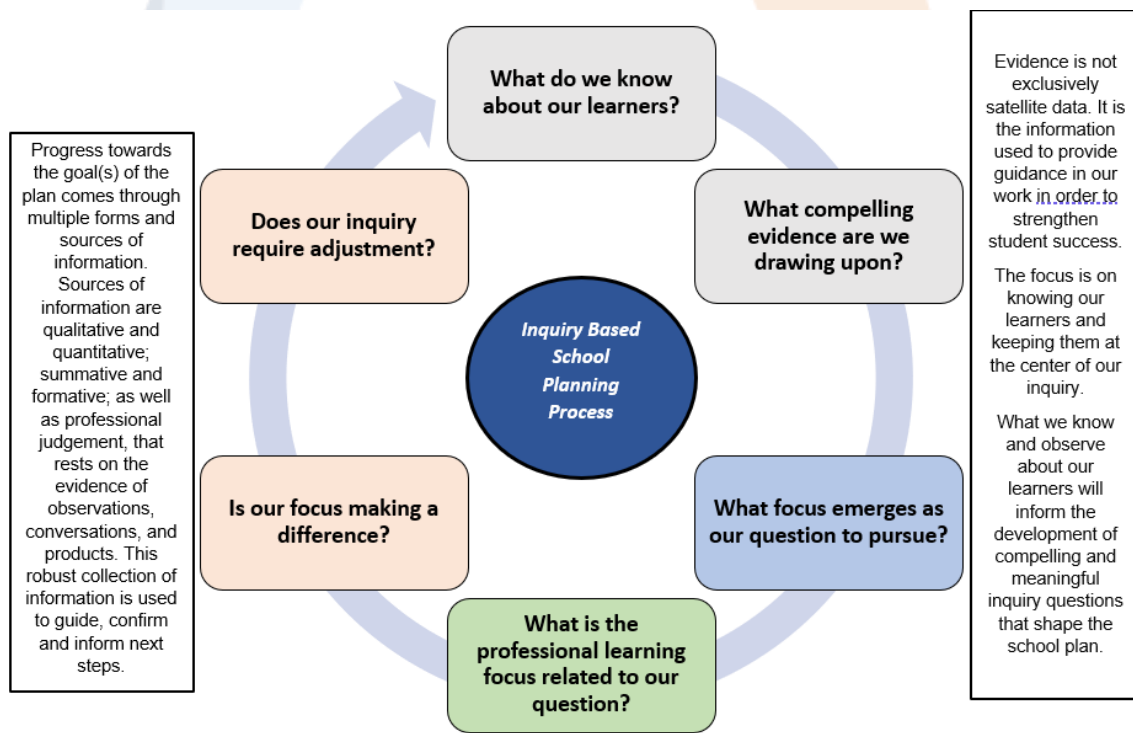
next steps for enhancing student learning and progress.

Each fall, Senior Leadership meets with the 36 school administrative teams to share and discuss their community reports and annual school plans. These meetings concentrate on continuous improvement planning, aiming to notice both strengths and areas of growth for schools and students. Continuous Improvement Review meetings are centered on divisional and school data sets and are designed to encourage further exploration into what the data reveals.

The annual timeline, planning, and reporting cycle starts with setting priorities at the beginning of the school year based on a variety of data sources. In the fall, the Continuous Improvement Review (CIR) process looks at what's worked well and what needs improvement, deciding how to measure success and what data to keep an eye on. Throughout the year, each school monitors progress on school goals, review data, and have guided discussions. The cycle wraps up with community reports at the end of the year, celebrating student successes and considering priorities for the next year

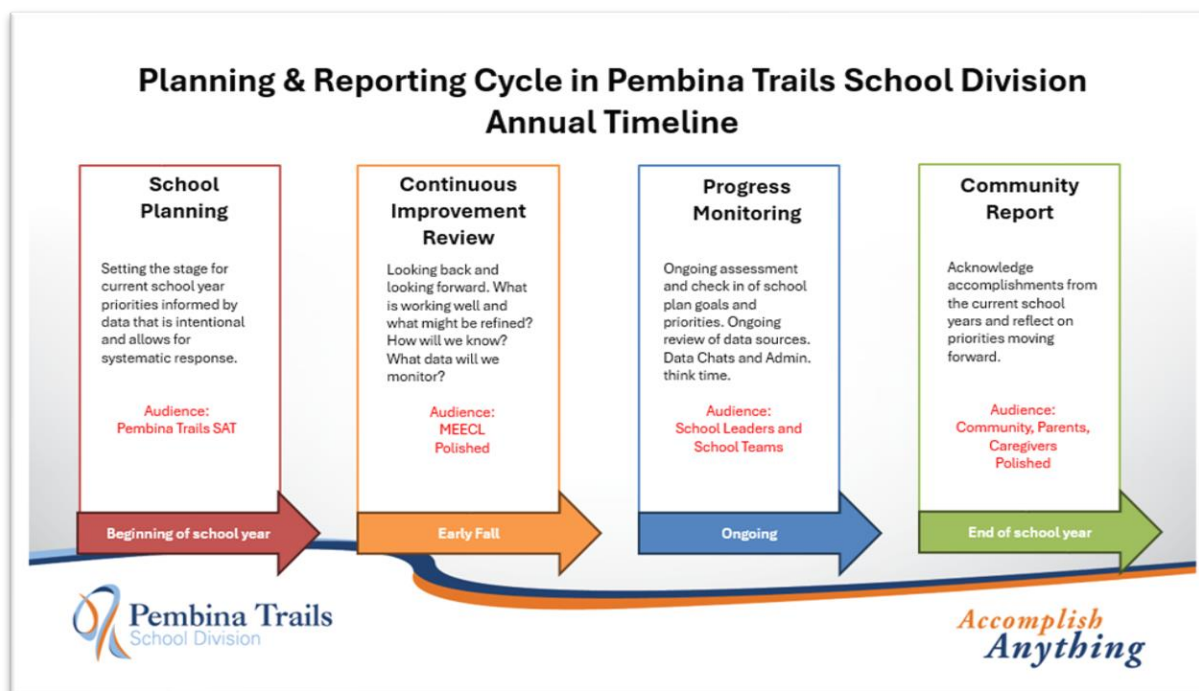
Analyzing our data through an inquiry cycle approach enhances understanding of our learners and guides the development of school professional learning goals and plans. The data and information collected is used to inform school teams about which students require changes in our practices to better support their learning and success. All data is a catalyst for further inquiry. Considering the information collected from the above-mentioned data points, we will continue to use data to determine which practices we must affirm, adjust, adopt, or abandon to better support all our learners.

**Figure 1** shows the inquiry cycle used to create a meaningful school plan that supports student growth and achievement. It starts with examining our learners to understand what we know about the learners and that is informed by compelling evidence. This leads to a focused inquiry question that then guides school team exploration and shapes a professional learning focus. We assess the effectiveness of our plans and make adjustments based on what we discover, ensuring that our approach remains flexible and focused on the needs of our learners.



**Figure 1**

In Pembina Trails, our main critical inquiry question has developed into: ***“How might we take a more meaningful and critically thoughtful approach to data and school planning to truly support more equitable outcomes and experiences for all students?”***



**Figure 2**

The planning and reporting cycle for continuous improvement in the Pembina Trails School Division consists of four key stages as noted in Figure 2.

First, the school planning process establishes current year priorities based on data-driven insights. Schools assess their practices and student outcomes to identify strengths and areas for growth, setting clear, measurable goals, and developing a strategic plan that outlines actions, timelines, and responsibilities for achieving those goals.

Next, Senior Leadership conducts Continuous Improvement Review meetings, where data is compiled into a comprehensive Continuous Improvement Report. This report highlights successes and challenges, facilitating reflection and necessary adjustments, and is shared with Manitoba Education and Early Childhood Learning (MEECL) as well as on the division website for community access.

The third stage involves ongoing progress monitoring, where schools and leaders assess their performance against the established plans, asking critical questions about how they are doing and what adjustments may be needed.

Finally, Divisional and School-Based Community Reports are prepared to acknowledge accomplishments from the current school year while reflecting on ongoing or new priorities for the future. This dynamic cycle ensures that educational practices are consistently refined and responsive to student needs, fostering a culture of continuous improvement.

Many students in the division are exploring the beautiful artistry and techniques of Christi Belcourt, a Canadian Métis artist, in their Visual Arts programs. In 2023/24, Grades 5 to 9 students from Acadia Junior High, Arthur A. Leach, and École South Point schools proudly showcased a variety of their visual works at the board office. Their creations included beading portraits and mixed media art, offering students valuable learning experiences in all four areas of the visual arts curriculum.

Christi Belcourt's "The Wisdom of the Universe" emphasizes the interconnectedness of all things and the importance of listening to the natural world. This perspective connects to school planning and data inquiry in several ways. By integrating the principles noted below, our schools are working through a more thoughtful and responsive planning process that aligns with the values expressed in Christi Belcourt's work.



Christi Belcourt. The Wisdom of the Universe, 2014.

**Holistic Approach:** Just as Belcourt highlights the relationships within the universe, effective school planning requires a holistic view of student needs, community context, and educational goals. Data inquiry can benefit from considering various perspectives and sources of information.

**Listening and Reflection:** Belcourt's work encourages deep listening and reflection. In a school setting, this translates to actively engaging with data and feedback from students, teachers, and the community to inform decisions and adapt strategies.

**Adaptability:** The wisdom in Belcourt's art suggests the need for flexibility and responsiveness to change. School planning should be adaptable, using data to pivot strategies as necessary to meet learners' evolving needs.

**Cultural Relevance:** Belcourt's work often draws on Indigenous knowledge and traditions. Incorporating diverse cultural perspectives in school planning and data inquiry can create a more inclusive and effective educational environment.

**Sustainability:** The themes of respect for the environment and sustainability in Belcourt's art can inspire schools to consider long-term impacts of their planning and decision-making, ensuring that practices benefit not just current students but future generations as well.

# SCHOOL DIVISION PROFILE

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## Our Mission

Pembina Trails is dedicated to educational excellence through challenging and enriching experiences in a safe, inclusive, and caring community.

## Our Vision

Pembina Trails will be known as the school division that inspires staff and students to be productive global contributors in an ever-changing world.

## Our Values

- ❑ **RESPECT** *We demonstrate respect when we honour the traditions and beliefs and listen actively to the perspective of others.*
- ❑ **ETHICS** *We demonstrate ethical behaviour when we adhere to the policies, guidelines, and procedures of our organization.*
- ❑ **GROWTH** *We demonstrate growth when we support individuals and provide challenging learning opportunities for all.*
- ❑ **WELL-BEING** *We demonstrate our care for safety and well-being when we focus on the psychological and physical safety of our communities.*
- ❑ **STEWARDSHIP** *We demonstrate good stewardship when we are accountable to our stakeholders and exhibit care for the environment*

## Brief Overview

Pembina Trails School Division serves the communities of southwest Winnipeg. We are a growing school division with over 17,000 students in 36 schools. Our schools stretch from Charleswood to Fort Richmond. Our elementary, middle year and high schools comprise a variety of UNESCO certified, vocational, French Immersion and alternative learning environments.

The Board of Trustees takes pride in having declared three expectations for student learning that include specific goals in engagement, literacy and numeracy and that every student will graduate from high school. Our 1 963 Teaching and Non-Teaching staff are committed to supporting our students in achieving those goals.



Pembina Trails School Division enrollment:

Total Number of Students Kindergarten to Grade 12	<b>17 083</b>
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School Division priorities include:

<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Indigenous Education</li> <li>• Trauma-Informed Practice</li> <li>• Inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry</li> <li>• Regulation</li> <li>• Well-Being &amp; Well-Becoming</li> <li>• Equity</li> </ul>
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## Our Divisional Priorities

The Continuous Improvement Infographic outlines the Division's strategic plan from 2020 to 2023 and serves as a guide for all staff while reinforcing a commitment to our learners through transformational leadership and inclusive practices. This report will represent the final year of this plan. Moving forward, many of our priority areas will continue to be affirmed, and adjustments will be made to better respond to the needs of our learners. In the Responsive Actions section of this report, we outline the actions, resources, and strategies employed to uphold the ongoing commitment to our learners.



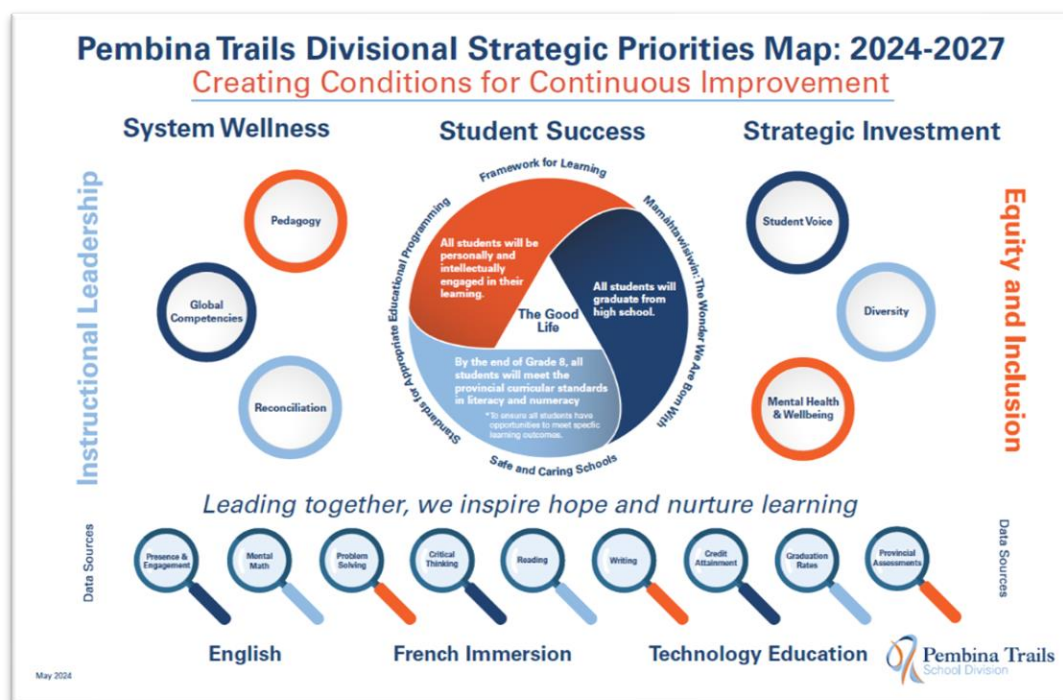
Figure 3 shows the Division's current strategic plan, ending in June 2023. The work is rooted in the Board's three expectations for student growth and learning and supported through six divisional priorities. Priorities are monitored through nine data informed targets. The plan maintains a focus on engagement, literacy, numeracy, and the use of divisional and school-based data to achieve a shared vision of continuous improvement, student achievement, success, and well-being.

**Figure 3**

The Board's three expectations for student growth and learning include:

- All students will be personally and intellectually engaged in their learning.
- All students will graduate from high school.
- By the end of Grade 8, all students will meet provincial curricular standards in literacy and numeracy.

# THE PATH MOVING FORWARD



**Figure 4**

The Continuous Improvement Infographic in Figure 4 outlines the Division’s strategic plan for 2024 to 2027, guiding staff within the framework of our three strategic pillars. The Strategic Priorities Map reinforces the commitment to our learners, emphasizing instructional leadership, equity, and inclusion. Central to our plan is the Indigenous teaching of *Mino-Pimatisiwin: **The Good Life***, which highlights the balance of emotional, physical, mental, and spiritual well-being. This lifelong journey fosters an understanding of respectful relationships with oneself, others, and the natural world. Our collaboration with Elders and Knowledge Keepers enriches our perspective and integrates these values into our work for all students in Pembina Trails.

As we implement this plan, the strategic priorities will shape our focus over the next three years, aligning with our mission and vision. We remain dedicated to supporting student success by promoting engagement, ensuring high school graduation, and striving for all students to meet provincial standards in literacy and numeracy by Grade 8, while also providing each student with opportunities to achieve specific learning outcomes. Our efforts are guided by the Board’s three expectations for student learning, creating the conditions for every student to grow, flourish and reach their full potential.

## PEMBINA TRAILS' STATEMENT OF COMMITMENT ON ANTI-RACISM, EQUITY, AND INCLUSION

We are committed to creating safe and inclusive spaces for all students and staff, and to continuously learn and grow together. We will actively listen to the voices and experiences of students and staff from diverse backgrounds and strive to create a curriculum and learning environment that reflects and celebrates diversity ([Pembina Trails Statement of Commitment](#)).

This statement of commitment is part of a larger vision outlined in the divisional Strategic Plan, which focuses on three key pillars. These pillars align with our mission, vision, and values. Our commitment to anti-racism is essential for promoting the wellbeing of all staff and students and for breaking down barriers to student success.



“Diversity encompasses all the ways in which human beings are both similar and different. It means understanding and accepting the uniqueness of individuals, as well as respecting differences in their expression of diversity. Diversity may include, but is not limited to gender identity, sexual orientation, age, ethnic origin, ancestry, culture, socio-economic status, religion, family status, mental and physical disability” ([Manitoba Education and Early Childhood Learning](#)).

In Pembina Trails, we recognize and honour that today’s classrooms reflect our diverse communities and include a combination of student needs, learning styles and cultural backgrounds. Emotional, mental, and physical safety are essential for creating safe, caring, and inclusive school communities. These elements contribute to an environment where students feel valued, accepted, and respected. It is important for all members of the learning community, including students, staff, and their families, to experience dignity and appreciation for diversity.

## Description of Senior Administration Team:

- Shelley Amos, Superintendent of Education/CEO
- Scott Carelton, Secretary-Treasurer
- Colleen Roberts, Assistant Superintendent Curriculum & Learning Services
- Troy Scott, Assistant Superintendent Personnel & Education Services
- Lorraine Farmer, Chief HR Officer

### Division Staffing Profile

Full-time equivalents 2023/2024	No. FTE
School Leaders (Principals and Vice Principals)	59
Divisional Principals (Curriculum and Learning & Inclusion)	2.0
Coordinator of Clinical Services	1.0
Classroom Teachers	654.927
Specialist Teachers (PE, Music, Band, FI, FCC, Tech Ed.)	120.916
School Counsellors	37.620
Clinicians	35.0
Resource teachers/Student Support Services/EAL	114.077
Educational assistants	513.463
Early Literacy Support Teachers	15.0
Library	19.503
Curriculum & Learning Services Consultants	10.5
Directors	3.0
Continuous Improvement Research Officer	1.0
Divisional Indigenous Student Success Teachers (ISST)	4.0
Divisional Learning Support Teachers (DLST)	3.0
Divisional Leveraging Digital Instructional Coach	0.5

Disaggregated data for students designated as English as an Additional Language (EAL) and self-declared Indigenous students

Disaggregation	Number of students	Percentage - student population
English as an Additional Language	3382	19.4%
Self-declared Indigenous	1394	9.0%

### Education for Sustainable Development (ESD)

Education for Sustainable Development	
Number of schools in the division	36
Number of schools with an ESD plan	36

Web link to the most current school division plan: [Pembina Trails School Division 2023-2025 Strategic Plan](#)

# REPORT ON DATA 2023-2024

In the upcoming section, we present recent updates on the provincial assessment results for the 2023-2024 school year. This section highlights key findings and general observations, followed by the actions we take to support our ongoing commitments to our learners.

This report includes results for the grade 3 provincial assessments in reading, writing, and numeracy; the grade 4 provincial assessment in French Immersion, reading in French; and the middle years provincial assessment of key competencies in mathematics, reading comprehension, and expository writing.



Pembina Trails School Division is committed to ensuring that all students are intellectually and personally engaged in learning which supports them in developing, practicing, and refining the skills required to be successful in school and throughout their lives. Our commitment creates lifelong engagement and future success for all learners.' (Pembina Trails, A Commitment to Our Learners)



Deeper learning for our students has required a significant shift in our model of teaching and learning. The teacher is the activator and facilitator of student learning. We acknowledge that growth belongs to the student and must focus on the learner.



"Data is the expression of wisdom that is already out there." Data becomes a dynamic tool for change when you learn how to incorporate it into your continuous improvement process. We use data as guidance to transform information into practical conclusions that inform our decisions. By using both quantitative and qualitative data, applying effective analysis methods, and encouraging a data-driven culture, we can make informed choices that guide, confirm and inform next steps.

Using data to inform teaching and learning is important because it allows educators to make informed decisions about student needs, best practices and strategies based on evidence rather than assumptions or bias. Through data analysis, teachers can identify areas where students may be struggling and tailor their instruction to better meet the needs of all learners. Using data to inform instructional moves and student needs can lead to improved student outcomes and a more engaging learning experience for all. Additionally, data can help educators track progress over time, identify trends, and make adjustments to their teaching strategies to ensure continuous improvement.

As you examine the Report on Data section, notice that data points highlighted in **green** indicate performance levels that meet or surpass the provincial assessment results for that same assessment year. In contrast, data points highlighted in **yellow** reflect performance levels below the provincial assessment results for the same academic year.

## Early Years

## Provincial Assessment Results in LITERACY – ENGLISH PROGRAM

At the beginning of the school year, Grade 3 students participate in the Provincial Assessment, which takes place over several weeks. This assessment helps teachers understand each student's strengths and learning needs. It's important to note that this is not a pass-or-fail test. Instead, teachers evaluate students based on their classroom work, group interactions, and individual conferences. This comprehensive approach allows educators to identify both strengths and areas for improvement, enabling them to provide meaningful instructional support throughout the year.

## GRADE 3 PROVINCIAL ASSESSMENT IN READING SUMMARY

\*Reporting the percentage of students **Meeting** expectations

Grade 3 Entry Reading in English	Student reflects on and sets reading goals				Student uses strategies during reading to make sense of text				Student demonstrates comprehension			
	2020 21	2021 22	2022 23	2023 24	2020 21	2021 22	2022 23	2023 24	2022 21	2021 22	2022 23	2023 24
Division		58%	62%	62%		55%	62%	58%		55%	60%	55%
Province		55%	56%	55%		55%	56%	55%		55%	56%	55%

**Key Findings and Observations:**

Provincial data highlights that over a three-year period, Grade 3 English Program students consistently achieved results that were equal to or above the provincial results of students meeting expectations in all three sub-competencies of the provincial reading assessment. The division performed impressively, achieving results that were up to 7 percentage points higher than the overall provincial performance.

Divisional data shows that in relation to 2022/23 there was a slight decline in the number of students utilizing strategies during reading to make sense of text and in the number of students demonstrating comprehension. The information gathered from these and other assessments emphasized the necessity for a renewed focus on literacy programming and instruction in early childhood education, particularly in teaching reading.

Considering this data, the divisional literacy steering committee has proposed five key recommendations for implementation in 2024/25.

All literacy steering committee recommendations are listed below and are currently in progress:

- Strategy 1 – Update Pembina Trails’ Standards for Success in Literacy.
- Strategy 2 – Implement Early Literacy Universal Screening Tools.
- Strategy 3 – Strengthen universal classroom programming with systematic, explicit instruction.
- Strategy 4 – Strengthen targeted and intensive literacy instruction approaches.
- Strategy 5 – Plan specifically for unique needs at Middle Years and Senior Years levels.

All students have the right to learn to read, through appropriate evidence-based literacy instruction that is both engaging and responsive to student learning strengths and needs. Learning to become a literate citizen includes listening, speaking, reading, writing, viewing, and representing as interrelated processes. All Kindergarten to Grade 12 teachers are teachers of literacy and contribute to a student’s growth in reading in a variety of ways

Reading is a developmental process and all readers progress at different rates and have different needs at different times, which means that one approach for all students will not ensure success for every student. Reading is a complex process that continues to develop throughout one’s life and teachers continue to support learners in becoming stronger readers and learners in all subject areas throughout a student’s Kindergarten to Grade 12 learning journey. (MEECL, 2023).

Language development is critical to the success of all learners and is the foundation on which literacy skills are developed. Students need to develop a solid language base to read and to be able to understand what they read.

## Early Years

Provincial Assessment Results in LITERACY – **FRENCH IMMERSION PROGRAM****GRADE 3 PROVINCIAL ASSESSMENT IN READING SUMMARY**\*Reporting the percentage of students **Meeting** expectations

Grade 3 Entry Reading in English	Student reflects on and sets reading goals				Student uses strategies during reading to make sense of text				Student demonstrates comprehension			
	2020 21	2021 22	2022 23	2023 24	2020 21	2021 22	2022 23	2023 24	2022 21	2021 22	2022 23	2023 24
Division		73%	79%	81%		61%	73%	75%		63%	68%	68%
Province		65%	71%	76%		57%	72%	73%		59%	71%	73%

**Key Findings and Observations:**

Provincial data shows that over a three-year period, Grade 3 French Immersion Program students consistently outperformed provincial performance for the number of students meeting expectations in two key reading sub-competencies: reflecting on and setting reading goals, as well as using strategies to make sense of text.

Divisional data shows a positive trend compared to the 2022-2023 school year, with a two-percentage point increase in the number of students meeting expectations for reflecting on and setting reading goals, as well as a two-percentage point rise in those using strategies to make sense of text during reading. It is important to note that the percentage of students successfully demonstrating comprehension remained the same compared to the 2022/23 school year.

**Summary**

Grade 3 French Immersion Program students have consistently outperformed provincial performance of students meeting expectations in two of three reading sub-competencies, specifically in reflecting on and setting reading goals and using strategies to comprehend text. In 2023/24, there was a two-percentage point increase in both areas, while comprehension levels remained the same. Overall, Grade 3 English Program students achieved results equal to or above provincial performance of students meeting expectation. We acknowledge a slight decline in students using reading strategies and demonstrating comprehension compared to the previous year, although the percentage of students setting reading goals remained the same. Overall, these key findings underscore our commitment to improving literacy skills and highlight areas for continued growth.



## Early Years

Provincial Assessment Results in LITERACY – **FRENCH IMMERSION PROGRAM****GRADE 4 PROVINCIAL ASSESSMENT READING IN FRENCH SUMMARY**

\*Reporting the percentage of students **Meeting** expectations

Grade 4 Entry Reading in French	Student reflects on and sets reading goals				Student uses strategies during reading to make sense of text				Student demonstrates comprehension			
	2020 21	2021 22	2022 23	2023 24	2020 21	2021 22	2022 23	2023 24	2020 21	2021 22	2022 23	2023 24
Division		73%	74%	71%		61%	59%	65%		63%	58%	67%
Province		65%	64%	64%		57%	56%	59%		59%	58%	59%

**Key Findings and Observations:**

Provincial data indicates that over a three-year period, Grade 4 French Immersion Program students consistently exceeded provincial performance in meeting expectations across all three reading sub-competencies in French. In the 2023/24 school year, the division's results were notably higher than the provincial averages, showing a variance of 6 to 8 percentage points.

Divisional data shows that while there was a slight decrease of three percentage points in the number of students meeting expectations for reflecting on and setting reading goals compared to the previous year, it's encouraging to note significant gains in other areas. Specifically, there was a 6 percentage point increase the number of students effectively using strategies to comprehend text and an impressive 9 percentage point increase in those demonstrating comprehension skills.

“Literacy is defined as the ability to think and use language for learning, creating, communicating, and interacting with ideas, others, and the world around us”  
(Manitoba Education and Early Childhood Learning, 2024)

## Early Years

## Provincial Assessment Results in NUMERACY – ENGLISH PROGRAM

## GRADE 3 PROVINCIAL ASSESSMENT IN NUMERACY SUMMARY

\*Reporting the percentage of students **Meeting** expectations

Algebraic Reasoning									
Grade 3 Entry	Student predicts an element in a repeating pattern.					Student understands that the equal symbol represents an equality of the terms found on either side of the equal sign.			
	2020 21	2021 22	2022 23	2023 24		2020 21	2021 22	2022 23	2023 24
Division		52%	56%	58%			46%	48%	51%
Province		50%	53%	54%			47%	50%	50%
Number Sense									
Grade 3 Entry	Student understands that a given whole number may be represented in a variety of ways.					Student uses mental math strategies to determine answers to addition and subtraction questions to 18.			
	2020 21	2021 22	2022 23	2023 24		2020 21	2021 22	2022 23	2023 24
Division		61%	65%	60%			65%	61%	58%
Province		60%	61%	61%			54%	54%	56%

**Key Findings and Observations:**

Provincial data from the 2023/24 school year shows that Grade 3 English Program students outperformed provincial performance for the number of students meeting expectations by 4 percentage points in the sub-competency of predicting elements in a repeating pattern. We also acknowledge 1 percentage point more students are meeting expectations when understanding that the equal symbol represents equality between terms on either side of the equal sign, as compared to the provincial report. This marks a positive change from the past two years, during which performance in this area was consistently lower. This improvement can be attributed to a sustained focus on this foundational skill, supported by targeted professional development and resources provided to all teachers.

Divisional data shows a 5-percentage point decrease in the number of students meeting expectations in representing whole numbers in various ways, as well as a 3 percentage point decrease in the use of mental math strategies from the previous year. This may be due to the emphasis on algebraic reasoning skills, which resulted in 2 to 3 percentage points more students meeting expectations compared to the previous year. We remain committed to addressing all numeracy areas for further improvement.

## Early Years

Provincial Assessment Results in NUMERACY – **FRENCH IMMERSION PROGRAM****GRADE 3 PROVINCIAL ASSESSMENT IN NUMERACY SUMMARY**\*Reporting the percentage of students **Meeting** expectations

Algebraic Reasoning									
Grade 3 Entry	Student predicts an element in a repeating pattern.				Student understands that the equal symbol represents an equality of the terms found on either side of the equal sign.				
	2020 21	2021 22	2022 23	2023 24	2020 21	2021 22	2022 23	2023 24	
Division		57%	58%	64%		52%	64%	64%	
Province		62%	60%	63%		62%	61%	64%	
Number Sense									
Grade 3 Entry	Student understands that a given whole number may be represented in a variety of ways				Student uses mental math strategies to determine answers to addition and subtraction questions to 18.				
	2020 21	2021 22	2022 23	2023 24	2020 21	2021 22	2022 23	2023 24	
Division		69%	69%	75%		60%	60%	68%	
Province		73%	73%	75%		65%	62%	63%	

**Key Findings and Observations:**

Provincial data for the 2023/24 school year shows that the percentage of Grade 3 French Immersion Program students was higher in all four sub-competencies of the provincial numeracy assessment.

Divisional data highlights that there are 6% more students meeting expectations in predicting elements in a repeating pattern, while maintaining the number of students meeting in understanding that the equal symbol represents equality between the terms on either side of the equal sign. Additionally, there was a 6% increase in students recognizing that a whole number can be represented in a variety of ways, along with an impressive 8% increase in the use of mental math strategies.

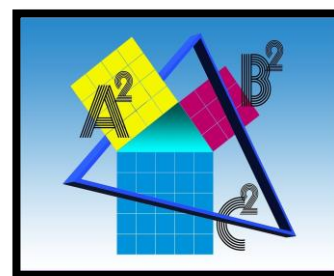
**Summary**

Provincial data for the 2023/24 school year shows that grade 3 French Immersion Program students improved in all four sub-competencies of the numeracy assessment, with the percentage meeting expectations in each area exceeding provincial results. Additionally, grade 3 English Program students outperformed provincial expectations in three out of four numeracy competencies.

## Middle Years

Provincial Assessment Results in NUMERACY – **ENGLISH PROGRAM****GRADE 7 PROVINCIAL ASSESSMENT SUMMARY IN NUMBER SENSE & NUMBER SKILLS**\*Reporting the percentage of students **Meeting Mid-Grade 7 Level of Performance**

	Student orders fractions				Student orders decimal numbers				Student understands that a number may be represented in a variety of ways			
	2020 21	2021 22	2022 23	2023 24	2020 21	2021 22	2022 23	2023 24	2020 21	2021 22	2022 23	2023 24
Division		63%	67%	69%		71%	74%	76%		69%	73%	74%
Province		55%	55%	56%		63%	65%	64%		61%	61%	62%
	Student uses number patterns to solve mathematical problems				Student uses a variety of strategies to calculate and explain a mental math problem							
	2020 21	2021 22	2022 23	2023 24	2020 21	2021 22	2022 23	2023 24				
Division		54%	56%	60%		64%	64%	65%				
Province		46%	48%	50%		51%	52%	53%				

**Key Findings and Observations:**

Provincial data shows that over a three-year period, Grade 7 English Program students have consistently outperformed provincial performance for the number of students meeting expectations in all five numeracy sub-competencies of the numeracy assessment. In the 2023/24 school year, the variance between the division's results and the provincial results ranges from 10 to 13 percentage points higher than the province.

Divisional data reveals a positive trend compared to last year, with increases of 1 to 4 percentage points in the number of students meeting expectations across all sub-competencies in the Grade 7 Provincial Numeracy Assessment. These improvements underscore our dedication to fostering student success in numeracy through targeted professional development for our educators that is focused on high-impact strategies for teaching numeracy and mathematics, as well as providing effective divisional teaching and learning resources and supports.

## Middle Years

Provincial Assessment Results in NUMERACY – **FRENCH IMMERSION PROGRAM****GRADE 7 PROVINCIAL ASSESSMENT SUMMARY IN NUMBER SENSE, NUMBER SKILLS**\*Reporting the percentage of students **Meeting Mid-Grade 7 Level of Performance**

	Student orders fractions				Student orders decimal numbers				Student understands that a number may be represented in a variety of ways			
	2020 21	2021 22	2022 23	2023 24	2020 21	2021 22	2022 23	2023 24	2020 21	2021 22	2022 23	2023 24
Division		85%	84%	79%		75%	91%	87%		83%	91%	85%
Province		70%	68%	67%		75%	76%	77%		76%	73%	75%
	Student uses number patterns to solve mathematical problems				Student uses a variety of strategies to calculate and explain a mental math problem.							
	2020 21	2021 22	2022 23	2023 24	2020 21	2021 22	2022 23	2023 24				
Division		56%	81%	74%		80%	85%	84%				
Province		56%	64%	62%		65%	66%	66%				

**Key Findings and Observations:**

Provincial data shows that over a three-year period, Grade 7 French Immersion Program students have consistently outperformed provincial performance for the number of students meeting expectations in all five numeracy sub-competencies of the numeracy assessment. In the 2023/24 school year, the division's results exceeded provincial outcomes by an impressive increase of 10 to 18 percentage points.

**Summary:**

Overall, provincial data highlights the strong performance of Grade 7 students in both the English and French Immersion programs, consistently surpassing provincial averages in all five numeracy sub-competencies over the past three years. In the 2023/24 school year, the division's results are notably higher than provincial figures, with variances ranging from 10 to 13 percentage points for the English program and 10 to 18 percentage points for the French Immersion program. These notable improvements are a testament to our commitment to student success in numeracy, driven by targeted professional development for educators and the provision of effective teaching resources and supports.

## Middle Years

Provincial Assessment Results in LITERACY – **ENGLISH PROGRAM****GRADE 8 PROVINCIAL ASSESSMENT SUMMARY IN READING COMPREHENSION AND EXPOSITORY WRITING**\*Reporting the percentage of students **Meeting Mid-Grade 8 Level of Performance**

<b>Mid-Grade 8 Student comprehends a variety of grade level texts</b>												
	<b>Student understands key ideas and messages in a variety of texts</b>				<b>Student interprets a variety of texts</b>				<b>Student responds critically to a variety of texts</b>			
	2020 21	2021 22	2022 23	2023 24	2020 21	2021 22	2022 23	2023 24	2020 21	2021 22	2022 23	2023 24
<b>Division</b>		72%	75%	73%		70%	72%	69%		66%	64%	63%
<b>Province</b>		65%	66%	65%		62%	63%	62%		55%	54%	55%
<b>Mid-Grade 8 Student writes expository texts for a variety of audiences &amp; purposes</b>												
	<b>Student generates, selects, and organizes ideas to support reader's understanding.</b>				<b>Student chooses language to make an impact on the reader.</b>				<b>Student uses conventions and resources to edit and proofread to make meaning clear.</b>			
	2020 21	2021 22	2022 23	2023 24	2020 21	2021 22	2022 23	2023 24	2020 21	2021 22	2022 23	2023 24
<b>Division</b>		66%	68%	66%		64%	63%	58%		63%	60%	64%
<b>Province</b>		57%	58%	57%		52%	52%	52%		54%	54%	55%

**Key Findings and Observations:**

Provincial data shows that over a three-year period, Grade 8 English Program students consistently outperformed provincial performance for the number of students meeting expectations in all six literacy sub-competencies of the provincial literacy assessment. In the 2023/24 school year, the difference between the division results and provincial results ranges from 6 to 9 percentage points higher than the provincial figures.

**The Vision for STUDENT SUCCESS in Language and Literacy** in Pembina Trails School Division: students will learn to: read and interpret print, oral, visual, digital and multi-modal text forms; locate, access and synthesize information from multiple verified sources; think critically by questioning, responding and problem-solving for deep understanding; compose and create oral, visual, print, digital and multi-modal text competently and effectively for a range of audiences and purposes; engage in inquiry and use meta-cognitive processes to reflect on learning; communicate and collaborate throughout the creative process; contribute to society as ethical creators and critical consumers of information.

Middle Years

## Provincial Assessment Results in LITERACY – FRENCH IMMERSION PROGRAM

## GRADE 8 PROVINCIAL ASSESSMENT SUMMARY IN READING COMPREHENSION AND EXPOSITORY WRITING IN ENGLISH

\*Reporting the percentage of students **Meeting Mid-Grade 8 Level of Performance**

Mid-Grade 8 Student comprehends a variety of grade level texts												
	Student understands key ideas and messages in a variety of texts				Student interprets a variety of texts				Student responds critically to a variety of texts			
	2020 21	2021 22	2022 23	2023 24	2020 21	2021 22	2022 23	2023 24	2020 21	2021 22	2022 23	2023 24
Division		72%	75%	92%		70%	72%	92%		66%	64%	83%
Province		65%	66%	88%		62%	63%	86%		55%	54%	76%
Mid-Grade 8 Student writes expository texts for a variety of audiences & purposes												
	Student generates, selects, and organizes ideas to support reader's understanding.				Student chooses language to make an impact on the reader.				Student uses conventions and resources to edit and proofread to make meaning clear.			
	2020 21	2021 22	2022 23	2023 24	2020 21	2021 22	2022 23	2023 24	2020 21	2021 22	2022 23	2023 24
Division		66%	68%	81%		64%	63%	77%		63%	60%	75%
Province		57%	58%	79%		52%	52%	74%		54%	54%	76%

**Key Findings and Observations:**

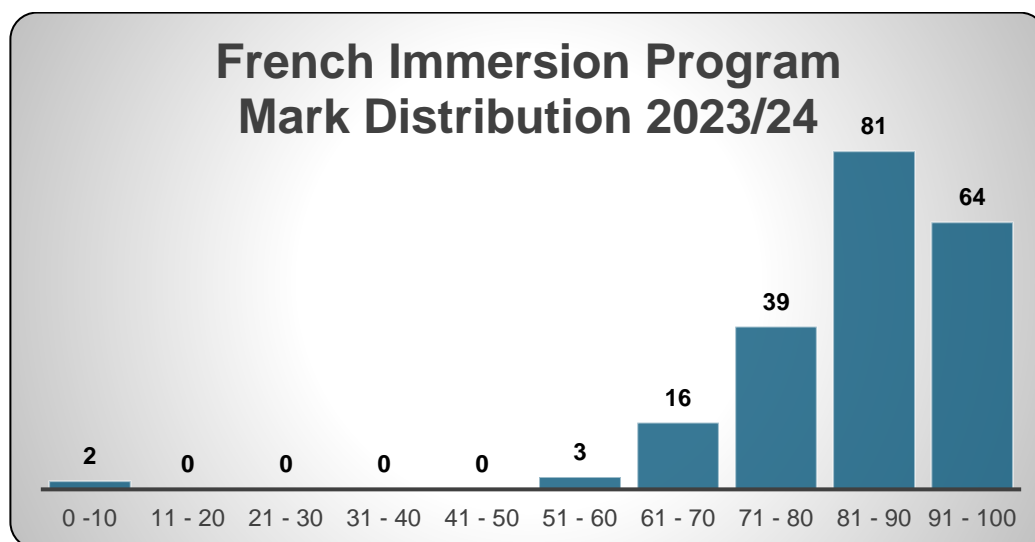
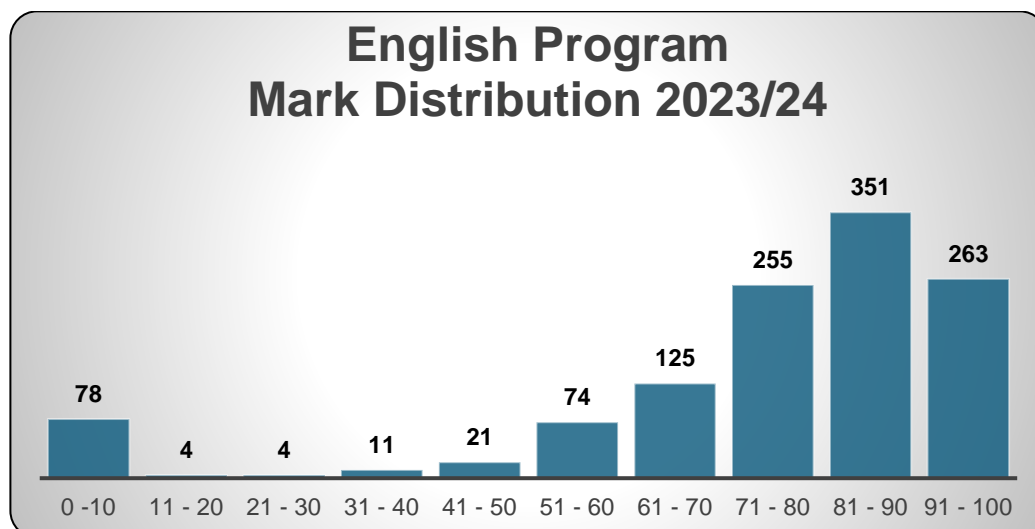
Provincial data shows that over a three-year period, Grade 8 French Immersion Program students consistently outperformed provincial performance for the number of students meeting expectations in five out of six literacy sub-competencies of the provincial literacy assessment. In the 2023/24 school year, the difference between the division results and provincial results ranges from 3 to 7 percentage points higher than the provincial figures.

**Summary:**

Overall provincial data shows that over the past three years, Grade 8 students in both the English and French Immersion programs have consistently outperformed provincial averages in the literacy sub-competencies of the provincial literacy assessment. For the 2023/24 school year, English Program students exceeded provincial figures by 6 to 9 percentage points, while French Immersion students surpassed them by 3 to 7 percentage points. Notably, there has been a significant increase in the number of French Immersion students meeting expectations compared to the previous two years. This sustained success underscores our ongoing commitment to fostering language and literacy success for all students.

Senior Years  
Report Card Results in Grade 9 English Language Arts

### GRADE 9 ENGLISH LANGUAGE ARTS



**Note:**  
English as Additional Language (E), Foundation (F) and Modified (M) designated courses are all included in these data reports.

#### Key Findings and Observations

In 2023/24 **English Program** Grade 9 ELA mark distribution shows that roughly

- 73% of students achieved a final course grade between 70 and 100%.
- 17% of students achieved a final course grade between 50 and 70%.
- 10% of students achieved a final course grade below or equal to 50%

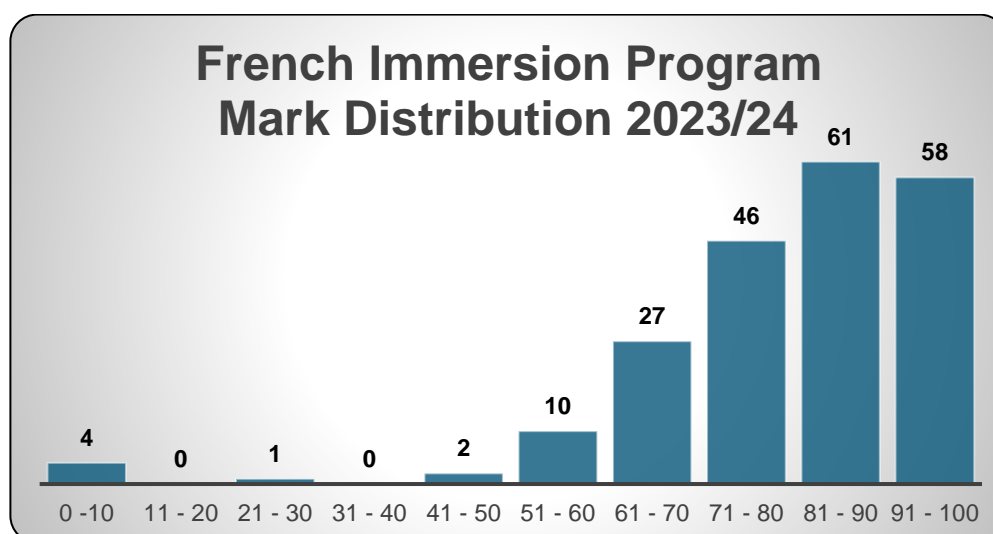
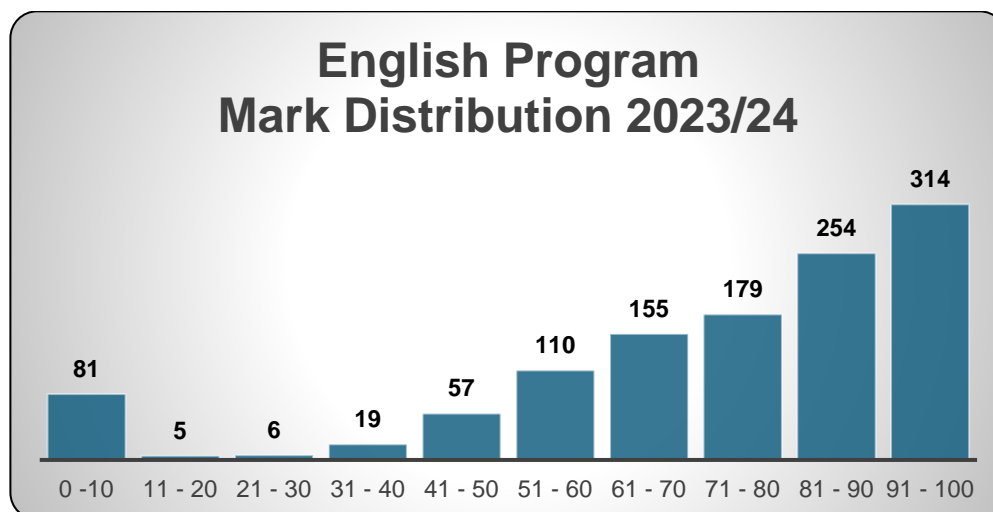
In 2023/24 **French Immersion** Grade 9 ELA mark distribution shows that roughly

- 90% of students achieved a final course grade between 70 and 100%.
- 9% of students achieved a final course grade between 50 and 70%.
- Less than 1% of students achieved a final course grade below or equal to 50%



Senior Years  
Report Card Results in Grade 9 Mathematics

## GRADE 9 MATHEMATICS



**Note:**  
English as Additional Language (E), Foundation (F) and Modified (M) designated courses are all included in these data reports.

### Key Findings and Observations

In 2023/24 **English Program** Grade 9 Math mark distribution shows that roughly

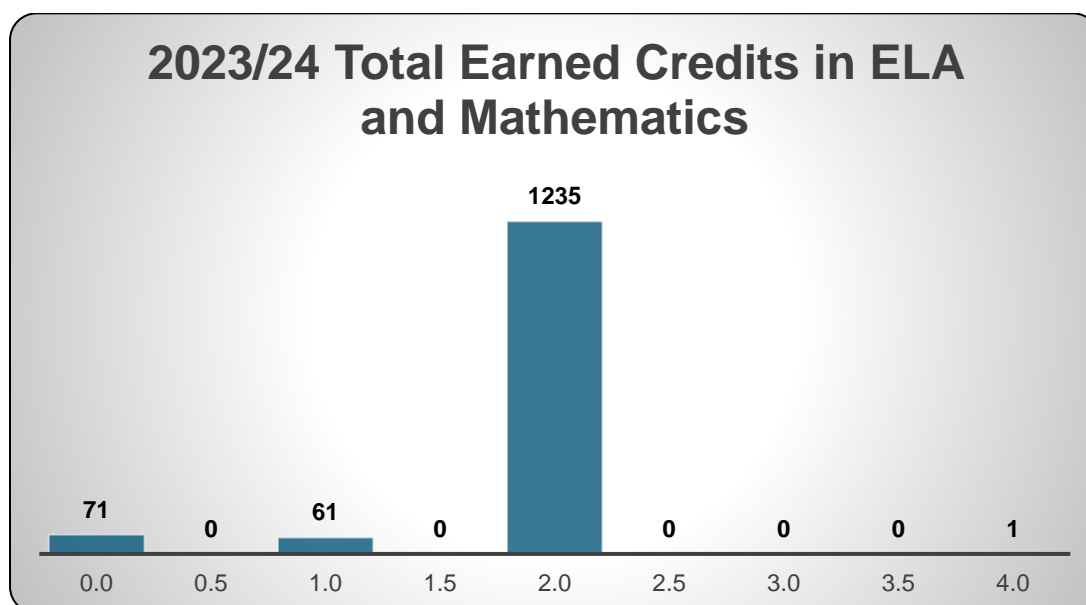
- 63% of students achieved a final course grade between 70 and 100%.
- 22% of students achieved a final course grade between 50 and 70%.
- 14% of students achieved a final course grade below or equal to 50%

In 2023/24 **French Immersion Program** Grade 9 Math mark distribution shows that roughly

- 79% of students achieved a final course grade between 70 and 100%.
- 18% of students achieved a final course grade between 50 and 70%.
- 3% of students achieved a final course grade below or equal to 50%

Senior Years  
Successful Credit Attainment Grade 9 Math and ELA

## GRADE 9 MATH AND ELA CREDITS EARNED English and French Immersion Program



### Key Findings and Observations

In the 2023/24 school year, the results for Grade 9 Total ELA and Math credits show that:

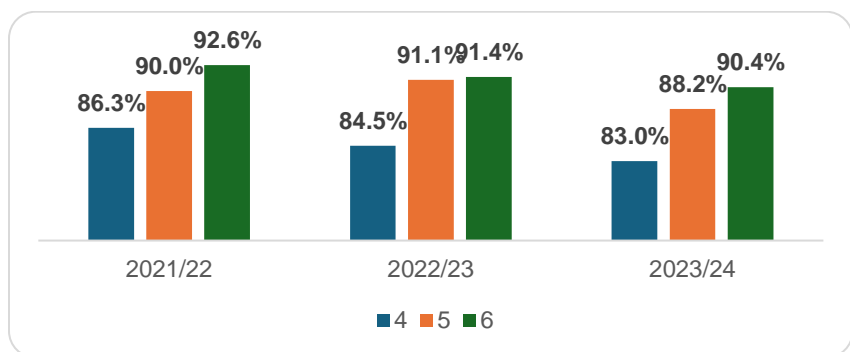
- Approximately 90% of students earned 2 or more English Language Arts and/or Math credits.
- About 4.4% of students earned one English Language Arts and/or Math credit.
- Approximately 5.2% of students did not earn both credits, representing a 2 percentage point increase compared to the 2022/23 school year.

**Note:** English as Additional Language (E), Foundation (F) and Modified (M) designated courses are all included in these data reports.

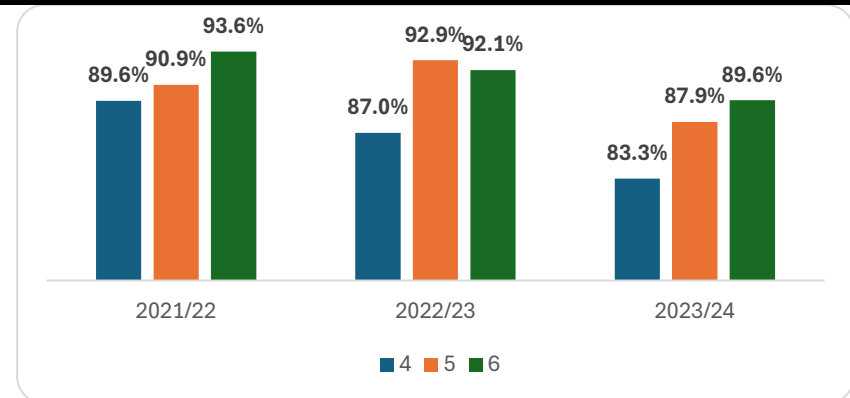
Senior Years  
High School Graduation ALL Students

“From Grade 9 to Grade 12, students earn course credits towards high school graduation. To obtain a Manitoba high school diploma, students must accumulate a minimum of 30 credits from a combination of compulsory and optional courses” (MB Education).

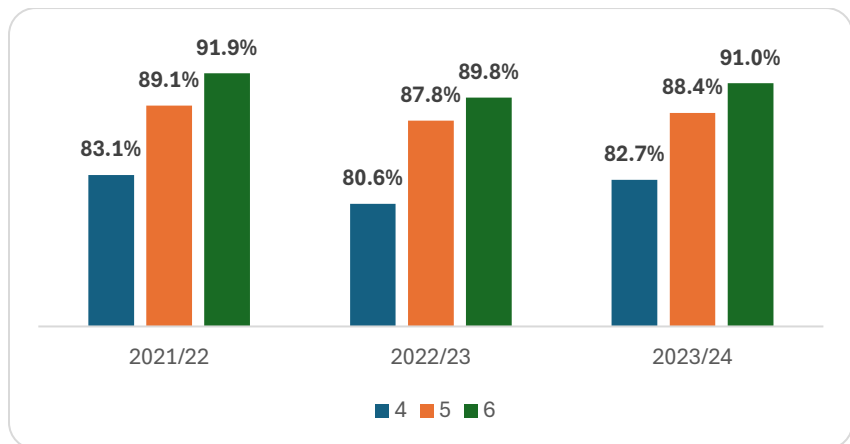
**Graduation Rates – All Students**



**Graduation Rates – All Female Students**



**Graduation Rates – All Male Students**



**Key Findings and Observations**

The data charts to the left show the percentage of all students in Pembina Trails that completed their provincial graduation credit requirement over 4 years, 5 years, or 6 years and then separated by female and male. The data shows a comparison from 2021/22, 2022/23, and most recent year, 2023/24.

The percentage change from the previous academic year to 2023/24 academic year for ALL students was a slight decline of 1.8% from 84.5% to 83.0%.

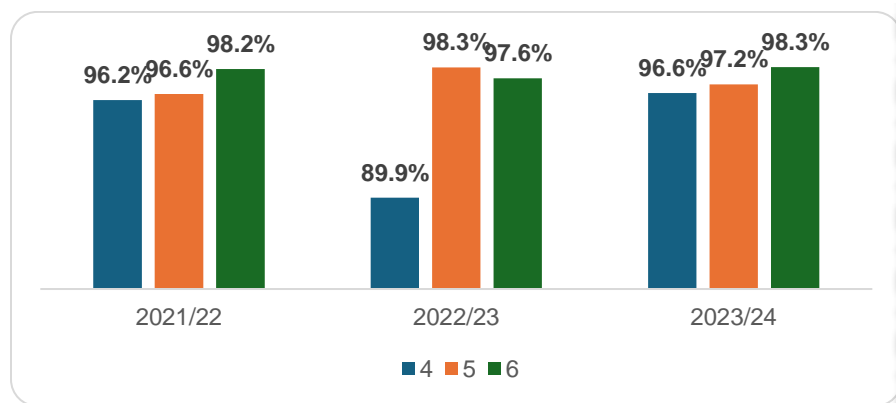
In 2023/24, the percentage change between graduation attainment of 4 years to 6 years was an annual rate of 3.2% over the two (2) additional academic years from 83.0% to 91.0%, a gain of an additional 3.2% from previous academic years.

*Note: Percentage change is a way to express the difference between two values as a percentage of the original value. It helps to quantify how much something has increased or decreased relative to its initial amount.*

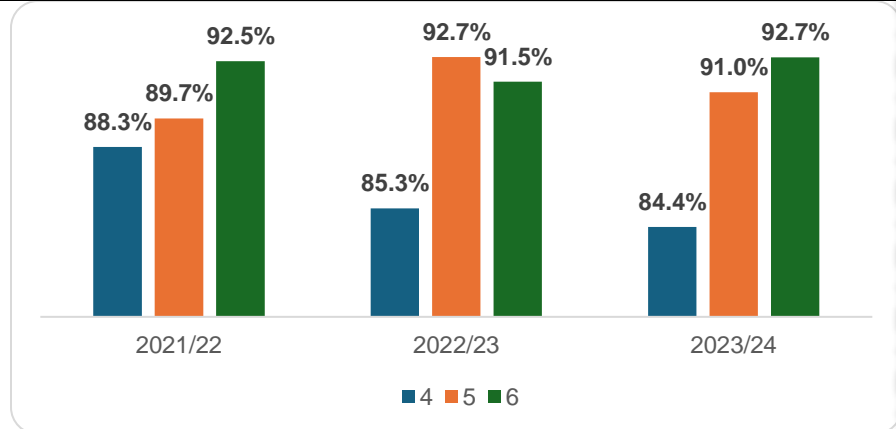
Senior Years

High School Graduation French Immersion, English as Additional Language, and Indigenous Students

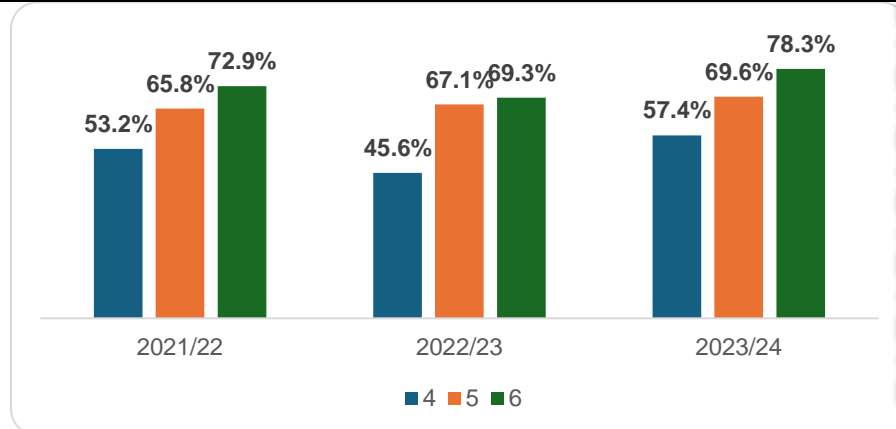
**Graduation Rates All French Immersion Students**



**Graduation Rates – All EAL Students**



**Graduation Rates– All Indigenous Students**



**Key Findings and Observations**

In the 2023/24 school year, the divisional four-year graduation rate for all French Immersion students was an impressive 96.6%, reflecting a gain of 6.7% from the previous year.

For EAL (English as an Additional Language) students, the four-year graduation rate was 84.4%, showing a slight decrease of 0.9% from 2022/23.

The percentage change for Indigenous students from the previous academic year to 2023/24 academic with graduation attainment in four years was an increase of 20.5%.

In 2023/24, the four-year graduation rate for Indigenous students reached 57.4%, a significant rise of 11.8% from the previous year.

In 2023/24, the percentage change for Indigenous students between graduation attainment of 4 years to 6 years was an annual rate of 11.3% over the two (2) additional academic years from 57.4% to 78.3%, a gain of an additional 11.3% from previous academic years.

# RESPONSIVE ACTIONS

## COMMITMENT TO OUR LEARNERS

In Pembina Trails, we are committed to helping students *Accomplish Anything* they set their minds to, guided by the principles of the provincial [Mamàhtiwisiwin framework](#) and in the pursuit of The Good Life/Mino-pimatisiwin. The Good Life emphasizes holistic well-being, which includes physical, emotional, mental, and spiritual health, while also fostering strong relationships and a sense of belonging within the community. All learners need to feel they belong, and that they can succeed, take responsibility, and find their purpose in life. To do this, we must better understand that Indigenous ways of knowing, being, and doing revolve around the individual's responsibility to the collective—to their roles and place within the community.

Recognizing the need for our commitment to evolve with the changing demands of modern society, we prioritize active engagement in learning for every student—both intellectually and personally. This comprehensive approach empowers students to develop, practice, and enhance the essential skills they need for success in school and beyond, all while supporting their journey toward achieving the Good Life. The 2020-2023 Pembina Trails Continuous Improvement Infographic reflected on page 8 of this document, represents the Division's strategic plan from 2020-2023. The three expectations from the Board of Trustees for student learning help to guide the work and decision-making of all Pembina Trails staff.

1. *All students in Pembina Trails will be personally and intellectually engaged in their learning at school.*
2. *By the end of grade 8, all students will meet the provincial curricular standards in literacy and numeracy, allowing them the greatest possibility for success in high school.*
3. *All students in Pembina Trails will graduate from high school.*

We are working collaboratively to implement and enhance a divisional strategy focused on [Manitoba's global competencies](#): critical thinking, creativity, citizenship, connection-to-self, collaboration, and communication. These competencies are interconnected, relevant across various subjects, and develop progressively over time. They equip learners to navigate changes in life, work, and education; engage actively in their communities; appreciate diverse perspectives; and address global challenges effectively.

The Division supports the [Philosophy of Inclusion](#) as defined by Manitoba Education and Early Childhood Learning:

“Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship. In Manitoba we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.” (MEECL)

Inclusive practices in Pembina trails are focused on a way of thinking and acting in which every individual is accepted, is valued, and feels safe.

Some of these practices include:

- Provide authentic opportunities to learn about and appreciate individual differences in a school culture of respect and belonging.
- Embrace diversity to positively impact the school and the community.
- Develop the individual strengths and gifts of all students by having high expectations and appropriate expectations for all.
- Utilize respect people-first language in all communications.

In the following pages, we outline the instructional practices, professional learning, and plans that support our efforts. We believe that fostering continuous improvement is crucial for our students' success and meeting our three expectations for student learning.

## ASSESSMENT

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Assessment involves collecting information to accurately understand how well a student is meeting the curriculum expectations for a grade or program of study. Its main goal is to enhance student learning and to inform instruction. This process includes “assessment **for, as, and of** learning.” In assessment *for* learning, teachers offer descriptive feedback and coaching to help students improve and consider their next best steps. Through assessment *as* learning, teachers assist students in becoming independent, reflective learners who can set personal goals, monitor personal progress, identify next steps, and reflect on their own thinking and learning. Assessment *of* learning measures how well students have achieved the learning goals and objectives and happens at the end of the teaching and learning cycle.

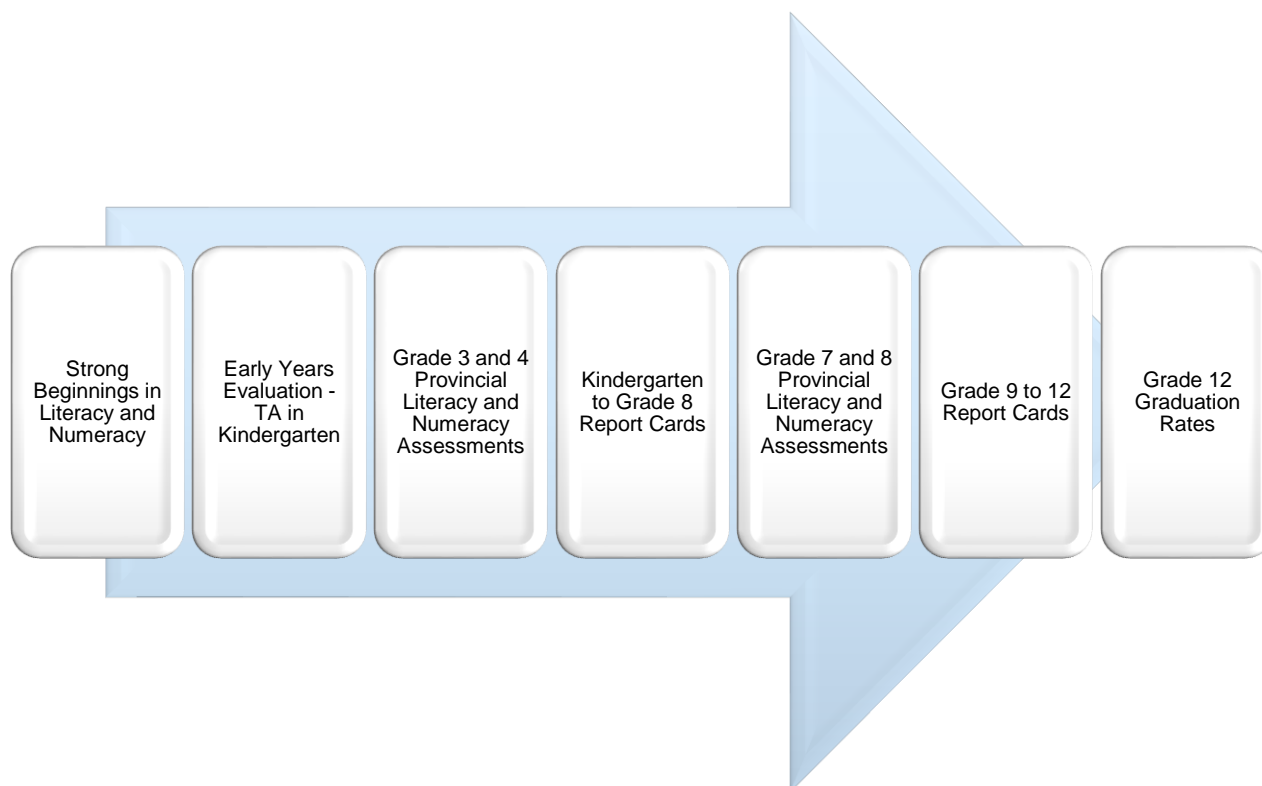
### In Pembina Trails, we believe that...

- ✓ every student is a learner.
- ✓ learning and assessment are ongoing processes and are interconnected.
- ✓ the primary purpose of assessment is to improve learning and instruction.
- ✓ assessment is designed to inspire hope, confidence, and nurture student agency.
- ✓ assessment practices are differentiated, equitable, and inclusive.
- ✓ assessments for and as learning have the greatest impact on learning.
- ✓ assessment must be valid, reliable, and fair.
- ✓ communication about learning is ongoing, clear, timely, and meaningful.

### Therefore, we will...

- ✓ engage students meaningfully and actively in the assessment process.
- ✓ differentiate assessment for, as and of learning.
- ✓ identify and clearly communicate learning goals and success criteria.
- ✓ provide quality feedback through assessment for learning.
- ✓ guide students in the metacognitive process through assessment as learning.
- ✓ collect evidence of learning over time from three different sources - observations, conversations, and multi-modal products.

The timeline below reflects a comprehensive approach to assessment and reporting, ensuring that student progress is monitored and communicated at key stages throughout their education.



## Strong Beginnings Formative Assessments

Students in the Pembina Trails School Division continue to benefit from in implementation of Strong Beginnings formative assessments in literacy and numeracy. The model and resources for Strong Beginnings are built upon up-to-date research, ensuring a comprehensive and effective approach. Strong Beginnings assessments are a way to engage teachers and students in meaningful assessment *for* learning. This assessment and planning process is designed to take place over an extended period for all students in Kindergarten through to Grade 8, starting from the first days of school and continuing into the end of September. Its purpose is to see where students are in their learning and adjust teaching to fit their strengths and needs. This is done by gathering data from observations, conversations, and products of student learning.

Strong Beginnings in **Literacy** resources include:

### Early Literacy Screeners K through to Grade 2

This assessment focuses on key skills including phonemic awareness, phonics, vocabulary, fluency, comprehension, letter recognition, and print awareness. It evaluates a student's ability to recognize and manipulate sounds, understand letter-sound relationships, use and comprehend words, read smoothly, and grasp the meaning of text.

### F&P (English) and GB+ (French Immersion) Reading Comprehension

This assessment evaluates key literacy skills such as fluency, comprehension, decoding, word recognition, and text analysis. It measures a student's ability to read smoothly with expression, understand and interpret text, decode unfamiliar words using phonics, quickly recognize high-frequency words, and analyze different text structures.

Strong Beginnings in **Numeracy** resources include:

- Math Running Records in Addition, Subtraction, Multiplication, and Division
- Developing and Understanding Mathematical Mindset
- Numeracy “I Can” Learning Statements
- Formative Assessments in Mathology/Mathologie and MathUp
- Diagnostic assessments, activities and games, observational checklists
- A focus on problem solving, mental math and knowledge
- Rich Numeracy Tasks

**Tri-Conferencing** Formative Assessment: Tri-conferences are a vital part of our assessment and reporting process, fostering meaningful engagement in student learning. We prioritize clear and timely communication with families, and our schedule ensures regular updates every seven to eight weeks throughout the school year.



## PROFESSIONAL DEVELOPMENT

John Hattie, in his research on education and teaching effectiveness, emphasizes the concept of "Know Thy Impact" as a key element for improving student outcomes. Hattie's work suggests that understanding and evaluating the impact of teaching practices helps educators refine their approaches to better meet students' needs and enhance learning outcomes. In Pembina Trails, we believe that enhancing student outcomes is closely tied to professional learning. This is of high priority in our division, and we are committed to strengthening educator practices through valuable professional learning offerings and resources that are supported through the Curriculum & Learning Services department. We are confident that ongoing professional development of educators' knowledge and skills will effectively support our students' evolving needs, growth and success. Below is an overview of the professional development sessions facilitated in 2023/24.:

<ul style="list-style-type: none"> <li>✓ Teaching Human Sexuality Education</li> <li>✓ First Aid/CPR</li> <li>✓ Early Years Physical Education Topics: Basic Movement Skills</li> <li>✓ Middle Years Honour Band</li> <li>✓ Enriching our toolbox in support of Comprehensive Literacy Instruction</li> <li>✓ Supporting Inclusion in Physical Education and Sport</li> <li>✓ Literacy Leaders Workshop</li> <li>✓ Words Matter</li> <li>✓ Developing Personal and Vocational Identity using myBlueprint</li> <li>✓ Collection Development for School Libraries</li> <li>✓ Career Exploration &amp; Constructing Identity</li> <li>✓ Universal Design for Learning</li> <li>✓ Supporting Data Literacy and School Planning</li> </ul>	<ul style="list-style-type: none"> <li>✓ MTS Inclusive Language Guide Series</li> <li>✓ AI for Teacher Librarians New to Grade 3 Provincial Assessment</li> <li>✓ Grade 4 Assessment in FI – Lecture</li> <li>✓ Provincial Assessment for Teachers New to Grade 7</li> <li>✓ Assessment and Reporting in Kindergarten</li> <li>✓ Introduction to Math Running Records</li> <li>✓ Math Running Records: Introduction to Addition and Subtraction</li> <li>✓ Math Running Records: Introduction to Multiplication and Division</li> <li>✓ Numeracy Leaders Workshop</li> <li>✓ Grade 8 Provincial Assessment – Got Data, Now What? Series in English and French Immersion</li> <li>✓ Low Arousal Training</li> </ul>	<ul style="list-style-type: none"> <li>✓ La conception universel (UDL)</li> <li>✓ Tower Garden Session</li> <li>✓ Mamàhtawisiwin The Wonder We are Born With: Tools for Reflection, Planning, and Reporting</li> <li>✓ French Immersion Vision Setting and Planning</li> <li>✓ Welcome to Kindergarten Information and Planning</li> <li>✓ Lyno-print and Drypoint Print Making Workshop</li> <li>✓ Forced to Flee Workshop Training</li> <li>✓ Applied Suicide Intervention Skills Training</li> <li>✓ safeTALK</li> <li>✓ Non-Violent Crisis Intervention (NVC)</li> <li>✓ Supporting Distressed Students</li> <li>✓ Five Practices for Equity Focused School Leadership</li> <li>✓ Anti-Racism Learning Series</li> </ul>
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## ANNUAL CONTINUOUS IMPROVEMENT REVIEW MEETINGS

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In the fall of 2023/24, school administration teams had the opportunity to participate in Continuous Improvement Review meetings. These meetings involved School Leaders, Assistant Superintendent of Curriculum & Learning, Divisional Principal of Curriculum, and Divisional Principal of Learning & Inclusion. The purpose of these meetings was to review and align annual school improvement plans with divisional and provincial priorities, celebrate student and school achievements, and to consider both strengths and areas needing additional support.

Below is a summary of the strengths shared during the annual continuous improvement review meetings:



- ❖ Focus on culture building, Indigenous education, and differentiated instruction.
  - ❖ New, vibrant energy in the school.
  - ❖ Resilient students with unique stories and experiences.
  - ❖ Committed staff with a balanced mix of new and veteran teachers.
  - ❖ Over 20 clubs and sports offered throughout the year.
  - ❖ Active and respectful participation in school activities.
  - ❖ Dedicated team providing innovative support for all students.
  - ❖ Strong emphasis on Community, Respect, Empathy, and Excellence.
  - ❖ Commitment to addressing reconciliation efforts.
  - ❖ Focused on Academic Achievement, Community Cultivation, and Indigenous Education with all staff involved.
  - ❖ Incorporation of Indigenous perspectives throughout the curriculum.
  - ❖ Variety of clubs and activities that support student engagement and diverse interests.
  - ❖ Supportive staff meeting students where they are with scaffolding strategies.
  - ❖ Ongoing inquiry projects that foster curiosity and hands-on learning.
  - ❖ Transitioning to a STEM school with rotating subjects for grades 5/6 and 7/8.
  - ❖ Bilingual education in both official languages with authentic language activities.
  - ❖ Increased student activism and willingness to engage with administration.
  - ❖ Welcoming atmosphere that promotes safety, collaboration, and diversity.
  - ❖ Alignment with goals in literacy, numeracy, culture, and Indigenous perspective
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## WELL-BEING; WELL-BECOMING & REGULATION

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The Division continues its Mental Well-Being and Well-Becoming initiative, which began in 2009, to promote mental health literacy and wellness among students, staff, and the community. To raise awareness of the importance of positive mental health, several professional learning sessions continue to be offered:

**SafeTalk** is a half-day training that prepares individuals aged 15 and older to become suicide alert helpers. Participants learn to recognize the signs of suicide and take action by connecting individuals with lifesaving resources.

**Mental Health First Aid** is a two-day course designed to increase awareness and build confidence in addressing mental health issues. It helps staff understand the complexities of mental health and provides strategies to support students, while also reducing stigma.

**Project 11** is an engaging prevention program that aligns with Manitoba's English Language Arts and Physical Education/Health Education outcomes. It includes weekly lessons and daily activities aimed at raising mental health awareness and developing positive coping skills among students and teachers.

**PATHS Curriculum** is a comprehensive program that promotes emotional and social skills while reducing aggression and behavior problems in elementary school children. It involves incorporating lessons two to three times a week for 20-30 minutes, focusing on emotional literacy, self-control, social competence, and positive peer relationships.

**Sources of Strength** is a youth suicide prevention project that leverages peer social networks to change unhealthy norms and reduce suicide, bullying, and substance abuse. Its mission is to prevent suicide by encouraging help-seeking behaviors and fostering connections between peers and caring adults. This program emphasizes building protective factors around young people to provide them with support during difficult times.

**Roots of Empathy** is a program designed to build empathy in children by connecting them with a baby and their parent. Through guided interactions, students learn to understand and reflect on emotions, which fosters compassion and reduces aggression. This initiative encourages students to develop social and emotional skills, creating a more supportive classroom environment.



SOURCES OF  
STRENGTH



## Divisional Learning Support Teachers (DLST)

Divisional Learning Support Teachers (DLST) collaborated with classroom teachers, school-based student services team members, and school leaders to build collective efficacy in the areas of:

- Social emotional well-being
- Instructional practices
- Classroom structures and organization
- Teacher mentorship
- Inclusive Practices
- Accessing divisional resources
- Reviewing, developing, and creating resources
- Observing, collecting, and analyzing various data sources

## In Partnership with Jordan's Principle

In 2023/24, Pembina Trails School Division maintained its strong partnership with the Southern Chiefs Organization to help families navigate Jordan's Principle.

Jordan's Principle prioritizes children and is based on their needs, applying equally to all First Nations children, whether on or off reserve. It guarantees that First Nations children receive essential public services without denial or delay. Named in honor of Jordan River Anderson, a young boy from Norway House Cree Nation in Manitoba, this principle is vital for equitable access.

Our Jordan's Principle Coordinator helps families and educators access programs and services to improve educational outcomes for First Nations children by:



- Assisting with the application process and providing direct access to Jordan's Principle funding for service supports.
- Providing support, navigation, and advocacy to appropriate programs, services and agencies.
- Collaborating with service providers to provide wrap around services for children and youth.
- Attending case conferencing on request

# GRANT REPORT ON RESULTS

## 1) INDIGENOUS ACADEMIC ACHIEVEMENT

The Indigenous Academic Achievement (IAA) Grant is part of a broader initiative aimed at improving educational outcomes and increasing graduation rates for Indigenous students. In the 2023/24 school year, grant funding was made available to all schools, focusing on key areas of literacy, numeracy, sense of belonging, and well-being. Through the collaborative efforts of the division and our dedicated educators, we aim to create inclusive and supportive learning environments where Indigenous students can thrive both academically and culturally. According to the provincial [Mamàhtawisiwin: The Wonder We Are Born With](#) provincial framework, we have a moral and professional responsibility to support students' proficiency and their ability to navigate both traditional and contemporary worlds—walking "strong like two people" (Dogrib).

As a result of the need for dialogue in a time of reconciliation, we want students to be able to connect to self, family, community, place, the land, and animals by having them explore the Honourable Sinclair's four guiding questions:

Who am I? Where do I come from? Why am I here? Where am I going?

Additionally, the Elders and Knowledge Keepers in Schools Initiative grant plays a vital role in fostering cultural understanding and traditional knowledge systems. This ongoing provincial initiative helps students and educators explore cultural teachings, experiences, and Indigenous languages. By integrating authentic and meaningful experiences throughout all of our schools, we strive to create inclusive and culturally responsive educational settings in our schools that are focused on improving authentic involvement promoting Elder, Knowledge-Keeper, and community involvement.

In 2023/24, roughly 8% of the overall student population chose to self-identify their Indigenous ancestry. The divisional IAA funds were expended in the following ways:

- Indigenous Student Success Teacher school collaborations
- Professional learning opportunities and student learning resources
- Cultural Awareness Activities in schools
- School Based Powwow Programming in five Early Years Schools
- Indigenous Youth Leadership Gatherings in Middle Years and Senior Years
- Kisténitākosowīn Kēsikow Honouring Indigenous Graduates Celebrations
- Fees and Honoraria for Elders and Knowledge Keeper Engagements

Below is a summary of the numerous initiatives and actions we have undertaken to reinforce our commitment to Indigenous education priorities and our collective response to ***Calls to Action #62 and #63***:

*#62 - Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.*

*#63 - Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.*

### **Implementation of Mamàhtawisiwin: Indigenous Education Policy Framework**

Throughout the 2023/24 school year, Pembina Trails' school leaders and school teams continued with the active implementation of [Manitoba's Indigenous Education Policy Framework](#). Additionally, many schools and school leaders used the [Mamàhtawisiwin Tools for Reflection, Planning and Reporting](#) to assess the progress their school has made towards exemplifying an inclusive school community. This assessment helped to identify priority areas for funding, professional learning, and to provide a vehicle for reporting school division progress towards an Indigenous-inclusive education system.

### **Elders and Knowledge Keepers in Schools Provincial Initiative**

In Pembina Trails School Division, In the 2023/24 school year, all 36 schools engaged with Elders and Knowledge Keepers. The Division continues to recognize the importance of inviting these cultural leaders to schools and division events. Alongside funding from the provincial Elder and Knowledge Keeper Grant, the division allocates additional resources to support honoraria for these engagements.

To facilitate connections between schools and Elders, our Divisional Indigenous Student Success Teachers worked closely with school leaders to plan and coordinate these interactions. As a result, we saw a significant increase in the number of engagements across the division. In 2023/24, there were numerous opportunities to connect with Elders and Knowledge Keepers, focusing on relationship-building and reciprocity. We have learned that repeat engagements are essential for strengthening ties among students, parents, caregivers, and the broader community. Ongoing interactions foster trust and connection, allowing for the sharing of cultural knowledge and traditions. By consistently involving these respected figures, we create a supportive environment that enhances understanding and collaboration, ultimately enriching the educational experience for everyone involved.

## Indigenous Youth Leadership Oskinīko NīKāniwak and Student Voice

In 2023/24 the **Indigenous Youth Leadership Oskinīko NīKāniwak** groups were made up of 46 Indigenous students; twenty-five grade 6 and 7 students and twenty-one grade 10 and 11 students from across the division. Students spent time at Camp Manitou and the Broken Head Ojibway Nation exploring culture, leadership, and a deepened sense of belonging together and in the community. Additionally, several youth leaders engaged with the Pembina Trails Leadership Community on June 6<sup>th</sup>, 2024. The students were given a set of questions in advance and asked to come prepared to express their thoughts and perspectives on each of the issues. Students from the Indigenous Youth Leadership Panel courageously shared their personal experiences as Indigenous youth navigating bias within the community and school system.

Prioritizing student voice empowers learners to express themselves and take ownership of their education. By listening to students, we enhance their engagement and motivation, allowing their perspectives to shape school policies and programs. This approach builds confidence and communication skills, preparing them for future challenges while promoting inclusivity and respect for diverse viewpoints in decision-making.

Below are a few responses that were shared by students from each of the six high schools:

### What does a sense of belonging mean to you?

*“Feeling welcomed, respected, and safe in the environment you are in. Not feeling like you are being judged or criticized.”*

*“Feeling accepted by your peers and not judged in some way.”*

*“Being acknowledged by staff at the school even when you are not in their classes.”*

*“Feeling accepted by the people around you and not judged.”*

*“Feeling connections and connected.”*

### How can schools cultivate sense of belonging for Indigenous youth?

*“Schools need to promote the Indigenous centers and opportunities for Indigenous students more and make them feel more welcomed and safer.”*

*“More land-based learning and language teaching.”*

*“Don’t assume things about Indigenous students and give them an equal amount of respect.”*

*“Bring more of our teachings, heritage, and history back to the education system starting from whenever students are ready to learn.”*

## **Divisional Indigenous Student Success Teachers (ISST)**

In 2023/24, the Divisional Indigenous Student Success Teacher team worked alongside teachers in schools through ISST Collaboration requests. In total, they supported 106 in school collaboration requests from across Kindergarten to Grade 12.

In their collaborative work with teachers, the ISST engaged in ways that supported various initiatives aimed at integrating Indigenous education and cultural perspectives into their curriculum. Collaboration requests included utilizing outdoor classroom for diverse lesson plans, establishing daily Land Acknowledgements across all classes. Teachers are commonly interested in collaborations focused on beading, storytelling and expanding the understandings for the Seven Sacred Teachings. Additionally, collaborations requested support for the creation of a website on Numbered Treaties and ways to incorporate Indigenous perspectives into their literature studies. Overall, we continue to experience a strong commitment to collaborate on projects that honor and educate about Indigenous ways of knowing, being, and doing throughout the school year. These projects aim to deepen a shared understanding of Indigenous worldviews and foster more inclusive and respectful learning environments.

In 2023/24, funds from the IAA grant helped to support a partnership in cultural programming with the Aboriginal School of Dance. Five of our Early Years schools had the opportunity to engage in the Wayeshkad Program. The goals of this programming are described as: Students and teachers will begin their journey in learning the concepts of; drumming and singing, understand the philosophy, and reconnect with some of the original languages. We are thrilled to continue offering this programming in 2024/25.

## **Indigenous Teacher Champion (ITC) and Authentic Learning Resources**

All 36 schools in Pembina Trails continue to identify one or more Indigenous Teacher Champion(s). In 2023/24, this group of teacher leaders gathered to learn from and with each other about ways to advance the work of Indigenous Education and Calls to Action 62 and 63. The Division's ISST engaged the group in a book study using the text entitled ***Wayi Wah! Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education*** by Jo Chrona. Each of the ITC's were able to bring back and share their learnings with their schools' staff and students. The annual practice of sage picking with our ISST, ITC's and Elders and Knowledge Keepers continues to be a highlight for all schools.

After another year of beautiful commitment in schools during 2023/24, Pembina Trails celebrated a significant milestone by hosting its third annual Indigenous Education Gallery Walk. With planning from the ISST and presentations from the Indigenous



Teacher Champions (ITCs) from many of our schools, the gathering welcomed community members, Elders, staff and students.

The Indigenous Education Gallery Walk served as a platform for everyone to come together, exchange knowledge, and learn from one another. The Gallery Walk creates space for people to come together and celebrate Indigenous education initiatives happening in each of our schools and across the division. A total of 24 out of 36 schools participated by setting up presentations and sharing opportunities. This is an increase of 17% of our schools' participation, or six more schools. At the 2023/24 Gallery Walk, we were thrilled to have students participate in the sharing of their experiences and to gift visitors with drumming, singing and hands-on experiences.

### Divisional Year-at-a-Glance calendar of Commemorations and Celebrations

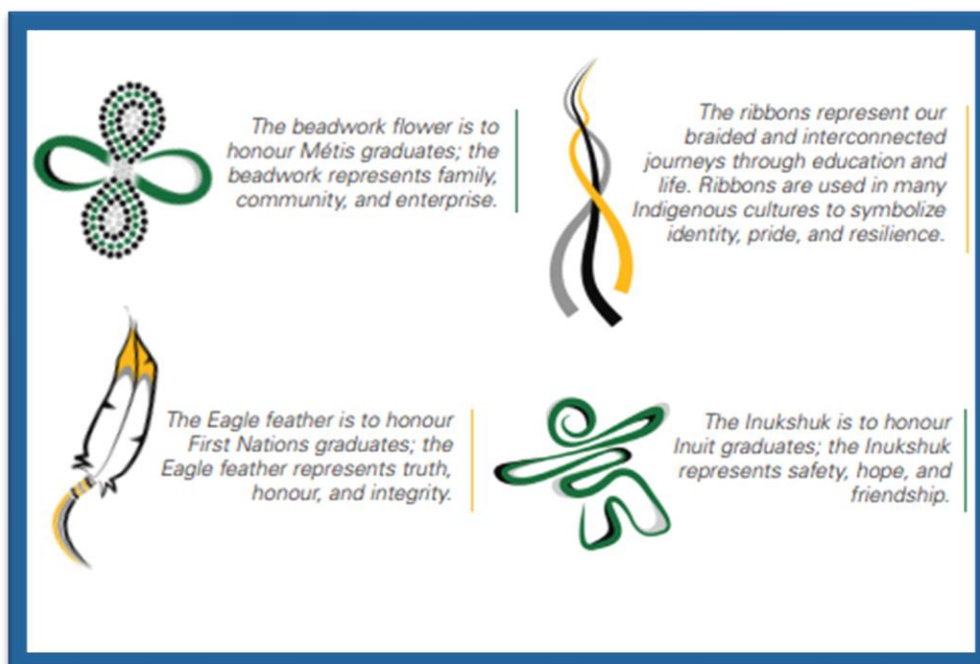
Each year, we provide schools with a Divisional **Year-at-a-Glance** calendar that outlines important commemorations and celebrations. This calendar serves as a valuable resource to guide schools in acknowledging specific historical events. It is co-created with a focus on diversity, equity, and inclusion, ensuring that it highlights a wide range of commemorations, celebrations, internationally recognized days, as well as religious and cultural observances. By using this calendar, schools can effectively plan and engage in meaningful activities that promote understanding and respect for various cultures and perspectives. At the Board Office, we continue to prepare displays in the rotunda that help to highlight important cultural commemorations and celebrations such as The Week of Truth and Reconciliation, Orange Shirt day, and MMIWG, Moose Hide Campaign and Have a Heart Day.



## Kisténitākosowīn Kēsikow Honouring Indigenous Graduates in Pembina Trails

In 2023/24, five Pembina Trails High Schools continued with planning for Indigenous graduation celebrations for students who chose to be honoured. Each high school created a unique graduation stole to commemorate this special milestone and for students to hold on to as a keepsake. The artwork on the stoles reflected the students' ideas, as they were invited to share their wishes for this important representation. Brandon Ehinger, a talented graphic design artist with Red River Métis ancestry, was commissioned to bring these designs to life.

As part of the Pembina Trails School Division's commitment to Reconciliation, self-identified Indigenous graduates are presented with a distinctive graduation stole symbolizing recognition and celebration of Indigenous Peoples in Manitoba. Information describing the significance of each image is included below:

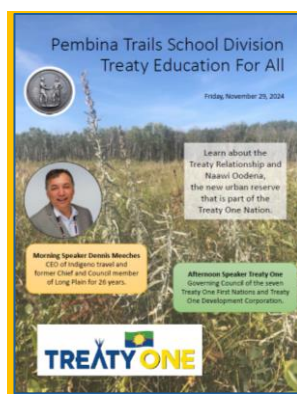


The graduation celebrations, **Kisténitākosowīn Kēsikow Honouring Indigenous Graduates** are intended to acknowledge and honour Indigenous Graduates within each of the Pembina Trails communities. Each of the honouring days were emceed by Ray Co-Co Stevenson; Singers and Dancers by Walking Wolf Singers & Dancers; Food and Feast provided by Cookem Daisy or Brownees Urban Bistro.

### Treaty Education for All in Pembina Trails

In June 2023, The Treaty Relations Commission of Manitoba and Manitoba Education and Early Childhood Learning announced a large-scale goal “to ensure that all teachers, school staff, and students receive Treaty Education to understand the importance of the original spirit and intent of treaties and the treaty relationship by balancing the oral history with the written word, including an understanding of our shared history, as we are all treaty people.”

In Pembina Trails, Treaty Education for All, continues to take on a multi-faceted approach.



- Continued professional development for all.
- Divisional Treaty Education for All PD day in November 2024.
- Engage our Treaty Education Catalyst Teachers with the delivery, professional development and implementation of Treaty Education in classrooms through collaborations.
- Continue to ensure that Treaty Education is being incorporated into curricular outcomes, K to 12.
- To engage high schools in offering the TRCM’s school-initiated course.

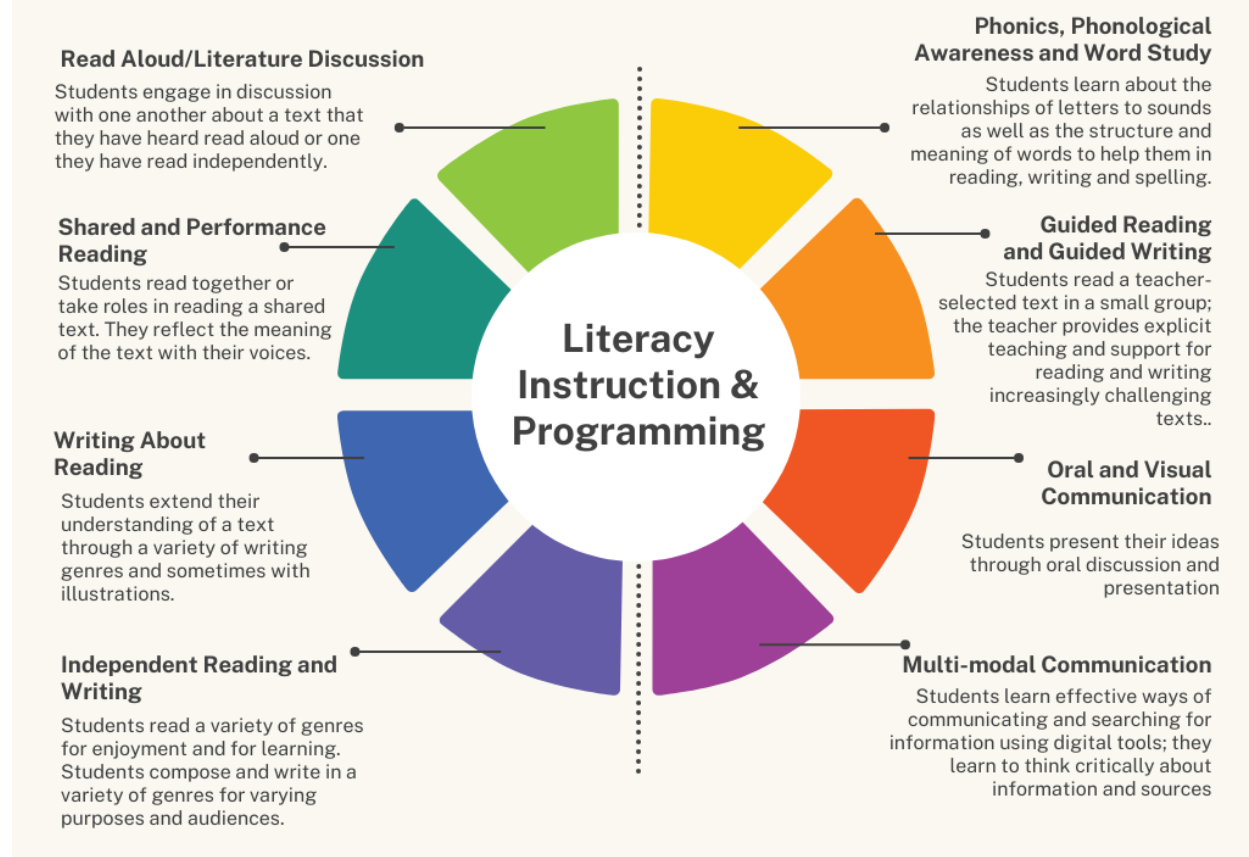
## 2) LITERACY AND NUMERACY

### Literacy Programming

The statement put forward by Manitoba Education and Early Childhood Learning “All students have the right to learn to read, through appropriate evidence-based literacy instruction that is both engaging and responsive to student learning strengths and needs” affirms our commitment and focus on strengthening literacy outcomes for all students “no matter where they live, their background, or their individual circumstances” (Manitoba’s K to 12 Education Action Plan—Update: May 2023).

In Pembina Trails, we continue to support a comprehensive approach to literacy instruction and programming which includes but is not limited to the components listed on the next page. The frequency and intensity of each component should be responsive to student needs and assessment data.

## A Comprehensive Approach to Literacy Instruction



## Comprehensive Literacy Approaches in Pembina Trails

In 2023/24 school year, the Divisional Literacy Steering committee focused on plans for the implementation of five key strategies and actions to strengthen literacy outcomes for students. The key strategies are in alignment with Manitoba Education and Early Childhood Learning's announcement related to the [Guiding Principles for a Comprehensive Approach to Reading Instruction](#) in Manitoba. In the fall of 2023/24, following the recommendations of the steering committee, Early Literacy Screeners were introduced for Kindergarten through Grade 2. An early literacy screener is important for identifying young children's reading skills, especially their phonological awareness, which is the ability to recognize and manipulate sounds in words. By assessing these skills early in the year, educators can pinpoint challenges and provide support to help children improve their reading. The screener results are used to inform instruction to respond to the needs of student strengths and stretches. The information gathered from these early assessments will help track progress over time.

## Numeracy Programming

The numeracy grant from Manitoba Education and Early Childhood Learning is distributed to school divisions across the province. Its main goal is to improve teaching and assessment practices that boost student learning outcomes in mathematics and numeracy.

In 2023/24 the Curriculum & Learning Services Department supported Pembina Trails' teachers with the purchase of pedagogically sound, classroom-based math materials, print and digital resources, and related professional development.

A sampling of the items purchased included:

- Mathlogy.ca and Mathologie.ca digital subscriptions
- Building Thinking Classroom in Mathematics, Grades K-12 – Peter Liljedahl
- Math Running Records in Action – Dr. Nicki Newton
- Numeracy and mathematics manipulatives

Literacy and numeracy consultants worked with teachers and administrators to share and model high-impact, research informed practices to help further build capacity with teaching staff while meeting student needs.

### 3) ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The EAL Student Support Grant is designed to assist students whose first or primary language(s) is not English and who require EAL curriculum, programming, and/or additional services to enhance their English language proficiency and reach their full potential within Manitoba's school system. Eligibility for the grant is based on a student's EAL learning needs, rather than their place of birth. In Pembina Trails, our commitment remains steadfast in establishing appropriate English as an Additional Language (EAL) programs and providing the necessary support to ensure that all EAL students receive the resources they need to succeed in school.

Our committed team, consisting of school staff, EAL specialists, classroom and subject-area teachers, resource teachers, counselors, and other individuals involved in supporting EAL learners, consistently base their decisions on the most accurate information available about students' educational and life experiences. By ensuring that we have the most up-to-date information, we can provide tailored support and foster an inclusive learning environment that meets the needs of all EAL students. Our goal is to create a nurturing and inclusive educational experience for every student.

Pembina Trails School Division consists of 36 schools with a growing EAL/LAL population with EAL students in every school. As the EAL population continues to grow across the division, schools who have not yet had experience with an EAL student population required support and resources. Schools needed to learn about the Manitoba Education EAL Intake Process, develop student specific plans for EAL and LAL students, expand their understanding of intentional instruction focussed on language acquisition, provide access points for subject area curricular outcomes, and implement differentiated assessment practices. In addition, foundational EAL/LAL instructional resources were needed in these schools to target everyday social language, academic content and social emotional learning. More schools hosted newcomer parent information evenings and hired interpreters for tri-conferences.

The EAL Grant is just one component of the comprehensive planning and programming we provide for students identified as EAL or Language, Academics, and Literacy (LAL) in our school division. In 2023/24, our planning processes continues to involve data conversations that facilitated the enhancement of classroom instruction, early intervention, and progress monitoring, all aimed at improving academic outcomes for EAL learners. Many newcomer students require a variety of academic, social and mental health supports.

Pembina Trails' schools work closely with NEEDS and Family Dynamics to help newcomer families with settlement and adjustment. NEEDS has connected with 240 newcomer students in Pembina Trails so far this year. NEEDS staff visit the family at home to build connection and determine if support is needed. Students express what interests they hope to pursue and what academic assistance they may require. NEEDS helps families register for activities, access subsidies to pay for these activities, and connect students with a mentor to support academics. Family Dynamics offers spring break and summer camps that are well attended by EAL/LAL students. These collaborations create a circle of support around our newcomer students and their families ensuring they access community resources enabling the school to focus on student participation in learning.

Additional essential elements of our EAL/LAL programming program include:

- Teaching and EA staff assist in LAL (Literacy and Numeracy) and EAL (English as an Additional Language) classes, with EAs providing specific support for individual student needs.
- EAL/Resource teachers collaborate with classroom teachers to ensure appropriate programming in language, academics, and literacy. They assess when students are ready for bridging support or transitioning to adapted programming using various assessment data.

- There is ongoing communication between schools and community organizations like Peaceful Village, Settlement Workers in Schools, and Newcomer Immigrant Settlement Workers to support student needs.
- Additional classroom resources, including books, technology, and learning materials, are funded to enhance the educational experience.
- EAL/LAL, resource, and classroom teachers participate in professional development workshops from various organizations.
- Programming encourages interaction among same-age peers in culturally diverse environments.
- Activities promoting mental health and wellness are integral to student well-being.
- Planned breakfast programs and drop-in services provide nutritional support throughout the school day.
- Regular reviews and planning discussions, informed by assessment data and stakeholder feedback, ensure the program remains responsive and beneficial to students, schools, and families.

