

Annual Report on Continuous Improvement
2021/22

K – 12 Framework for Continuous Improvement

Pembina Trails School Division
October 2022

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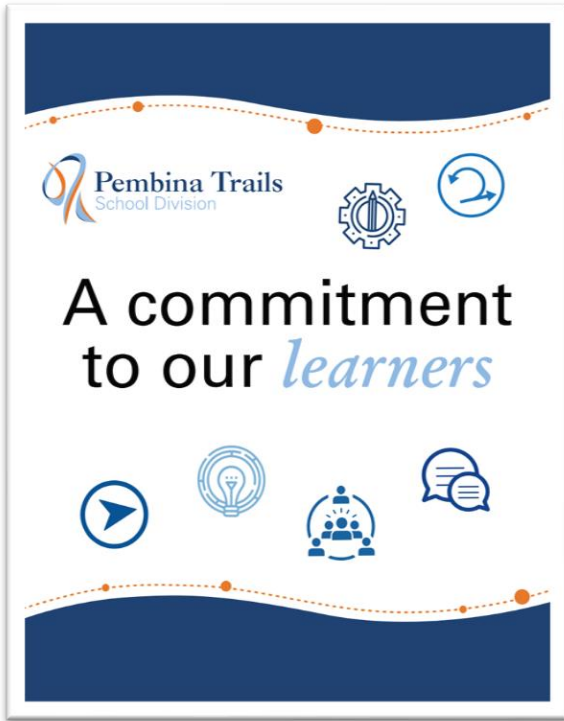
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Pembina Trails School Division is committed to ensuring that all students are intellectually and personally engaged in learning which supports them in developing, practicing and refining the skills required to be successful in school and throughout their lives

Global learning competencies, skills and deeper learning have been identified internationally as a way of ensuring that all students are well-equipped to meet the demands of an ever-changing modern society.

These competencies include

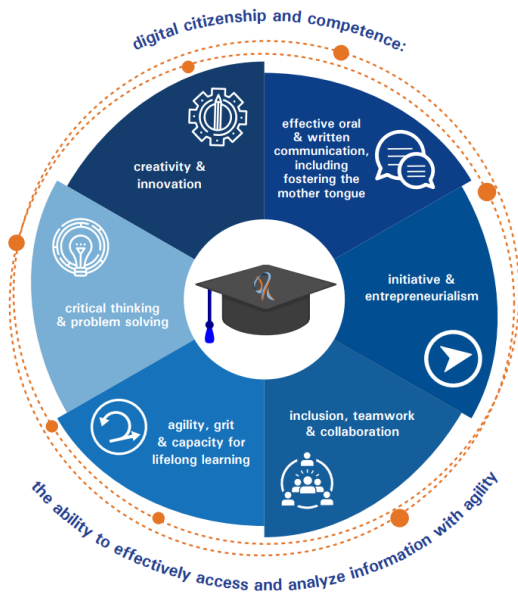


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Executive Summary

Data Analysis and Collaborative Inquiry

The focus of data sources in the Pembina Trails School Division continues to be provincial assessment disaggregated data reports for both early and middle years students, summative provincial report card distribution of marks and successful credit attainment in Grade 9 ELA and Math, as well as Grade 12 Graduation rates. For the purposes of this report, the data sets used as the basis of observations, analysis, generalizations, and conclusions include data from 2019/20, 2020/21 and 2021/22 school years.

With these data points in mind, intentional staff development focused on building teacher capacity through collaborations with Curriculum and Student Services Consultants, Literacy and Numeracy Instructional Coaches, Divisional Indigenous Student Success Teachers (ISST), Divisional Learning Support Teachers (DLST) and Divisional Career and Community Experiences Teachers (C&CE).

School teams, with the guidance of divisional and school leadership, review provincial assessment and report card results in a timely manner. These data sets drive the collaborative inquiry process using *Putting Faces on the Data*, that is informed by the work of Lyn Sharratt and Michael Fullan. School leadership and their staff continue to work at moving beyond the numbers to get to the story behind the numbers. ‘*Faces on the Data*’ process has supported this next level of data inquiry and has skillfully connected the hearts and minds involved in the analysis process. Using the work of Jenni Donohoo and Quality Implementation, divisional and school leaders continue to dig deeper into the power of collective efficacy where they continue to find ways to make “what’s supposed to work” actually work for school improvement.

Shelly Moore invited staff across the division to reflect upon our shared belief that all students can and do learn and how our day to day actions support the development of inclusive learning environments. This work with Shelley further influenced the development of a consistent divisional approach to class profiles and planning for every learner. The tools used to support our data inquiry cycles include graphic organizers, assessment infographics, and enCompass for Success.

With the above noted data points in mind, we have been on a collective journey to develop and refine the conditions for “**The Well Supported Classroom Teacher**”. One of our improvement commitments is to focus on building capacity since the research confirms that improved outcomes for student learning are increased through intentional support to teacher capacity and collaboration.

School Division Profile

Our Mission

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

Our Values

Students will be personally and intellectually engaged in learning. They will acquire the knowledge and skills to meet the demands of modern society and become good, productive global citizens.

Brief Overview

Pembina Trails School Division serves the communities of southwest Winnipeg. We are a growing school division with over 15, 000 students in 35 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 2,940 staff are committed to supporting our students in achieving those goals.

In Pembina Trails our students include:

Early Years (K to 4)	5, 825
Middle Years (5 to 8)	5, 949
Senior Years (9 to 12)	3, 819
Total Students	15, 593

Our Divisional Priorities

The 2020-2023 Pembina Trails Continuous Improvement Infographic represents the Division's strategic plan, acting as a guide for all staff while maintaining **A Commitment to Our Learners** through transformational leadership and inclusive practices.



Figure 1

Figure 1 shows the Division's current strategic plan. Our work is grounded in the Board's three expectations for student growth and learning, leveraged through six divisional priorities and 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.

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.

Pembina Trails School Division has identified six divisional priorities:

<ul style="list-style-type: none"> • Assessment • Indigenous Education • Trauma-Informed Practice 	<ul style="list-style-type: none"> • Inquiry • Regulation • Well-Being & Well-Becoming
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Description of Senior Administration Team:

- Ted Fransen, Superintendent of Education/CEO
- Nora Wood, Secretary-Treasurer
- Lisa Boles, Assistant Superintendent Curriculum & Learning Services
- Elaine Eagan, Assistant Superintendent Personnel & Education Services

Division Staffing Profile

Full-time equivalents 2020/21	No. FTE
Principals	36
Vice-principals	22.5
Classroom Teachers	625.86
Specialist Teachers	78.155
School Counsellors	35.037
Resource teachers	98.66
Educational assistants	491.5
Leveled Literacy Intervention Teachers	14.5
Consultants (Curriculum & Student Services)	10.0
Directors (ICT, ISP, Clinical Services)	3.0
Continuous Improvement Research Officer	1.0
Divisional Indigenous Student Success Teachers (ISST)	4.0
Divisional Learning Support Teachers (DLST)	4.0
Divisional Coaches (Literacy & Numeracy)	4.0
Divisional Career and Community Teachers	2.0

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

Disaggregation	Number of students	Percentage - student population
English as an Additional Language	5775	37%
Self-declared Indigenous	1221	7.8%

Education for Sustainable Development (ESD)

Education for Sustainable Development	
Number of schools in the division	35
Number of schools with an ESD plan	35

Web link to the most current school division plan:

[Pembina Trails School Division 2021-2024 Action Plan](#)

Report on Data

The section that follows outlines the provincial assessment results over the past two years, with a gap from 2020/21 due to Manitoba Education Childhood and Learning's suspension of the provincial assessment program. Because of the challenges in delivering education during the pandemic, Manitoba Education Childhood and Learning suspended the Grade 3 Assessment in *Reading, Lecture, and Numeracy*, the Grade 4 Assessment in French Immersion *Lecture*, and the Middle Years Assessment of Key Competencies in *Mathematics, Reading Comprehension and Expository Writing*.

Key data points are highlighted along with the ongoing **commitments to our learners**. Included in this section of the report are Divisional results from the Grade 3 and 4 and the Grade 7 and 8 provincial assessments over two years, pre and post pandemic, **2019/20** and **2021/22**.

When reviewing the Report on Data section that follows, note that the **green** highlighted data points indicate a level **equal to or above** the provincial assessment performance results in that year and the **gold** highlighted data points indicate a level **below** the provincial assessment performance results in that same year.



“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)

Early Years

Provincial Assessment Results in Literacy

Early in the fall, the Grade 3 Provincial Assessment takes place over a period of weeks during which teachers get to know about their students. This is not a test that children can pass or fail. Teachers examine the work the students do in class; they watch how their students work in groups and they speak with students individually. Through this process, teachers gain an understanding of each student's strengths and areas of growth to address over the school year.

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

GRADE 3 PROVINCIAL ASSESSMENT IN READING SUMMARY – ENGLISH PROGRAM

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		
	2019/ 20	2020/ 21	2021/ 22	2019/ 20	2020/ 21	2021/ 22	2019/ 20	2022/ 21	2021/ 22
Division	64%		58%	61%		55%	63%		55%
Province	60%		55%	59%		55%	60%		55%

Key Findings and Observations:

- Provincial data shows that over a two-year period Grade 3 English Program students:
 - consistently performed above or equal to the provincial results in all 3 sub competencies of the reading provincial assessment. The variance between division results and provincial results ranges from 2 to 4 percentage points higher than the province.
- Divisional data shows that over the reported two-year period, and in comparison, of pre and post pandemic performance there has been a;
 - decrease of 7 percentage points on average in the number of students meeting expectations in the Grade 3 Reading in English provincial assessment.

“Pembina Trails School Division is committed to Standards for Success in Literacy. We hold a shared commitment to literacy learning to ensure success for all learners. Literacy is the development of a continuum of skills, knowledge and attitudes that prepare all learners in a changing world community.” (Pembina Trails, Standards for Success in Literacy).

Early Years Provincial Assessment Results in Literacy

GRADE 3 PROVINCIAL ASSESSMENT IN READING SUMMARY – FRENCH IMMERSION PROGRAM

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		
	2019/ 20	2020/ 21	2021/ 22	2019/ 20	2020/ 21	2021/ 22	2019/ 20	2020/ 21	2021/ 22
Division	76%		73%	71%		61%	76%		63%
Province	77%		65%	76%		57%	77%		59%

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

Key Findings and Observations:

- Provincial data shows that over a two-year period Grade 3 French Immersion Program students:
 - In 2019/20, performed below the provincial results in a range from 1 to 5 percentage points lower than the province in all three sub-competencies.
 - In 2021/22, performed above the provincial results in a range from 4 to 8 percentage points higher than the province.
- Divisional data shows that over the reported two-year period, and in comparison, of pre and post pandemic performance there has been a;
 - decrease of 3 percentage points in the number of students meeting expectations for *reflecting on and setting reading goals*.
 - decrease of 10 percentage points in the number of students meeting expectations for *using strategies during reading to make sense of text*.
 - decrease of 13 percentage points in the number of students meeting expectations for *demonstrating comprehension*.

Pembina Trails has set standards for success in literacy in order to engage our community in a shared commitment to literacy learning and to ensure success for all learners.

“Literacy is inseparable from opportunity, and opportunity is inseparable from freedom.”

~ Koichiro Matsuura, *UNESCO*

Early Years Provincial Assessment Results in Literacy

GRADE 4 PROVINCIAL ASSESSMENT READING IN FRENCH SUMMARY – FRENCH IMMERSION ONLY

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		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
Division	75%		73%	73%		61%	75%		63%
Province	68%		65%	64%		57%	64%		59%

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

Key Findings and Observations:

- Provincial data shows that over a two-year period Grade 4 French Immersion Program students consistently performed above all three sub competencies of provincial results. The variance between division results and provincial results ranges from 4 to 11 percentage points higher than the province.
- Divisional data shows that over the reported two-year period, and in comparison, of pre and post pandemic performance there has been a;
 - decrease of 2 percentage points in the number of students meeting expectations for *reflecting on and setting reading goals*.
 - decrease of 12 percentage points in the number of students meeting expectations for *using strategies during reading to make sense of text*.
 - a decrease of 12 percentage points in the number of students meeting expectations for *demonstrating comprehension*.

“Reading is a highly complex process that requires students to bring together their own knowledge with the print on the page. When students read, they use in-the-head systems of strategic actions to process texts, flexibly integrating many kinds of information to construct meaning.” (Fountas & Pinnell)

“The purpose of the Comprehension Conversation is to enable teachers to sharpen their observation of students’ reading behaviors by hearing their thinking through talk and strengthen the connection from assessment to instruction.” (Fountas & Pinnell)

Early Years

Provincial Assessment Results in Numeracy

GRADE 3 PROVINCIAL ASSESSMENT IN NUMERACY SUMMARY – ENGLISH PROGRAM

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

Algebraic Reasoning Skills						
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.		
	2019/ 20	2020/ 21	2021/ 22	2019/ 20	2020/ 21	2021/ 22
Division	59%		52%	55%		46%
Province	55%		50%	52%		47%
Number Sense						
	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 qsts. to 18		
	2019/ 20	2020/ 21	2021/ 22	2019/ 20	2020/ 21	2021/ 22
Division	64%		61%	61%		65%
Province	64%		60%	56%		54%

Key Findings and Observations:

- Provincial data shows that over a two-year period Grade 3 English Program students:
 - consistently performed above the provincial results in each Number sense sub competency. The variance between division results and provincial results ranges from 1 to 9 percentage points higher than the province.
 - consistently performed above the provincial result in the sub competency of *predicting an element in a repeating pattern*.
 - In 2021/22, performed 1 percentage point below the provincial results in understanding that the *equal symbol represents an equality of the terms found on either side of the equal sign*. **Note: A difference of plus or minus 3 percentage points is considered as non-statistically significant.**
- Divisional data shows that over the reported two-year period, and in comparison, of pre and post pandemic performance there has been a decrease in the percentage of students meeting expectations in Numeracy, across each competency in a range from 3 to 9 percentage points.

Early Years Provincial Assessment Results in Numeracy

GRADE 3 PROVINCIAL ASSESSMENT IN NUMERACY SUMMARY – FRENCH IMMERSION PROGRAM

*Reporting the percentage of students Meeting expectations

Algebraic Reasoning Skills						
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.		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
Division	59%		57%	55%		52%
Province	54%		62%	52%		62%
Number Sense						
	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 qsts. to 18		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
Division	64%		69%	61%		60%
Province	63%		73%	56%		65%

Key Findings and Observations:

- Provincial data shows that over a two-year period Grade 3 French Immersion Program students:
 - in 2019/20, performed above the provincial results in 3 out of 4 sub competencies on provincial numeracy assessment competencies. The variance between division results and provincial results ranges from 1 to 5 percentage points higher than the province.
 - in 2021/22, performed below the provincial results in a range from 4 to 10 percentage points.
- Divisional data shows that over the reported two-year period, and in comparison, of pre and post pandemic performance there has been a decrease in the percentage of students meeting expectations in three of the four competencies in a range from 2 to 3 percentage points. It also shows that in 2020/21 5% more students were meeting in *understands that a given whole number may be represented in a variety of ways.*

COMMITMENT TO OUR LEARNERS; LITERACY & NUMERACY

LITERACY AND NUMERACY

Strong Beginnings: In Pembina Trails, the Strong Beginnings assessment and planning process is intended to occur over a period of time, beginning the first day of class and extending into the first weeks of school, to recognize where students are at in their learning journey and to respond to each student's unique strengths and needs through the collection of data in the form of observations, conversations, and products. The Pembina Trails School Division model and resources for Strong Beginnings are based on current research which supports Assessment *for* Learning as a professional practice which can significantly strengthen student achievement.

The Strong Beginnings in Early Years Literacy resources include:

- Using the Fountas & Pinnell Benchmark Assessment Systems to determine students' instructional reading levels teachers can:
 - Observe and quantify student reading behaviors.
 - Engage students in comprehension conversations that go beyond retelling
 - Make informed decisions that connect assessment to responsive teaching.
- Words their Way for word study, spelling and word patterns.
- Using the Fountas & Pinnell Leveled Literacy Intervention as a powerful, short-term intervention that provides daily, intensive, small-group instruction, and supplements classroom literacy teaching.

The Strong Beginnings in Early Years Numeracy resources include:

- Kindergarten to Grade 4 Strong Beginnings Teacher and Student packages
- Developing and Understanding Mathematical Mindset
- Grade 1 to 4 Numeracy "I Can" Statements in student friendly language French and English
- Formative Assessments in Mathology/ie (K to Grade 3 and 4 Combined) - Developing student curiosity through engaging math stories and activities
- Formative Assessments in MathUp (Grade 4)
- Student Formative Profile Sheets

Professional learning and building capacity are at the heart of improved student outcomes. In Pembina Trails, we collectively work to clarify learning expectations for students, share high-yield strategies and resources, and determine the learning evidence to look for, listen for and watch for when assessing, communicating, and reporting on student progress and achievement.

As we have learned from our work with Jenni Donohoo "teams with a strong sense of collective efficacy devise ways to make "what's supposed to work" actually work and find ways to exercise control over challenges that surround them."

Middle Years

Provincial Assessment Results in Numeracy

GRADE 7 PROVINCIAL ASSESSMENT SUMMARY IN NUMBER SENSE AND NUMBER SKILLS – ENGLISH PROGRAM

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

Mid-Grade 7 Number Sense	Student orders fractions			Student orders decimal numbers			Student understands that a number may be represented in a variety of ways		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
Division	71%		63%	76%		71%	75%		69%
Province	55%		55%	65%		63%	60%		61%

Mid-Grade 7 Number Skills	Student uses number patterns to solve mathematical problems			Student uses a variety of strategies to calculate and explain a mental math problem.		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
Division	61%		54%	67%		64%
Province	48%		46%	50%		51%

Key Findings and Observations:

- Provincial data shows that over a two-year period Grade 7 English Program students:
 - consistently performed above the provincial results in all 5 Numeracy sub competencies of the numeracy assessment. The variance between division results and provincial results ranges from 8 to 17 percentage points higher than the province.
- Divisional data shows that over the reported two-year period, and in comparison, of pre and post pandemic performance there has been a decrease of 3 to 8 percentage points in the number of students meeting expectations across all sub competencies.

Middle Years Provincial Assessment Results in Numeracy

GRADE 7 PROVINCIAL ASSESSMENT SUMMARY IN NUMBER SENSE AND NUMBER SKILLS – FRENCH IMMERSION PROGRAM

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

Mid-Grade 7 Number Sense	Student orders fractions			Student orders decimal numbers			Student understands that a number may be represented in a variety of ways		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
Division	78%		85%	85%		75%	94%		83%
Province	70%		70%	81%		75%	78%		76%

Mid-Grade 7 Number Skills	Student uses number patterns to solve mathematical problems			Student uses a variety of strategies to calculate and explain a mental math problem.		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
Division	85%		56%	83%		80%
Province	67%		56%	63%		65%

Key Findings and Observations:

- Provincial data shows that over a two-year period Grade 7 French Immersion Program students:
 - performed above the provincial results in each of the 5 sub competencies of the numeracy assessment. The variance between division results and provincial results ranges from equal to 18 percentage points above the province.
- Divisional data shows that over the reported two-year period, and in comparison, of pre and post pandemic performance there has been a decrease of 3 to 19 percentage points in the number of students meeting expectations.

Middle Years Provincial Assessment Results in Literacy

GRADE 8 PROVINCIAL ASSESSMENT SUMMARY IN READING COMPREHENSION AND EXPOSITORY WRITING – ENGLISH PROGRAM ONLY

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

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.		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
Division	69%		72%	67%		70%	61%		66%
Province	66%		65%	63%		62%	55%		55%

Mid-Grade 8 Student writes expository texts for a variety of audiences and 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.		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
Division	63%		66%	56%		64%	56%		63%
Province	57%		57%	52%		52%	55%		54%

Key Findings and Observations:

- Provincial data shows that over a two-year period Grade 8 English Program students
 - Consistently performed above the provincial results in each of the sub competencies of the literacy provincial assessment. The variance between division results and provincial results ranges from 1 to 9 percentage points higher than the province.
- Divisional data shows that over the reported two-year period, and in comparison, of pre and post pandemic performance there has been an
 - Overall increase of 3 to 4 percentage points in the number of students meeting expectations for *comprehending a variety of grade level texts*.
 - Average increase of 6 percentage points in the number of students meeting expectations for *writes expository texts for a variety of audiences and purposes*.

Middle Years

Provincial Assessment Results in Literacy

GRADE 8 PROVINCIAL ASSESSMENT SUMMARY IN READING COMPREHENSION AND EXPOSITORY WRITING IN ENGLISH– FRENCH IMMERSION PROGRAM

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.		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
Division	75%		72%	71%		70%	72%		66%
Province	77%		65%	73%		62%	65%		55%

Mid-Grade 8 Student writes expository texts for a variety of audiences and 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.		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
Division	71%		66%	66%		64%	58%		63%
Province	72%		57%	62%		52%	56%		54%

Key Findings and Observations:

- Provincial data shows that over a two-year period Grade 8 French Immersion Program students:
 - In 2021/22 consistently performed above the provincial results in each of the sub competencies of the literacy provincial assessment. The variance between division results and provincial results ranges from 2 to 11 percentage points higher than the province.
- Divisional data shows that over the reported two-year period, and in comparison, of pre and post pandemic performance there has been an
 - Average decrease of 4 percentage points in the number of students meeting expectations for *comprehends a variety of grade level texts*.
 - Increase of 5 percentage points in the number of students meeting expectations in *uses conventions and resources to edit and proofread to make meaning clear*.

COMMITMENT TO OUR LEARNERS; LITERACY & NUMERACY

LITERACY AND NUMERACY

Strong Beginnings: The Strong Beginnings in Middle Years Literacy resources include:

- Using the Fountas & Pinnell Benchmark Assessment Systems to determine students' instructional reading levels teachers can:
 - Observe and quantify student reading behaviors.
 - Engage students in comprehension conversations that go beyond retelling
 - Make informed decisions that connect assessment to responsive teaching.
- Words their Way for word study, spelling and word patterns.
- Using the Fountas & Pinnell Leveled Literacy Intervention as a powerful, short-term intervention that provides daily, intensive, small-group instruction, and supplements classroom literacy teaching.
- Using the Fountas & Pinnell Literacy Continuums to notice, teach and support recognizable literacy behaviors that demonstrate thinking and understanding within, beyond and about the text.

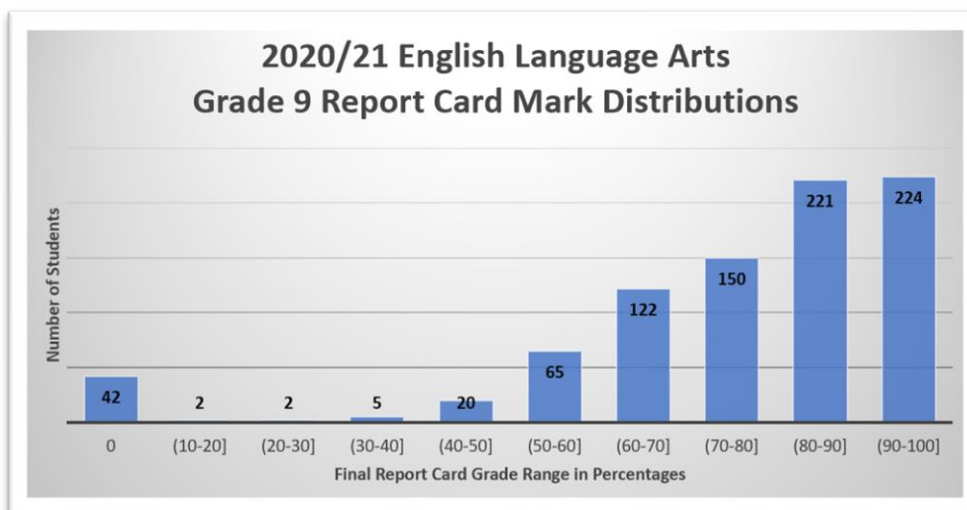
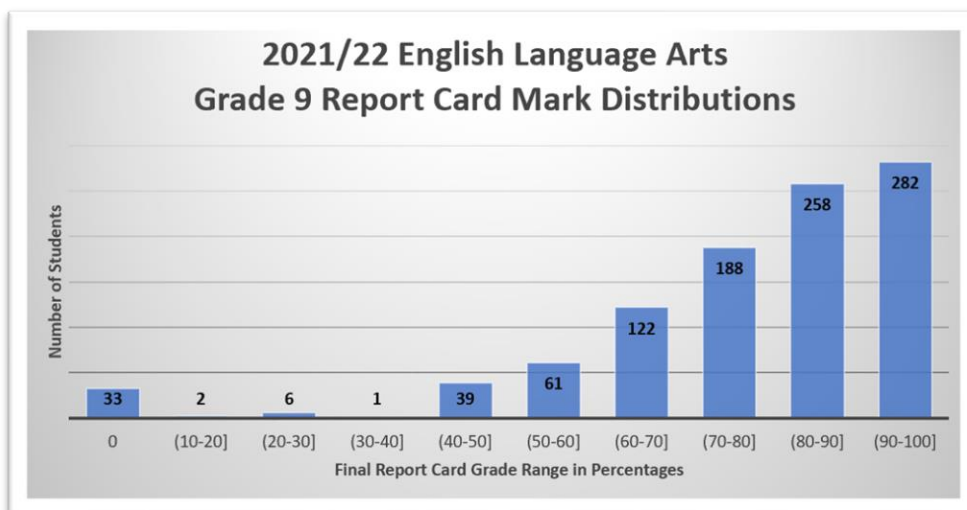
The Strong Beginnings in Middle Years Numeracy resources include:

- Formative Profile
- Math Explorations
- Formative Assessments in MathUp- MathUp Formative Assessments are used to gather early learning data in the first few weeks of school and throughout the year. Teachers have access to grade specific formative assessments in the form of:
 - Diagnostic tasks
 - Activities and games
 - Observational checklists
 - Assessments of learning
- Formative Inquiries - Grade-specific inquiries designed to reveal mathematical thinking, processes, skills, and dispositions with a focus on:
 - Number sense
 - Operations
 - Procedural Thinking and Calculations
- Mathematical Mindset Videos and Self Reflections
- Rich Numeracy Tasks

“Significant evidence points to the importance of students knowing they are on a growth journey and that learning is a process of hard work and takes time (Boaler, 2016; Blackwell et al, 2007; Dweck, 2006). We have found that it is important for teachers to emphasize growth and learning in mathematics, and de-emphasize performance, in order that students stay motivated and encouraged about their learning.” (Boaler J., Dance K., Woodbury E., 2018)

Senior Years Report Card Results in Grade 9 English Language Arts

GRADE 9 ENGLISH LANGUAGE ARTS ENGLISH PROGRAM



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 2021/22 **English Program** Grade 9 mark distribution shows that roughly

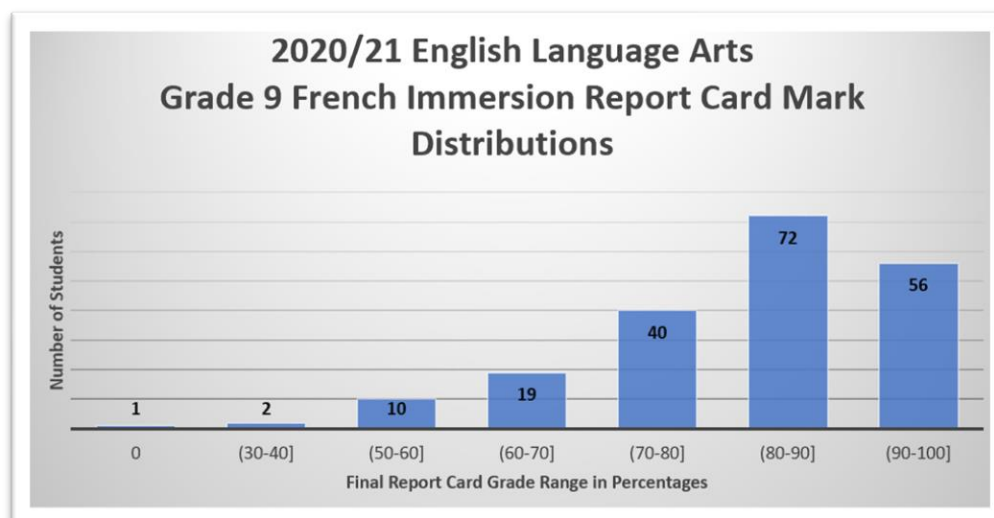
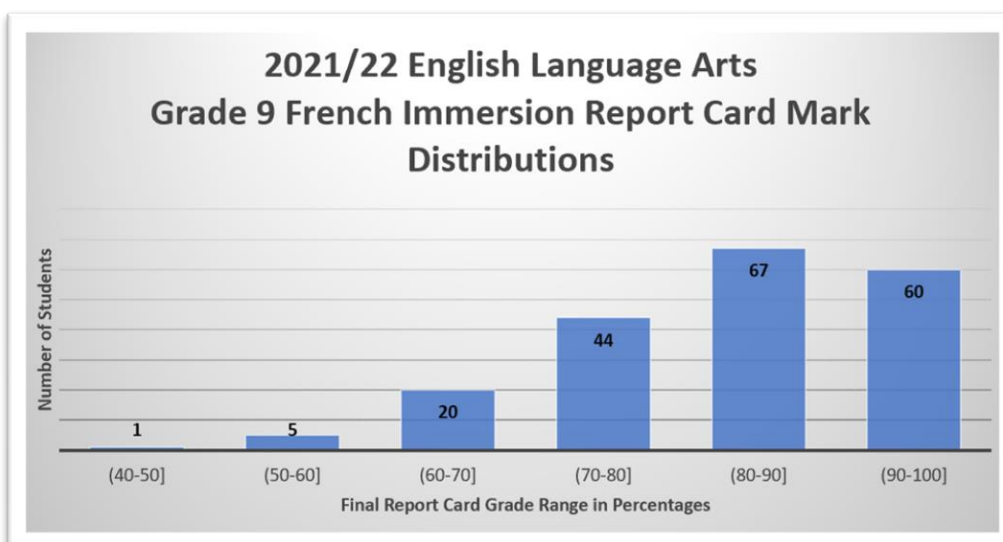
- 73.4% of students achieved a final course grade between 70 and 100%.
- 18.4% of students achieved a final course grade between 50 and 70%.
- 8.2% of students achieved a final course grade below 50%

In 2020/21 **English Program** Grade 9 mark distribution shows that roughly

- 70% of students achieved a final course grade between 70 and 100%.
- 22% of students achieved a final course grade between 50 and 70%.
- 8% of students achieved a final course grade below 50%

Senior Years Report Card Results in Grade 9 English Language Arts

GRADE 9 ENGLISH LANGUAGE ARTS FRENCH IMMERSION



Key Findings and Observations

In 2021/22 **French Immersion** Grade 9 mark distribution shows that roughly

- 86.8% of students achieved a final course grade between 70 and 100%.
- 12.7% of students achieved a final course grade between 50 and 70%.
- 0.5% of students achieved a final course grade below 50%

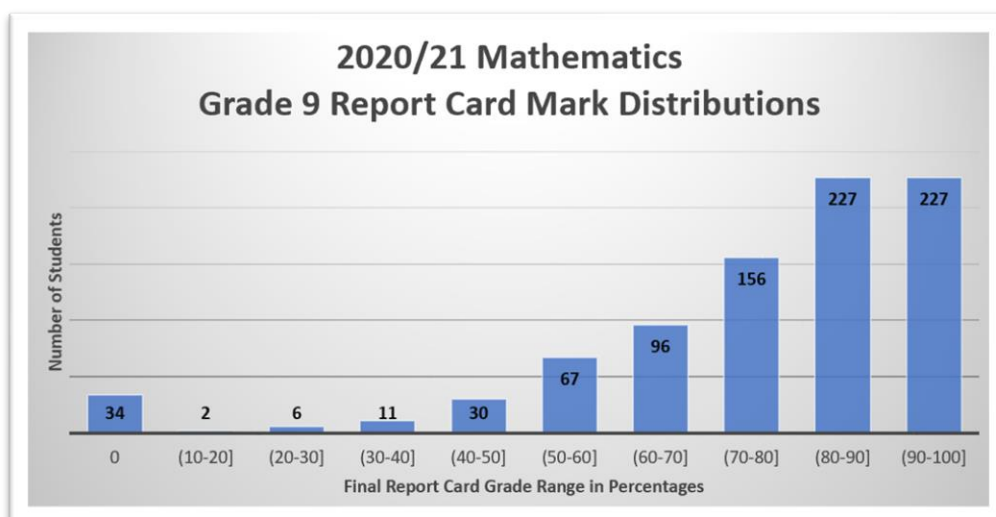
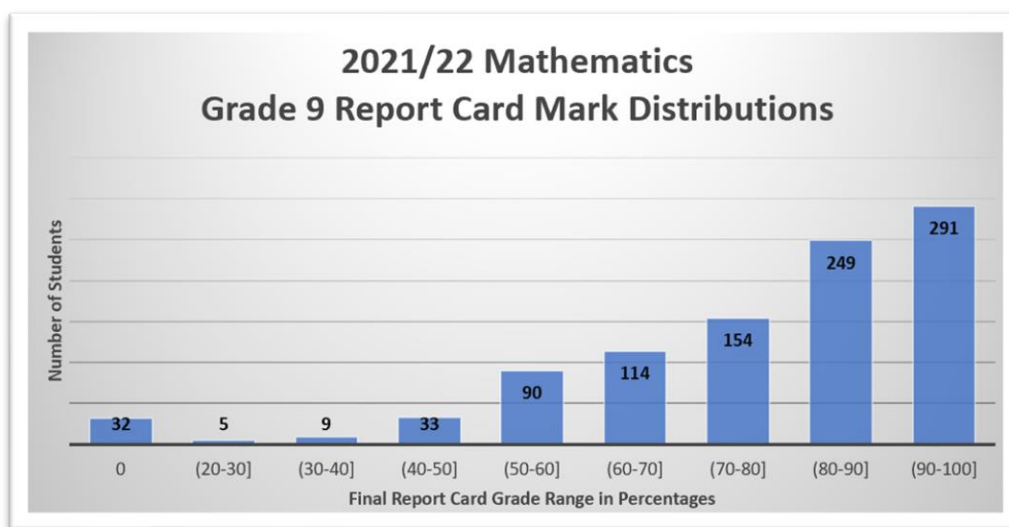
In 2020/21 **French Immersion** Grade 9 mark distribution shows that roughly

- 84% of students achieved a final course grade between 70 and 100%.
- 14.5% of students achieved a final course grade between 50 and 70%.
- 1.5% of students achieved a final course grade below 50%

Senior Years

Report Card Results in Grade 9 Mathematics

GRADE 9 MATHEMATICS ENGLISH PROGRAM



Key Findings and Observations

In 2021/22 **English Program** Grade 9 mark distribution shows that roughly

- 71.0% of students achieved a final course grade between 70 and 100%.
- 20.8% of students achieved a final course grade between 50 and 70%.
- 8.1% of students achieved a final course grade below 50%

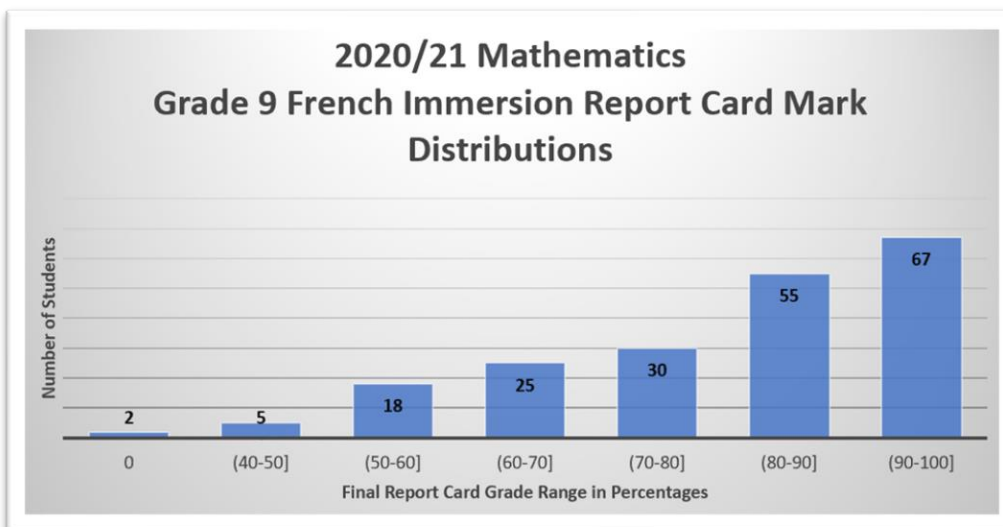
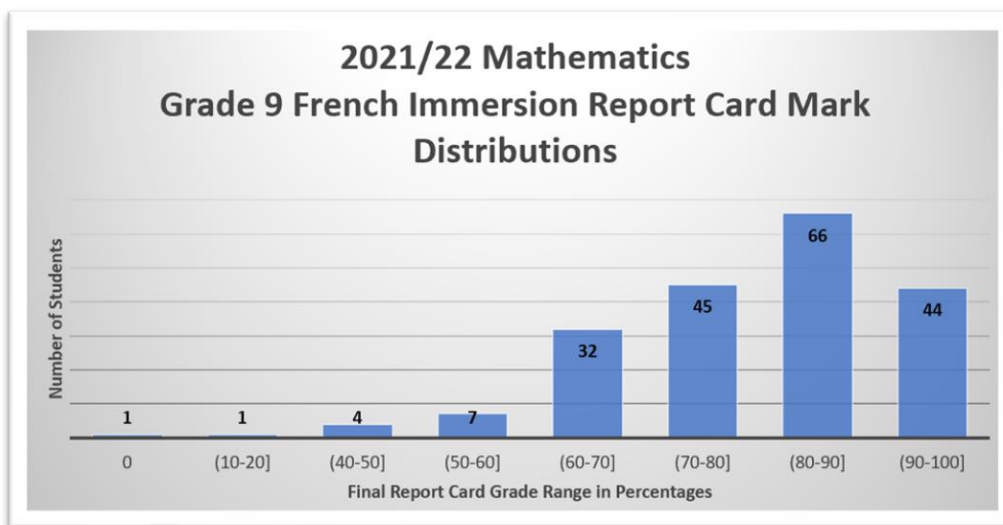
In 2020/21 **English Program** Grade 9 mark distribution shows that roughly

- 71.3% of students achieved a final course grade between 70 and 100%.
- 19.0% of students achieved a final course grade between 50 and 70%.
- 9.7% of students achieved a final course grade below 50%

Senior Years

Report Card Results in Grade 9 Mathematics

GRADE 9 MATHEMATICS FRENCH IMMERSION



Key Findings and Observations

In 2021/22 **French Immersion** Grade 9 mark distribution shows that roughly

- 77.5% of students achieved a final course grade between 70 and 100%.
- 19.5% of students achieved a final course grade between 50 and 70%.
- 3.9% of students achieved a final course grade below 50%

In 2020/21 **French Immersion** Grade 9 mark distribution shows that roughly

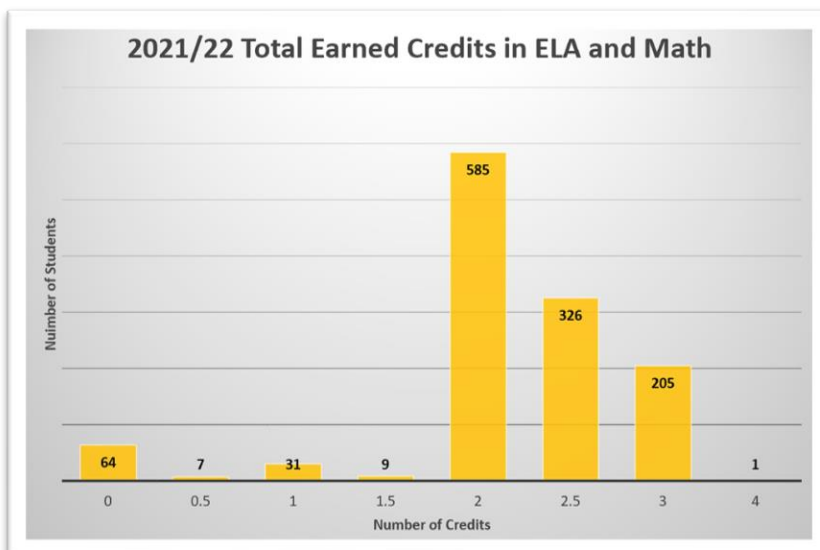
- 75.2% of students achieved a final course grade between 70 and 100%.
- 21.3% of students achieved a final course grade between 50 and 70%.
- 3.5% of students achieved a final course grade below 50%

Senior Years

Successful Credit Attainment Grade 9 Math and ELA

GRADE 9 MATH AND ELA CREDITS EARNED

Key Findings and Observations



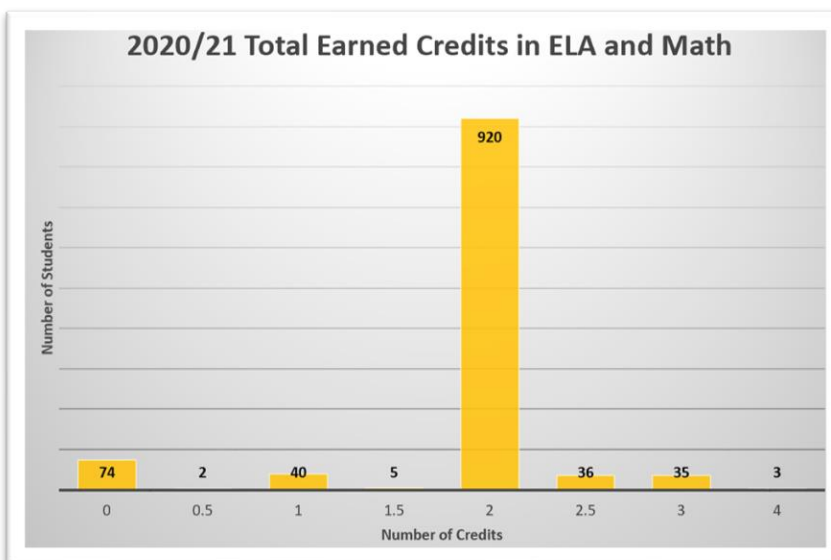
In **2021/22**, out of 1228 Grade 9 students:

~ 48% students earned 2 credits.

~ 27% students earned 2.5 credits.

~ 17% students earned 3 credits.

~ 5.2% of students did not earn both credits.



In **2020/21**, out of 1115 Grade 9 students:

~ 83% students earned 2 credits.

~ 3% students earned 2.5 credits.

~ 3% students earned 3 credits.

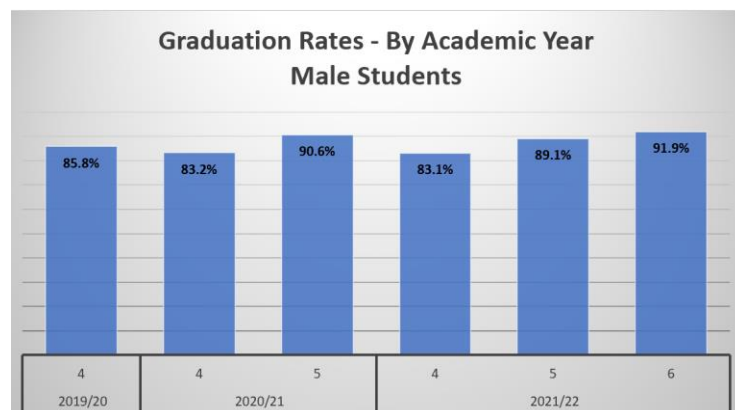
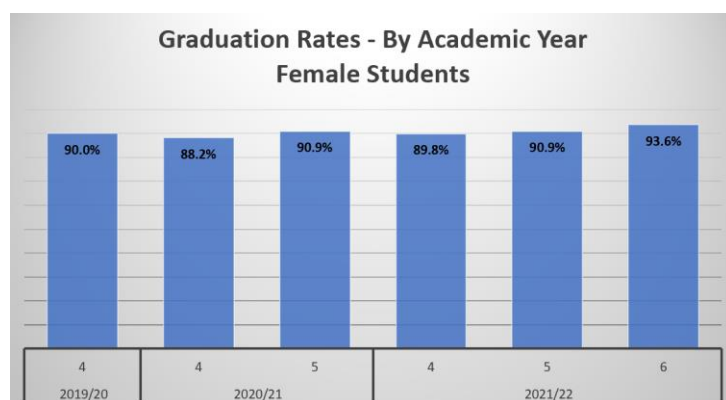
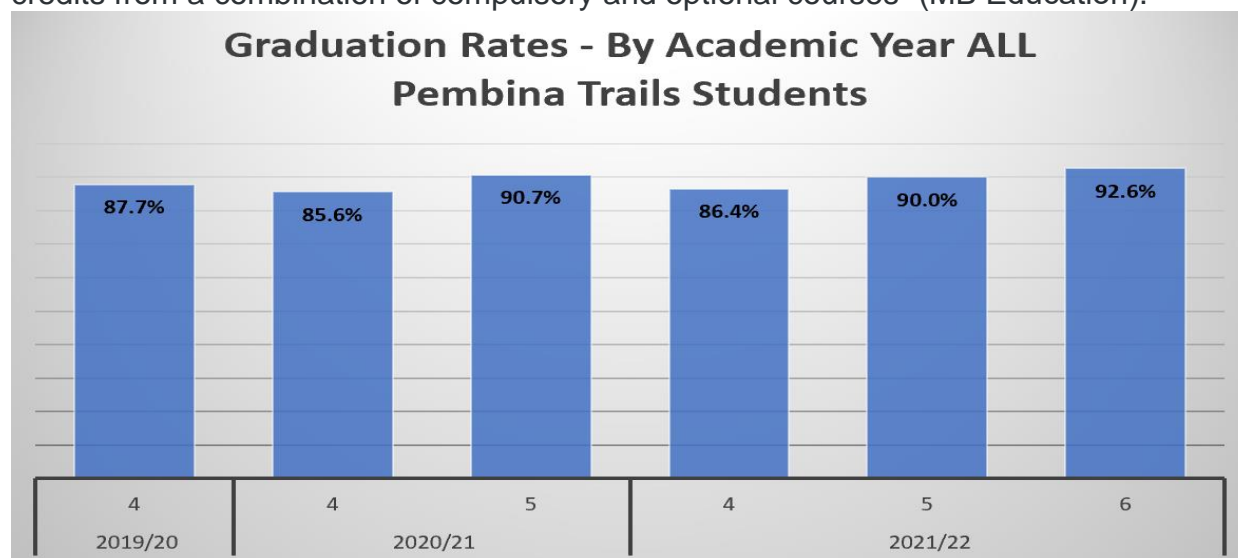
~ 6.2% of students did not earn both credits.

When comparing 2020/21 to 2021/22 we have observed an overall increase in the total number of students earning 2, 2.5, or 3 ELA and Math credits in the regular 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).



Key Findings and Observations

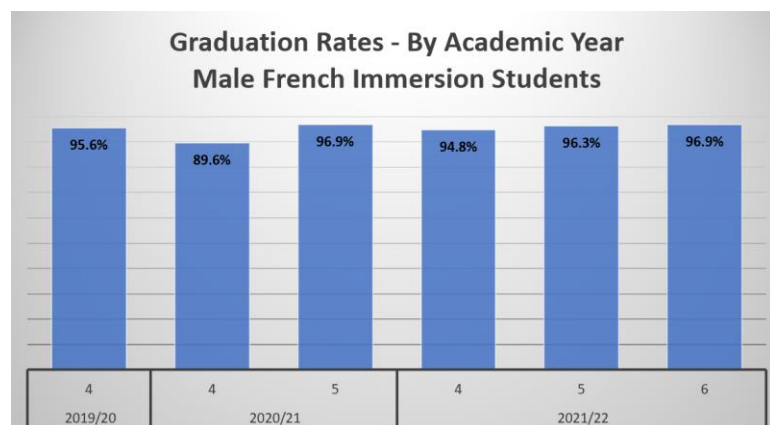
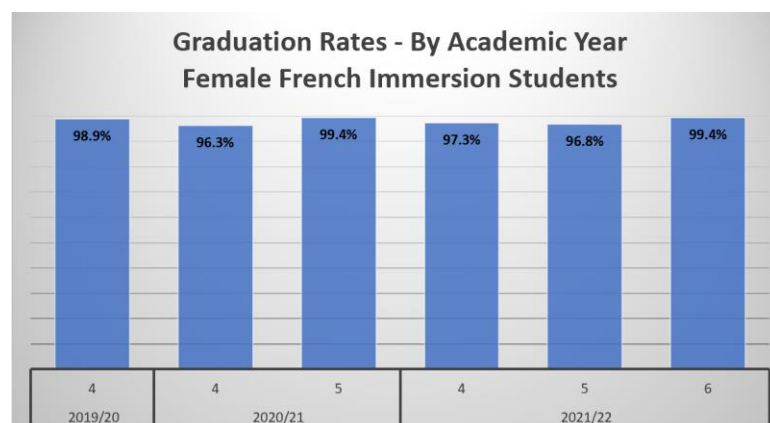
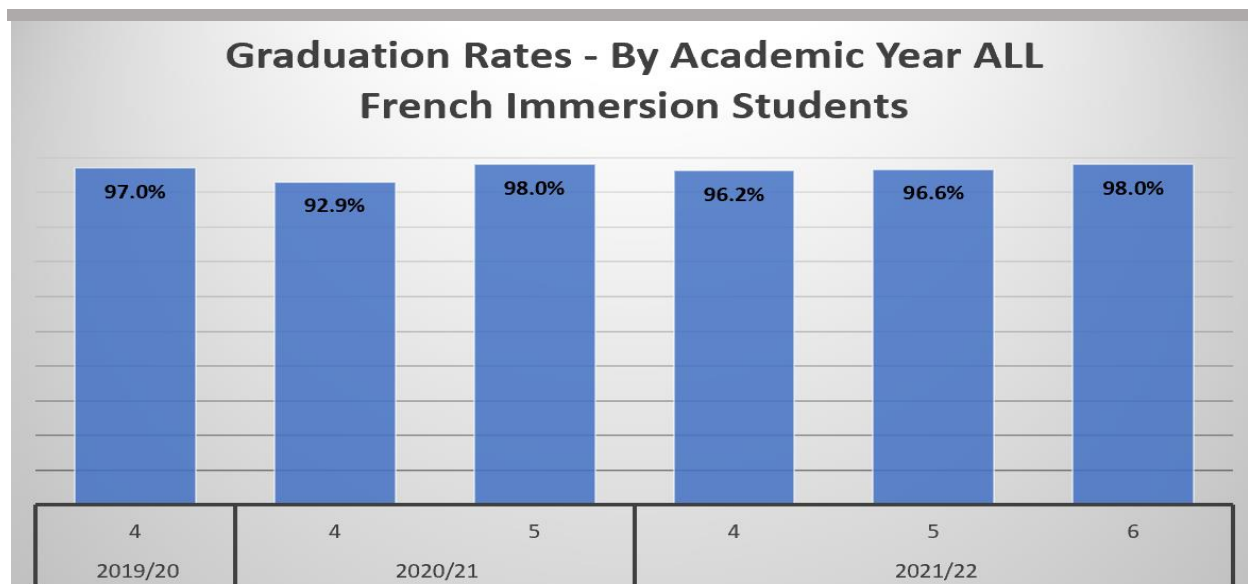
The data charts to the left show the percentage of **all** students in Pembina Trails that completed their provincial graduation credit requirement over 4 years, 5 years, or 6 years and separated by female and male. The data shows a comparison from 2019/20, 2020/21, and 2021/22

In 2021/22 the provincial four-year graduation rate for **all students** was *83%.

Pembina Trails students surpassed this rate by 3.4% higher than the province.

* [High School Graduation Rates and Student Achievement Statistics](#) ~ Manitoba Education and Early Childhood Learning

Senior Years High School Graduation French Immersion Students



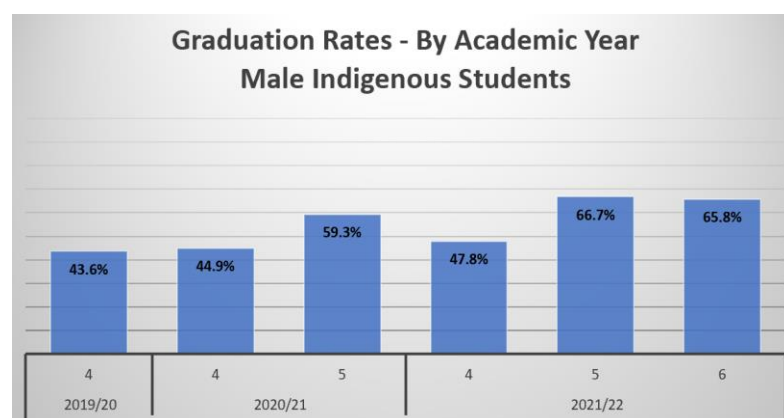
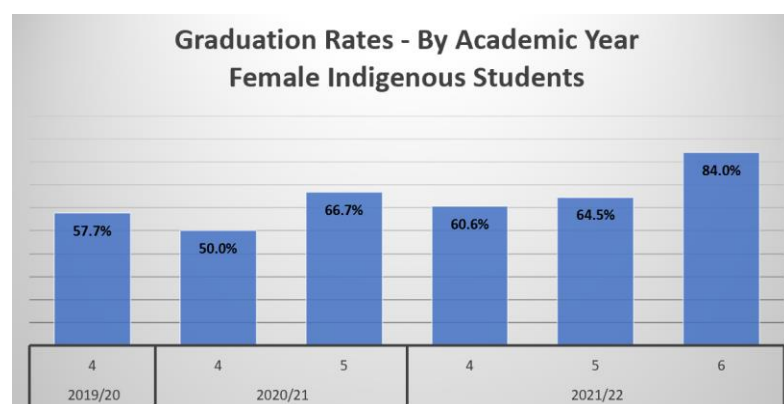
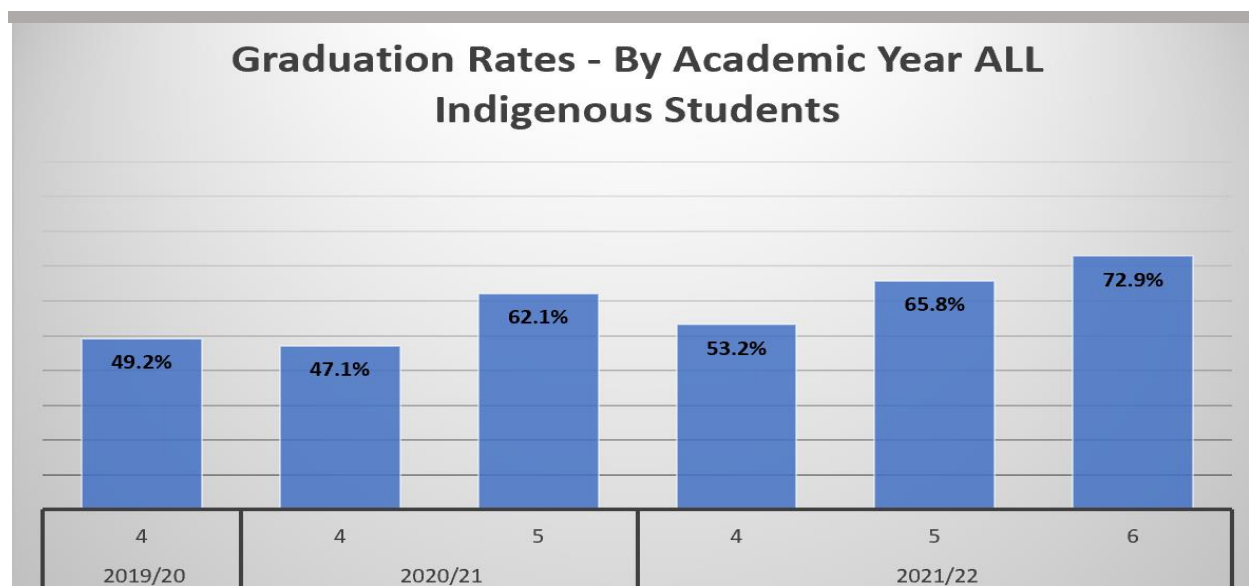
Key Findings and Observations

The data charts to the left show the percentage of French Immersion students that completed their provincial graduation credit requirements over 4 years, 5 years, or 6 years and separated by female and male.

In 2021/22 divisional four-year graduation rate **for all French Immersion students** was 96.2%.

In comparing 2020/21 and 2021/22, there has been an increase of 3.3 percentage points in students completing graduation requirements in four years.

Senior Years High School Graduation Indigenous Students



* [High School Graduation Rates and Student Achievement Statistics](#) ~ Manitoba Education and Early Childhood Learning

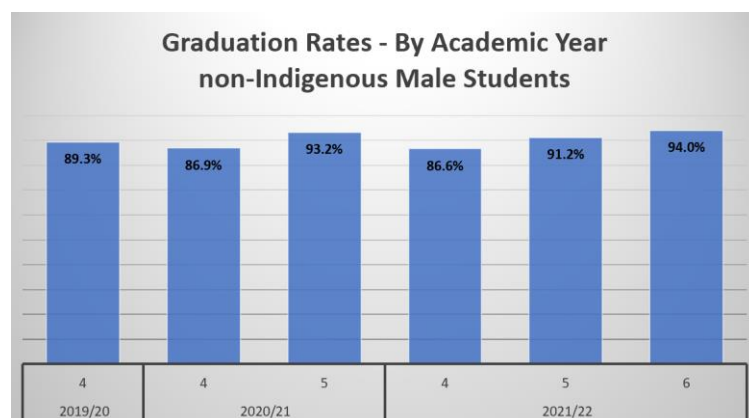
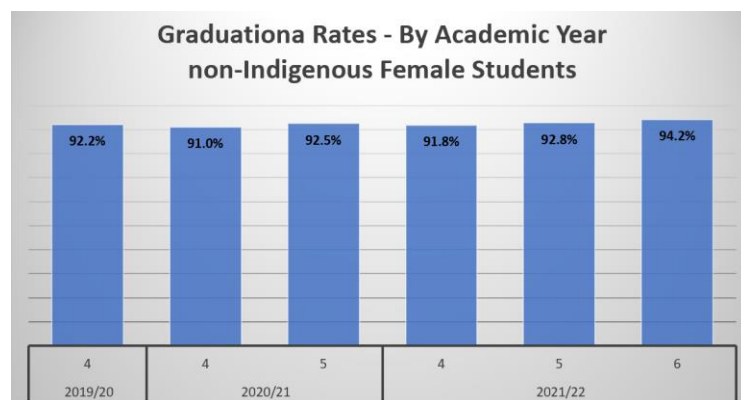
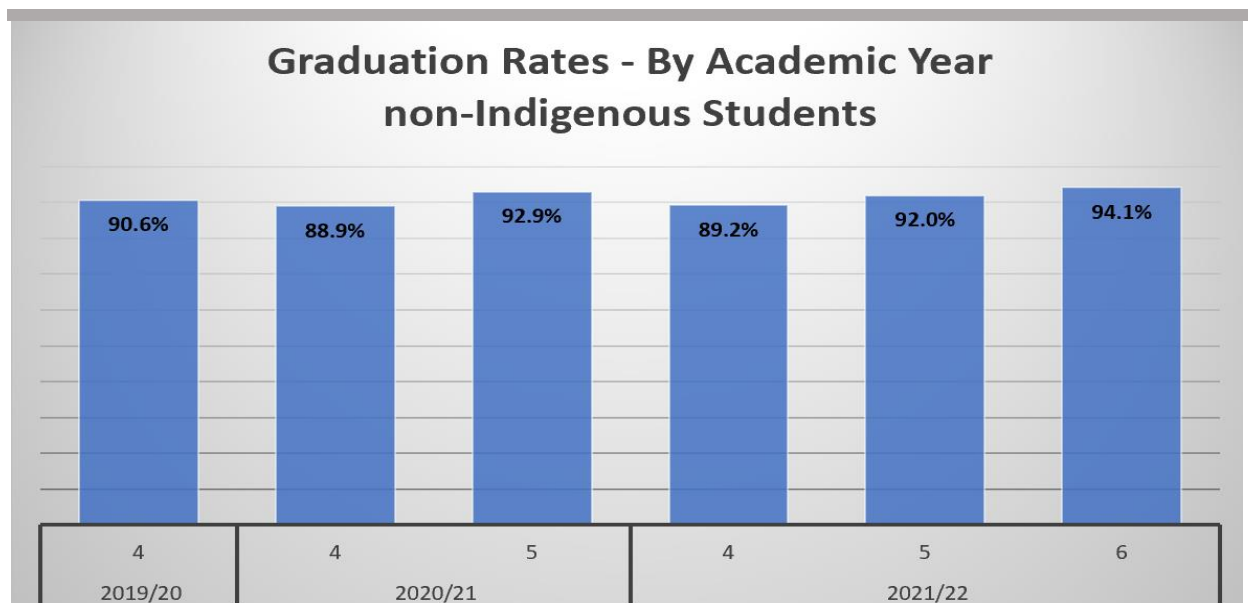
Key Findings and Observations

The data charts to the left show the percentage of **Indigenous** students in Pembina Trails that completed their provincial graduation credit requirements over 4 years, 5 years, or 6 years and separated by female and male.

In 2021/22 the provincial four-year graduation rate for **Indigenous students** was *51.1%.

Pembina Trails students surpassed this rate by 2.1% higher than the province and the female Indigenous students surpassed the provincial rate by 9.5%.

Senior Years High School Graduation **Non-Indigenous** Students



* [High School Graduation Rates and Student Achievement Statistics](#) ~ Manitoba Education and Early Childhood Learning

Key Findings and Observations

The data charts to the left show the percentage of **non-Indigenous** students in Pembina Trails that completed their provincial credit graduation requirement over 4 years, 5 years, or 6 years and separated by female and male.

In 2021/22 the provincial four-year graduation rate for **non-Indigenous students** was *91.3%.

Pembina Trails results were slightly lower than the province by 2.1%.

COMMITMENT TO OUR LEARNERS; ASSESSMENT

GUIDING PRINCIPLES

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.

PRACTICES

Therefore, in Pembina Trails School Division 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.

ENGAGING TEACHERS TO REFLECT AND REFINE THEIR DIFFERENTIATED ASSESSMENT PRACTICES

Sources of Learning Data

"Evidence of student achievement is collected over time from three different sources— observations, conversations, and student products. Using multiple sources of evidence increases the reliability and validity of the assessment of student achievement." Manitoba Provincial Assessment Policy, Kindergarten to Grade 12, (2015).

- Portfolio conferences
- KWL
- 3-2-1 statements
- One sentence summaries
- Video Essay
- Self reflection
- Exit Ticket
- Think-Pair-Share
- Number Talks
- Inside Outside Circle
- Questioning
- Literature circles

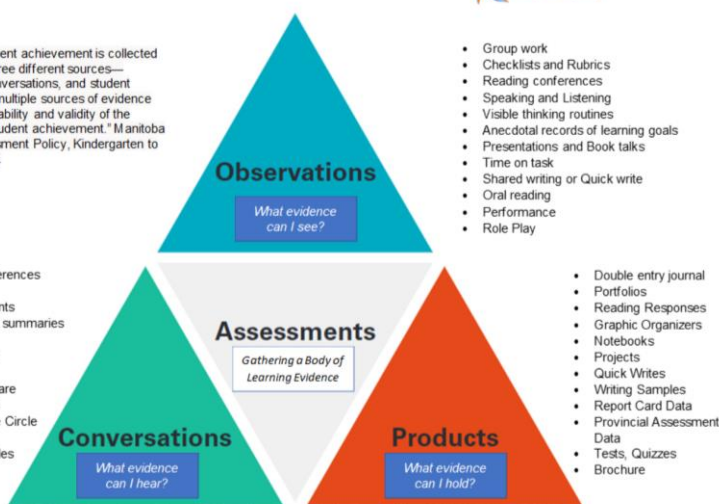


Figure 2

Figure 2 shows an example of the differentiated assessment practices that we are putting into practice across all schools in the Division. This infographic shows the link between all the ways in which teachers can collect valid and reliable evidence of learning through what they can **see**, **hear**, and **hold**.

COMMITMENT TO OUR LEARNERS; INDIGENOUS EDUCATION

In 2020/21 and 2021/22, all schools in Pembina Trails completed a school self-assessment to help determine where they were at with their school's Indigenous Education initiatives. Our Scholar in Residence, Kevin Lamoureux, provided guidance in our steps moving forward.

Indigenous Education in Pembina Trails is understood as being curriculum content, teaching strategies, and relationship building for the benefit of all students. We recognize that understanding historical peoples, both historical and contemporary, as well as Canada's complex history with Indigenous peoples is essential for the education of all graduates. Schools that are strong in Indigenous Education will be communities that are responsive to the unique needs of Indigenous students, rather than assuming that students must adapt to business as usual. Such schools will be visible through the use of space, the presence of Knowledge Keepers, and the warm sense of belonging enjoyed by all students. (Kevin Lamoureux, 2019).

Key findings and observations over two years of learning and gathered through survey responses included:

- Noticeable growth in our efforts as a result of active inclusion in school planning, building capacity in our Indigenous Teacher Champions and having ongoing, job-embedded Indigenous Student Support Teacher collaborations in and across schools.
- A noticeable increase with the infusion of Indigenous teachings in schools.
- A desire to go deeper with our understandings of Indigenous perspectives and their connections to curriculum.
- A desire to create more opportunities for student voice and agency
- A desire to enrich and strengthen community connections.
- A significant increase in the acknowledgement of Indigenous commemorations and celebrations.
- A notable increase in Elder and Knowledge Keeper engagements across all schools.
- A desire to have more equitable access to Indigenous Student Success Teachers across the Division
- A desire to continue providing guidance on appropriate learning materials.
- A desire to strengthen learning experiences for non-Indigenous students.
- Continue to create meaningful professional learning opportunities for staff
- A visible increase in staff understanding of learning profiles and needs of Indigenous students.

In 2020/21 and 2021/22 Indigenous student success teachers worked in collaboration with classroom teachers to support them with cultural understandings and in an effort to build capacity and increased confidence with Indigenous ways of knowing and being. ISS teachers work through job-embedded, co-teaching commitments and partnerships. Over the period of 2 years, ISS partnerships occurred in 32 schools.

In 2020/21 and 2021/22, students in Grades 7 and 8 engaged in the Winnipeg Foundations Walking Together project through the months of January to March. Students had the opportunity to engage with Elders and Knowledge Keepers, participate in virtual and in-person community tours while coming together to support inquiry learning between Indigenous students and a chosen ally. Additionally, and in

2021/22 three of Pembina Trails Schools; Westgrove, Westdale and École Secondaire Oak Park High School, participated in the Elders and Knowledge Keepers in Schools Pilot project. We are grateful for the extension of this provincial initiative and will continue the work in deepening our understanding and progress along the path of reconciliation in our schools.

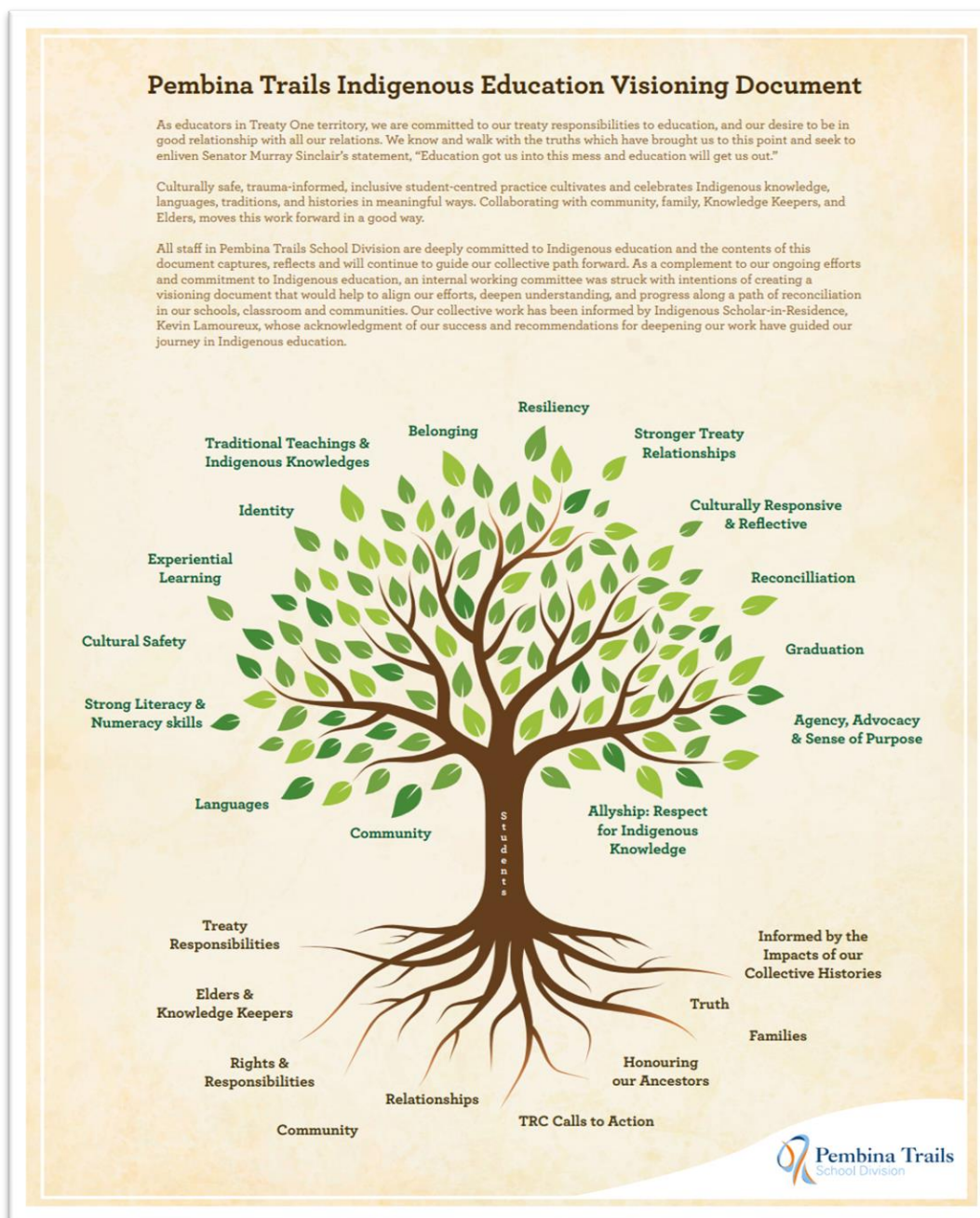


Figure 3 Pembina Trails Indigenous Education Visioning Document

Figure 3 shows our collective vision of Indigenous Education. All staff in Pembina Trails School Division are deeply committed to Indigenous education. On recommendation from our Indigenous Scholar in Residence, an internal working committee was struck with intentions of creating a visioning document that would help to align our efforts, deepen understanding, and progress along a path of reconciliation in our schools, classroom, and communities.

The priority of developing Indigenous Education perspectives and understanding continues to be supported and developed through:

- The work of the four Divisional Indigenous Student Success Teachers who work with teachers and students to help bring Indigenous perspectives to the classroom in support of our ongoing commitment to the calls to action #63 and #64
- The work of building capacity and collaborative opportunities for each school's Indigenous Teacher Champion to meet connect and learn from and with each other.
- 20 out of 35 schools involved in ISST collaborations in 2021/22 which included 67 individual teacher collaborations, in classrooms/schools
- Promoting the importance of the Treaty Training through the TRCM. To date, 450 staff members are trained.
- To continue developing in Cultural Safety and Inclusive Classrooms with 200 staff members.
- To continue supporting the Manitoba Indigenous Youth Achievement Awards
- To continue with our ongoing commitments and engagements with Elders and Knowledge Keepers in Schools across all schools in the division.
- A Divisional commitment to Indigenous Student Grad Stole Celebrations

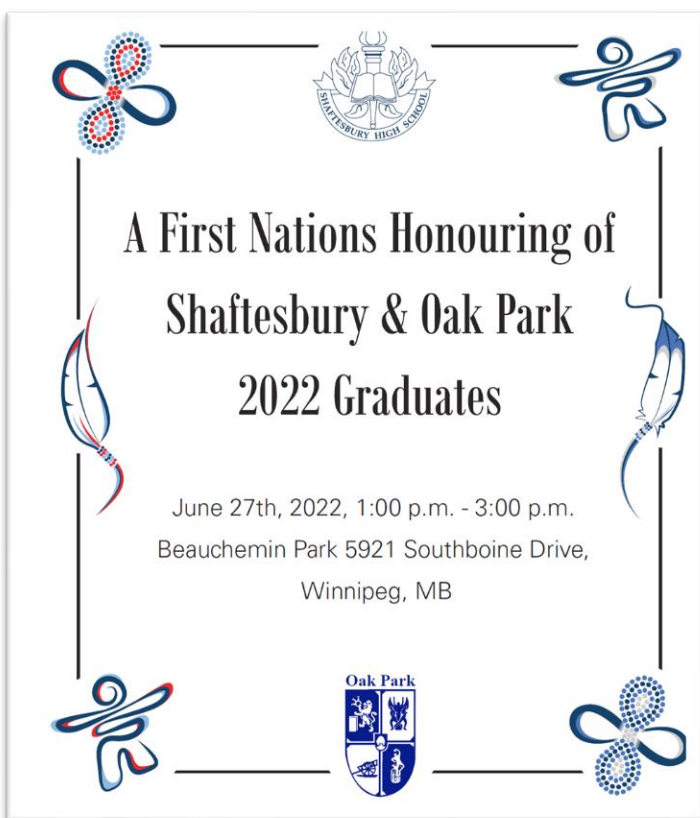


Figure 4

Figure 4 shows the program created to celebrate and acknowledge *A First Nations Honouring of 2022 Shaftesbury & Oak Park Graduates*. Each of our 2022 Indigenous Graduates were presented with their Indigenous Graduation Stoles and gifts. The stoles were designed by our Indigenous students and staff in collaboration with the amazingly talented, Brendon Ehinger, whom is a Métis, Brandon-based graphic designer and artist. We were privileged to have Ray Co-Co Stevenson join us as the Master of Ceremonies along with his team of dancers and drummers.



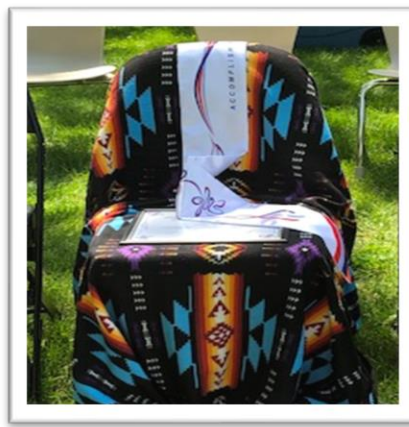
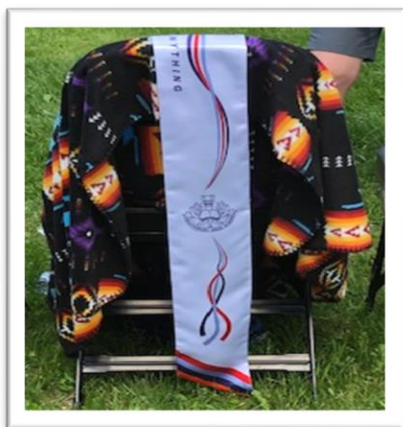
Celebration Acknowledgements

Brendon Ehinger
Graphic Artist

Christina Fillion
Food and Community

Ray Co-Co Stevenson
Master of Ceremonies

Walking Wolf Singers & Dancers
Honour Walk
Graduate Honour Song



COMMITMENT TO OUR LEARNERS; STAFF PROFESSIONAL DEVELOPMENT OPPORTUNITIES 2021/22

Fountas & Pinnell Benchmark Assessment	Discovery Education Virtual STEM Resource Training
Levelled Literacy Intervention (LLI)	Leading from the Library Learning Commons
New Physical Education Workshop	Literacy Leaders Workshop
Project 11	MathUp PD for Gr. 4 Teachers
Kids in the Know K-6	Life Works Educators Meeting
Cultural Safety and Inclusive Classrooms	Instructional Coach Intensive Learning (ILD) Literacy Assessment
Instructional Coach Intensive Learning (ILD) Numeracy Assessment	Treaty Trained - Now What?
Leveraging Digital Teacher Librarians	K-6 Music Workshop with Indigenous Perspectives
Mathology/ie	Mathologie in Kindergarten
safeTALK	Edsby Training
Paddle Across Canada Paddle Carving Workshop	Mental Health First Aid
Welcome to Kindergarten Planning Session	Literacy Continuum Place Mats
Rooster Town Indigenous Perspectives	Ignite3 Summer Programming

COMMITMENT TO OUR LEARNERS; ANNUAL CONTINUOUS IMPROVEMENT REVIEW MEETINGS

In 2022/23, Continuous Improvement Review meetings between school administration teams and the Assistant Superintendent of Curriculum, Divisional Principal of Curriculum and Divisional Principal of Learning & Inclusion were held. The purpose of the meetings were to review annual school improvement plans for the current year and community reports to ensure that all schools include data, goals, and strategies that are in alignment with divisional and provincial priorities.

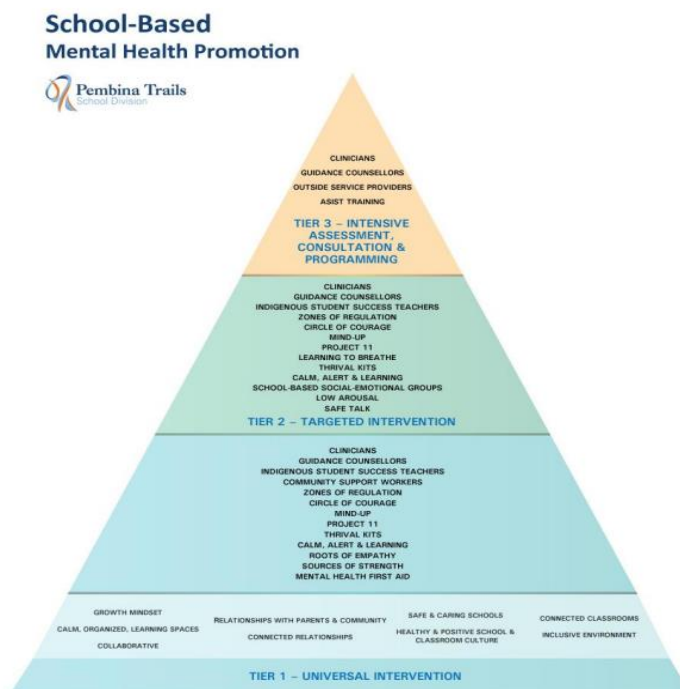
COMMITMENT TO OUR LEARNERS; WELL-BEING AND WELL-BECOMING & REGULATION

The School-based Mental Health Promotion tiers of support illustrate Pembina Trails ongoing commitment to supporting students and staff in living healthy lives. The three tiers illustrate universal actions that are incorporated in to the day to day activities of the school community, targeted interventions for students who benefit from additional, focused programming, and intensive assessments, consultation, and programming intentionally designed and offered to students with specific learning goals related to well-being and well-becoming.

Pembina Trails School Division embarked on the Mental Well-Being and Well-Becoming initiative in 2009 to recognize and promote mental health literacy and wellness among our students, staff, and community. In our continuing divisional efforts to facilitate awareness and recognize the importance of positive mental health in our school communities, the following professional learning sessions were offered to staff in 2021/22:

safeTalk is a half-day suicide alertness training that prepares anyone age 15 years or older, regardless of formal experience or training, to become a suicide alert helper. safeTALK provides participants with the ability to recognize the signs of suicide and learn to take action by connecting people with lifesaving intervention resources.

Mental Health and First Aid is a two day training course that focuses on increasing awareness, building confidence and assisting in reducing stigma. It assists staff to improve mental health understanding among colleagues. It also provides confidence in understanding the complexity of mental health, mental well-being and well-becoming and teaches strategies to support students



Project 11 is an engaging cross-curricular prevention program targeting Manitoba's English Language Arts and Physical Education/Health Education outcomes. Weekly lessons and daily activities have been designed to help support students and teachers in bringing mental health awareness, along with positive coping skills into their lives. PROJECT 11 uses concepts such as practicing focusing the mind, increasing self-awareness of feelings and strengths, and building positive relationships

PATHS Curriculum is a comprehensive program for promoting emotional and social competencies and reducing aggression and behaviour problems in elementary school-aged children, while simultaneously enhancing the educational process in the classroom. PATHS should be incorporated into the classroom two or three times per week for a minimum of 20 – 30 minutes per day. This program has developmentally based lessons, materials and instructions to facilitate emotional literacy, self-control, social competence, positive peer relations and interpersonal problem-solving.

Sources of Strength A best practice youth suicide prevention project designed to harness the power of peer social networks to change unhealthy norms and culture, ultimately preventing suicide, bullying, and substance abuse. The mission of Sources of Strength is to prevent suicide by increasing help seeking behaviors and promoting connections between peers and caring adults. Sources of Strength moves beyond a singular focus on risk factors by utilizing an upstream approach for youth suicide prevention. This upstream model strengthens multiple sources of support (protective factors) around young individuals so that when times get hard they have strengths to rely on. (**Sources of Strength**)

COMMITMENT TO OUR LEARNERS, WELL-BEING AND WELL-BECOMING & REGULATION

Using a “Teaching Sprints” model of professional development, Divisional Learning Support Teachers (DLST) worked closely with both 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
- Behaviour management
- Reviewing, developing, and creating resources
- Observing, collecting and analyzing various data sources

DLST support was provided to schools based on the data collected from report cards (end-of-year learning behaviour indicators).

This initial allocation marked the beginning of the collaborative learning cycle:

16 schools initially identified who would benefit from support

General observation period: 4 schools per DLST; DLST spent 2 weeks in classrooms identified by school teams as having highest levels of need

Specific observation period: 2-3 schools per DLST; DLST engaged in targeted observations based on needs observed

Intensive, on site, embedded support period: Specific schools identified received a 12-week block of support

Review: School selection process revisited on a term-by term basis

Total number of Divisional Learning Support Teachers	4
Total number of schools supported by DLST during 2021/22 school year	16
Grade levels supported	Kindergarten to Grade 4
Total number of teachers supported	61
<ul style="list-style-type: none"> • Classroom based • Student service team 	48 13

Grant Report on Results

1) INDIGENOUS ACADEMIC ACHIEVEMENT

The IAA Grant comprises only a portion of the planning and programming for Indigenous education in our school division. The planning processes this past year involved 4 Indigenous Student Success Teachers (ISST), 2 Indigenous cultural support educational assistants, 35 Indigenous Teacher Champions (ITC) as well as Curriculum and Student Services Consultants, Senior Administration and School Leaders. Planning conversations were aligned with the goals identified in the IAA Grant and our Indigenous Education priorities;

- To increase the graduation rates of Indigenous students in all of our High schools
- To increase literacy and numeracy achievement
- To increase understanding of Indigenous perspectives, cultural ways of knowing and being, and doing.

In the 2021/22 school year, approximately 8% of the total student population chose to self-identify their Indigenous ancestry. In some schools, our Indigenous students make up almost 40% of the student body and in other schools there are as many as 2%. These students encompass a very diverse group of culture, language and experiences, and are from a wide range of communities in the various First Nations and Treaty areas of Manitoba.

The Indigenous Academic Achievement (IAA) Grant is one of many initiatives intended to improve educational outcomes and increase graduation rates for Indigenous students. The intended purpose of the grant as outlined by Manitoba Education this past year was to target literacy and numeracy, as well as support cultural programming. Therefore, grant funding was offered universally to all schools and based upon their number of Indigenous students, focused on these areas. With the support of divisional administration and school-based teams, the Division advanced the learning journey of Indigenous students by strengthening core classroom instruction and by providing additional supports and resources.

The theme of Identity was a focus in 2021/22 as we went through the “what’s in a name” divisional inquiry driven by the renaming of Ryerson School to Prairie Sunrise. Schools increased their classroom and school libraries to include Indigenous high interest books and novels that were accessible to all reading levels as well as the integration of the Mathology Indigenous Little Books. Continued integration of Indigenous perspective into literature allows our students to develop well rounded views of both self, and their community. Learning materials and resources were purchased to enhance visual artistry, through beading, paddle making and inquiry-based learning. Fifteen classes of students were able to engage with the Star Dome, inflatable planetarium. The learning experience for student connected to curricular outcomes such as science (exploration of the universe), storytelling, seasonal changes, heroes and the solar system across a variety of grade levels.

The following summary is a list of the materials and resources that were purchased to support literacy or numeracy outcomes and to promote Indigenous histories, cultures, traditional values, contemporary lifestyles and traditional knowledge systems:

- MFNERC Maps for all 35 schools in the Division – in support of the Divisional Inquiry “What’s in a name?”
- Beads and beading maps to make Metis beaded flags.
- Indigenous literature collections from Indigenous authors including titles such as; *My Heart Fills with Happiness* by Monique Gray Smith , *Achieving Aboriginal Student Success Guide* to the K-8 classroom; *Achieving Indigenous Student Success Guide* to the 9-12 Classroom by Pamela Toulousse; *Siha Tooskin Knows - The Sacred Eagle Feather*, *As Long as the Rivers Flow: A Last Summer Before Residential School*
- Take Action for Reconciliation resources for all English EY and MY schools.
- Passe a l'action pour la reconciliation resources for all French Immersion EY and MY schools.
- Materials for 35 school smudge bundles

- Mathology Indigenous resources, written by Canadian Indigenous authors/educators, that celebrate and honour Indigenous culture while also supporting math learning.

Several schools engaged with Elders, Knowledge Keepers, and performing artists to understand Indigenous cultural perspectives. Indigenous Student Success Teachers supported classroom-based learning on Residential Schools, Treaty Education, Treaty Trained...Now What? and Cultural Safety and Inclusive Classrooms.

A First Nations Honoring Graduation Stole celebration was held on June 27th, 2022, to celebrate and honour the Indigenous students who graduated from Shaftesbury & Oak Park High Schools at Beauchemin Park also known as the Historical Site at the Passage

2) LITERACY AND NUMERACY

The Numeracy Grant is funded by Manitoba Education and Early Childhood Learning and distributed to teachers through school divisions across the province. The purpose of the funds is to support high yield teaching and assessment practices in order to maximize student learning.

In support of thoughtful and informed practice, the Curriculum & Learning Services Department supports Pembina Trails' teachers with the acquisition of pedagogically sound, classroom-based math materials, resources, and related professional development. The goal is to assist classroom and mathematics teachers with the design and implementation of K-8 numeracy programming, while meeting the ever-evolving needs of the learners in classrooms across the division.

In 2020/21 the numeracy grant funds were used to purchase a variety of math materials across the division. A sampling of the items purchased included:

- Math Recess: Playful Learning in a Age of Disruption
- Mathematical Mindsets; Unleashing Students' Potential through Creative Mathematics
- Math Running Records in Action – Dr. Nicki Newton
- Building Thinking Classroom in Mathematics, Grades K-12 – Peter Liljedahl
- Modifying your Thinking Classroom for Different Settings – Peter Liljedahl
- The Learning Carpet, Variety of Numeracy Games
- Number Cubes, Colour Counters, Canadian Coin Sets, Money Bills,
- Regular Dice, Decahedra Dice (0-9), Dodecahedra Dice (1-12)
- Fraction Tiles, Fraction Circles, Cuisenaire Rods, Time Tiles
- Interacting Fraction, Decimal and Percent Equivalency Cube sets
- Base Ten Blocks, Place Value Blocks, Foam Cube Sets, French Colour Tiles
- Mathologie/gy Classroom Activity Kits, Algebra Four Pan Balance
- Algebraic Expressions and Equations Dominoes
- Geoboards, XY Coordinate Boards, Integer Number Lines, Deci Blocks, Protractors
- Wipeboard Flipcharts, Overhead and White Board Spinners
- Jumbo Dominoes, Unifix Cubes, Place Value Cards, Digi Blocks
- Calculator Kits, Primary Calculators, Hundred Charts, Tangrams & Pentominoes
- Demonstration Thermometer, Sand Timers, Measuring Cups, Metric Spoons
- Dry Erase Boards, Construction Truck Sort and Match, Math-Fact-Oh!
- Data Graphs and Probability, Pony Beads, Base 10 French Kit, Chenelière Mathmatiques

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

During the 2021/22 school year the literacy and numeracy coaches supported twelve English and French Immersion program elementary and middle schools. Targeted support was provided to the 12 schools through 2-week block rotations of job-embedded teaching sprint cycles.

Instructional coaches engaged in collaborative partnerships by:

- Providing instructional support and guidance through classroom (job embedded) blocks of time.
- Preparing appropriate resources & materials to meet the individual needs of the participants.
- Planning three half days of intensive learning PD for teachers.
- Extending and connect professional learning and conversations in the classroom.
- Meeting with individual teachers in their classrooms for planning, reflection, and learning evidence analysis.
- Modeling and co-teach using high yield literacy or numeracy instructional strategies/practices.
- Using Teaching Sprints tools and protocols for collaborations.
- Facilitating and model the gradual release of responsibility for teacher professional learning.

Our approach to coaching followed a “dialogical” (Knight, 2018) model where the coach acts as partner; the teacher is the decision maker and has valuable knowledge to share; the focus is on the student and the process is guided by the “Impact Cycle” (Knight, 2018) of identify, learn, improve. The literacy and numeracy instructional coaches developed an instructional playbook for teachers. The playbook highlights impactful teaching strategies in support of literacy or numeracy outcomes; identifying the point of using the strategy, ‘how teachers use the strategy, and how students use the strategy.

The following summary is a list of the key instructional practices that were planned for and implemented by the numeracy coaches to support student learning:

- Learning progressions as outline or continuum depicting the essential knowledge, skills, and big ideas students are to learn about in mathematics
- Growth mindset reduces student anxiety and increases student confidence in their abilities. Much work was done with both teachers and students around Mathematical Mindsets and the impact on student learning that a growth mindset has on student achievement.
- The Achievement Grade profiles provide a clear understanding of what achievement looks like for each reporting category. This allows students, parents, teachers and schools to have a clearer picture of a student’s strengths and stretches.

- Self-assessment to generates feedback, informed by clear learning targets, and supports growth mindset.
- Formative assessment that gives students and teachers a clear direction for learning. Research shows that formative assessment might be the most powerful tool that teachers can use to increase learning (Knight, 2013).
- Accountable talk is a form of classroom discourse that moves a learning conversation forward through listening, commenting, and clarifying
- Guided Math is an instructional structure in which groups are intentionally formed (based on instructional need) and small-group, targeted instruction is given.
- Hints and extensions are the right prompts for maintaining optimal balance between challenge and ability
- Number Talks/Math Talks are short classroom conversations that involve students sharing the thinking and strategies they used to solve a mathematical question.

Problem Solving/Critical Thinking was identified by many schools as an area of need.

- Worked with teachers to engage students in math tasks that allowed for greater engagement, student discussion and collaboration.
- Continued the work of Peter Liljedahl to implement Building Thinking Classrooms and mathematical rich tasks
- Facilitated Professional Development intensive learning day sessions with school teams around assessment, problem solving, and rich tasks

The following summary is a list of the key instructional practices that were planned for and implemented by the literacy coach to support student learning:

- 6+1 Traits of Writing is an instruction and assessment model to help teachers teach their students how to write: according to this model, there are six key traits that make up quality writing and presentation.
- The Big 5 Elements of Reading instruction – Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension
- The Levelled Literacy Intervention program is a K-8 small group supplementary literacy intervention.
- Guided Reading is when the teacher guides one or more students through some aspect of the reading process, building on student strengths and providing support, as necessary.
- Interactive Read-Aloud and Literature Discussion
- Writing about Reading
- Independent writing is an opportunity for students to practice skills gained through whole class, small group, and one-to-one instruction for topics that are personally and intellectually engaging.
- Word Ladders are puzzles where a word is converted into another word by changing or adding letters in the chain of words.
- Assessment with an emphasis on triangulation (observations, conversations, products)
- Analysis of evidence of learning to determine next steps in instruction using the “*Faces on the Data*” (Sharatt & Fullan, 2012) as a tool.

3) ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

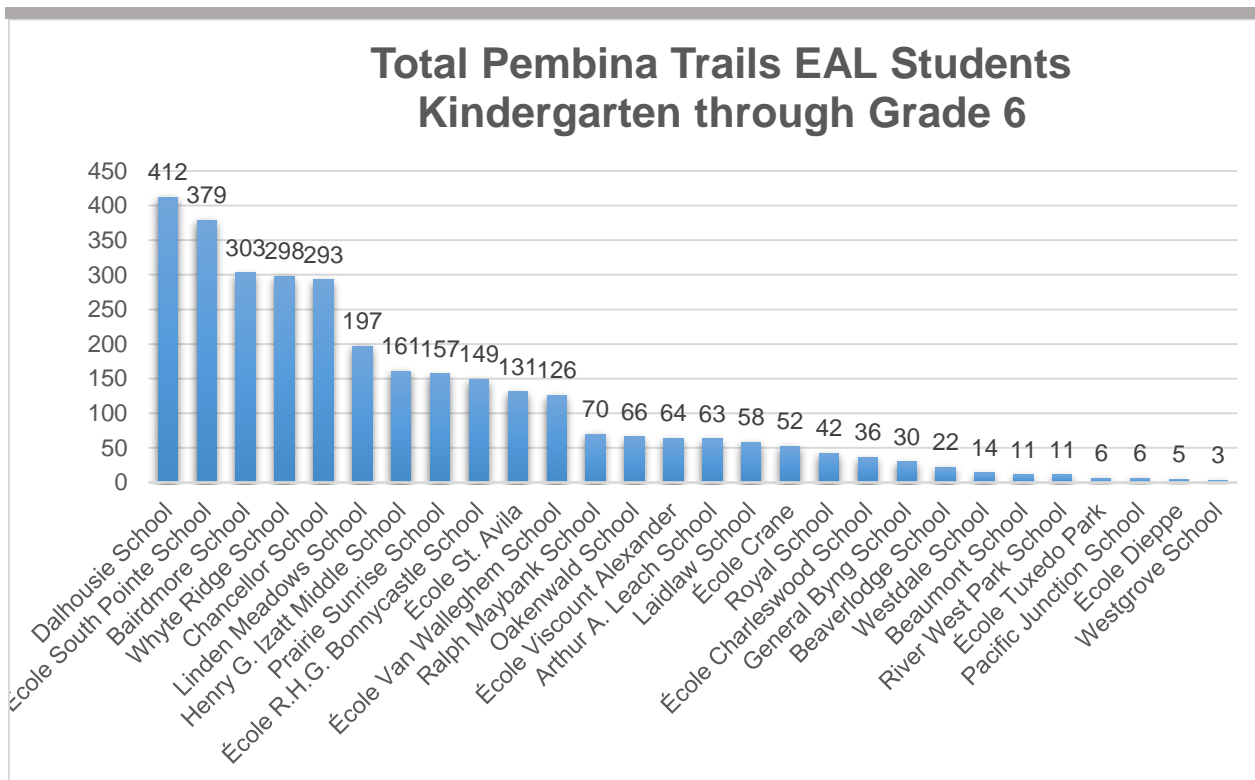
In Pembina Trails, we continue to establish appropriate English as an Additional Language (EAL) programming and maintain student monitoring systems that extend from entry to the school system to their exit. School staff, EAL specialists, classroom and subject-area teachers, resource teachers, counselors, and other individuals involved with the reception, educational planning, and monitoring of EAL learners always base decisions on the most accurate information available about students' educational and life experiences.

In 2020/21 English Language Acquisition Plans (ELAP) were developed for students when their level of English language acquisition requires that a teacher modify course curriculum from a student's program. In Pembina Trails, we review the Manitoba Kindergarten to Grade 12 Curriculum Framework for EAL and LAL programming in support of the ELAP process.

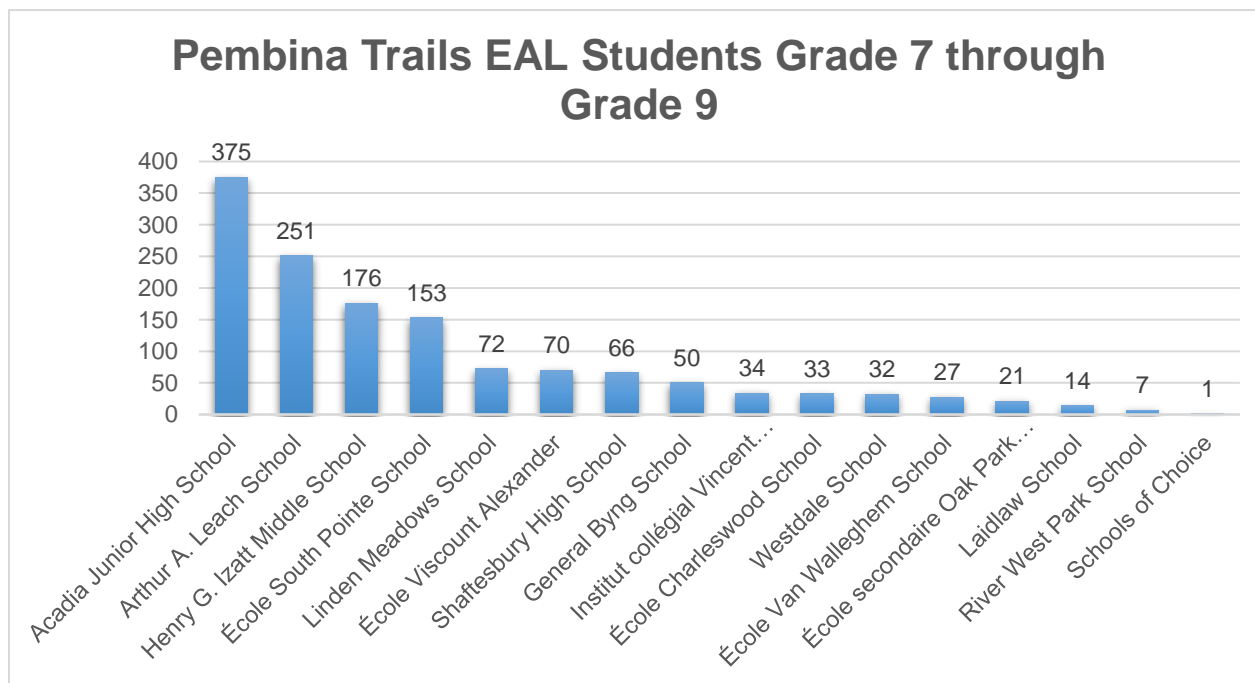
Pembina Trails School Division		MY EAL Continuum of Language Acquisition and Student Learning Outcomes			
		All outcomes should be considered in the context of what is age or grade appropriate, given the wide range from 9-13 years of age.			
Teacher		Student Name: Click or tap here to enter text.	Date: June 17, 2020	Grade: Choose an item.	
Click or tap here to enter text.		Stage 1 At this stage, errors may impede communication. The student and teacher will rely on home language(s), visuals and gestures to support meaning. It is expected that extensive modeling and assistance will be required for all aspects of learning for Stage 1 students.	Stage 2 Errors in word choice, verb tense, pronunciation and grammar may still impede communication. These language influences will be present as students explore and develop new English language structures. This is expected, as a normal part of language learning.	Stage 3 An student's engagement with more complex situations, errors are expected and frequent. Generally, errors do not impede communication. Control of English is increasing. English language development is approaching but not at levels expected for English L1 users. Teachers will need to continue to support English language development. LALC may seem near fluent. LALC requires intentional interventions.	Stage 4 Language development is ongoing and continues to require teacher support and intentional planning. At this stage, errors will not impede meaning. Errors are an opportunity for targeted teaching. Students are engaged in complex grade appropriate academic work. LALC requires intentional development.
The student...		The student...	The student...	The student...	
Learning	LAL Outcomes 1.1.3 1.2.1 1.2.6 1.3.3 1.3.3 2.2.3	<ul style="list-style-type: none"> Listens using gestures, pictures, or media to support comprehension and interaction. Listens to and understands simple words, word clusters, and sentences, with extensive modeling, guidance and repetition, on familiar topics. Indicates understanding or lack of understanding with gestures or short phrases. Recognizes basic English discourse features (e.g., and, so, on, with, in, next). Understands main idea of simple statements, questions & interactions and responds appropriately. 	<ul style="list-style-type: none"> Recognizes and uses non-verbal behaviours with familiar people. Manages simple, routine interactions with minimal difficulty. Asks for repetition or clarification when necessary. Responds to teachers and peers, including common daily instructions, questions, warnings, and other requests (e.g., Sit down, Move over, please). Recognizes taught idiomatic language. Understands the gist of an oral or multimedia presentation or discussion on a familiar topic. 	<ul style="list-style-type: none"> Recognizes linking of words (oral contractions). Comprehends meaning embedded in basic English intonation and stress. Understands the main points and some details of a short oral presentation or discussion, or multimedia presentation in structured settings. Understands longer and more complex interactions, with multiple speakers, in familiar settings with some ease. Recognizes and interprets new idiomatic expressions. 	<ul style="list-style-type: none"> Understands the main points and supporting details for extended oral discussions and presentations, and media presentations. Manages long and complex interactions effectively and with ease. Seldom needs repetition or clarification. Interprets and uses a variety of non-verbal communication techniques. Adapts to variations in English, including cultural influences, regional and international dialects.
	LAL Outcomes 1.1.1 1.1.2 1.2.2 1.3.3 1.4.3 2.1.1 2.2.2 2.2.3	<ul style="list-style-type: none"> Uses common non-verbal communication: hand raising, wave, turn taking, line-ups. Mimics pronunciation of words and phrases, including intonation and stress patterns. (e.g., question) Knows and uses a basic repertoire of words and phrases, in familiar contexts. Expresses basic emotions/preferences/needs and wants using single words or short phrases (I'm sad/ I'm happy, Help/ I don't want to, I like yellow, I no like cheese, My room please, I need drink, or ask for permission). Produce orally meaningful phrases, common social formulas, and simple sentences. 	<ul style="list-style-type: none"> Pronounces most English sounds accurately, within age appropriate expectations, some specific sounds may be difficult (ax, th). Comprehends and responds to basic intonation patterns (e.g., yes/no and wh-questions). Produces simple statements and questions in spontaneous speech. Expresses a personal response and identifies emotions, requests, favourite people, places, or things. Shares personal experiences. Speaks in structured and familiar situations using a developing repertoire of words, phrases, simple sentences, social expressions and conventions. Initiates interactions and responds using simple social interaction patterns in face-to-face situations (e.g., request-acceptance/refusal). Produces with guidance a short oral presentation on a personal or familiar topic in structured situations, possibly supported with visual aids (e.g., relating a story of experience, show and tell). 	<ul style="list-style-type: none"> Comprehends and uses basic English intonation and phrasing patterns to communicate intended meaning. Is beginning to use English patterns of linking words and timing of vowel sounds. Identifies, expresses and responds to an expanded range of emotions, opinions, compliments, suggestions, warnings and advice. Inquires about and shares thoughts with others. Knows and uses a developing repertoire of words and phrases in a variety of new classroom, academic, and social contexts. Combines simple social interaction patterns to perform everyday interactions (e.g., invitation, acceptance/refusal with explanation, play ground, school yard and school office interactions). Produce a short prepared or spontaneous oral or presentation on a personal or researched topic, may use visual aids or electronic media. 	<ul style="list-style-type: none"> Uses consistently clear and comprehensible pronunciation, may be accented. Uses English intonation and stress patterns to communicate meaning and emotion. Knows and uses an expanded repertoire of words and phrases for a variety of complex social and academic purposes. Elaborates on thoughts and ideas. Expresses opinions and provide details in support of their opinions (e.g., reporting on an activity, describing fact from opinion). Acknowledge and discuss other viewpoints, with reference to their own ideas (e.g., classroom debate). Controls basic English to interact effectively and independently in most social situations. Use appropriate social interaction patterns in classroom settings (e.g., actively participate in group discussion of a new topic).

The EAL Grant comprises only a portion of the planning and programming for students identified as EAL in our school division. The planning processes this past year consisted of data conversations that supported the work of enhancing classroom instruction, early intervention and progress monitoring in order to improve academic outcomes for EAL learners. The use of the Pembina Trails EAL Decision Tree for Consultation and EAL Staging Continuums continue to support critical decision making for student programming. Resources purchased from the Saddleback book company continue to support and meet the needs of learners in several schools across the Division. Saddleback creates engaging, age respectful content for grades 4–12 at accessible reading levels in a variety of styles.

EAL By the Numbers

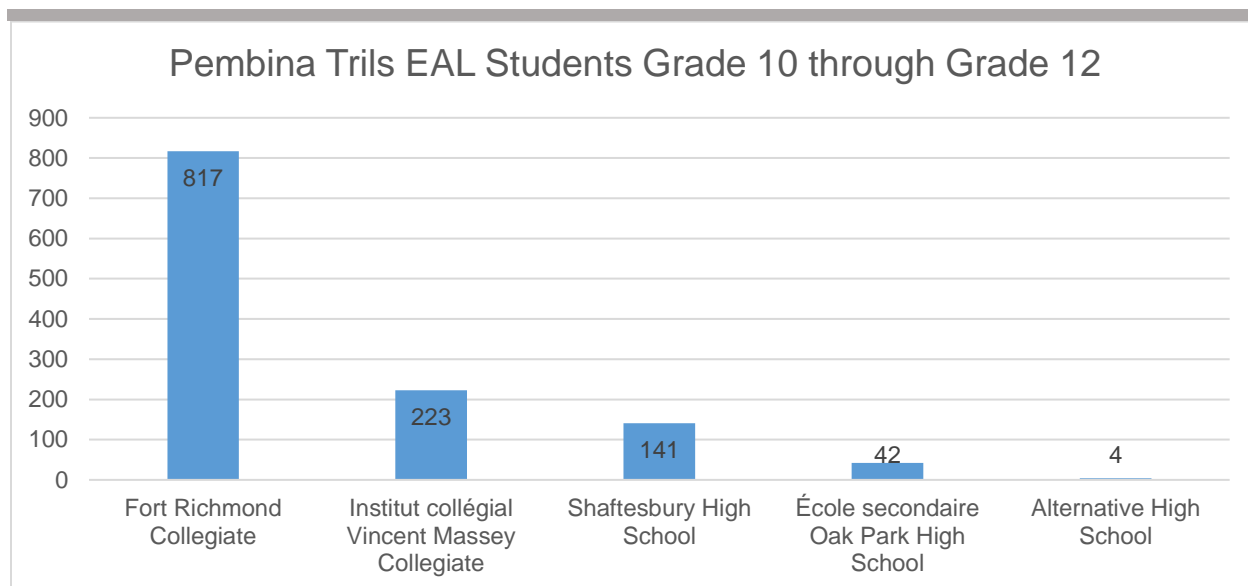


55% of EAL student population in Kindergarten through Grade 6



24% of EAL student population in Grade 7 through 9

EAL By the Numbers



21% of EAL student population in Grades 10 through 12

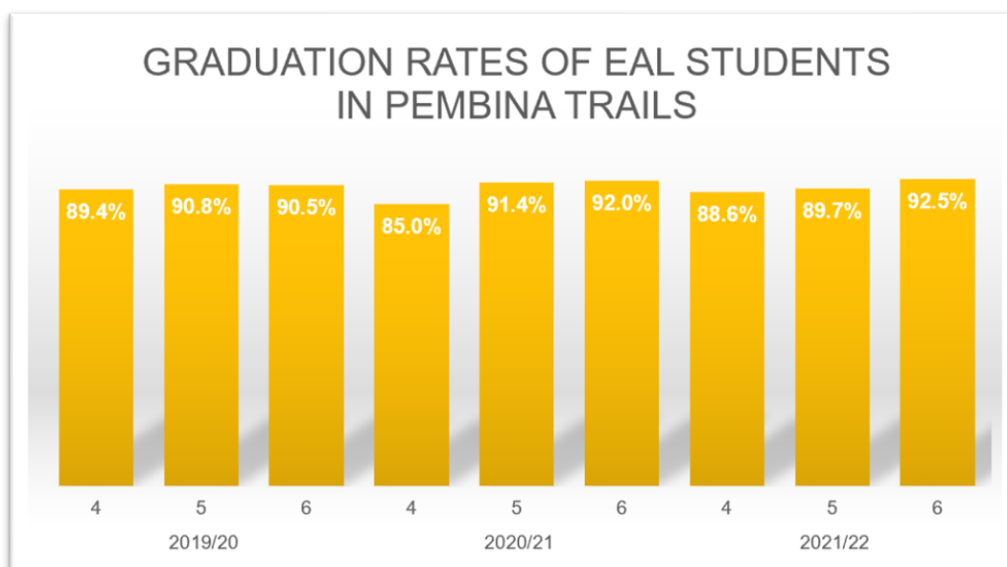
In 2021/22, Pembina Trails School Division supported 136 Senior Years Literacy, Academics, and Language (LAL) students. Students attend the 5 LAL programming sites (Fort Richmond Collegiate, Arthur A. Leach School, Acadia Junior High School, Prairie Sunrise and Dalhousie Schools) and LAL student specific programming at Chancellor. The engagement of our LAL students has seen growth due to the intentional programming and supports put in place by schools even during periods of remote learning. This is a direct result of increased staffing to support daily attendance for LAL students in person at the school or participation in an online setting.

Students with LAL profiles present a variety of academic, social and emotional needs. Pembina Trails' schools designate an LAL teaching and student services team and work with families and community resources to create a circle of support. In 2021/22 there was an increased focus on technology through the purchase of iPads, computers and intentional instruction in the area of Information Communication Technology (ICT) for all LAL students was provided to ensure access and participation in learning.

Other essential elements of the EAL/LAL program include:

- Teaching and EA staff to support the Welcome Centre and LAL-Literacy and LAL-Numeracy classes.
- Supporting students in small group, targeted programming, as well as ongoing integration of psycho-social and academic supports
- Low enrollment LAL classes with intensive literacy and numeracy instruction and individual instruction
- EAL/LAL teachers attend professional development workshops offered through Pembina Trails, TEAL and other organizations on supporting EAL/ LAL learners and understanding refugee issues.

- Cooperation and communication between the schools and Peaceful Village, the Settlement Workers in Schools (N.E.E.D.S. Inc.), the Newcomer Immigrant Settlement Workers (NISWs) and other community activities and resources.
- Funding for additional classroom resources.
- EA support as students bridge to appropriate mainstream classes and e-Courses with supportive student specific plans.
- Programming that encourages interaction with same age peers in culturally diverse settings.
- Case Managers (EAL/Resource teachers) work closely with classroom teachers to ensure programming for the core elements of language, academics and literacy are addressed in an appropriate manner.
- Ongoing partnerships with Peaceful Village, CanU, and Family Dynamics.
- Mental health and wellness activities.
- Nutritional support for students is available throughout the school day as needed, through planned breakfast programming and drop-in availability.



Pembina Trails School Division celebrates the richness of language and culture diversity of our students.

57 additional languages and cultures are thriving in the Pembina Trails Community!