

Annual Report on Continuous Improvement  
**2022/2023**

K – 12 Framework for Continuous Improvement

Pembina Trails School Division  
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# EXECUTIVE SUMMARY

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## 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 key findings and observations include data from 2019/20, 2020/21, 2021/22, and 2022/23 school years.

With these data points in mind, intentional staff development has focused on building teacher capacity through collaborations with Curriculum and Student Services Consultants, 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. In the fall of each year, Senior Leadership meets with each of the 36 school admin teams to share and discuss their community reports and annual school plans. These meetings are focused on Continuous Improvement Report planning with the goal of identifying areas of strength and areas of challenges. The CIR meetings are informed by divisional and school data sets and intended to act as a catalyst for further inquiry around what the data is telling us. In Pembina Trails School Division, our overarching inquiry question is [“Which systemic and personal practices/approaches/structures best support the learning and success of all students?”](#)

With the above data points in mind, we continue using data to inform which practices we must adopt, refine, affirm or abandon (Usha James, Executive Director at the Critical Thinking Consortium, 2023) to support all of our learners. Reviewing student achievement data helps us in understanding our learners and in guiding school professional learning goals. It tells us which students would benefit from changes in our practices in order to support their learning and overall success in school.

In 2022/23, the Pembina Trails Leadership Community (PTLC) engaged in learning with Cale Birk, an accomplished author, TED Talk speaker, and Observable Impact Imagineer. Cale’s expertise guided us in exploring the question “What is our observable impact?” and emphasized the significance of changes in our practice that benefit all learning. Cale empowered our PTLC to reimagine and implement plans, that matter to educators and have a positive effect on students.

# 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 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 and is one of the fastest growing school divisions in Manitoba. Our division has over 16 500 students in 36 schools stretching 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.

In Pembina Trails School Division our students include:

Early Years (K to 4)	6 047
Middle Years (5 to 8)	5 141
Senior Years (9 to 12)	5 372
<b>Total Students</b>	<b>16 560</b>

In Pembina Trails School Division our priorities include:

<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Indigenous Education</li> <li>• Trauma-Informed Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry</li> <li>• Regulation</li> <li>• Well-Being &amp; Well-Becoming</li> </ul>
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The Board of Trustees takes pride in declaring 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 these goals.

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.

## 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 to the left shows the Division's current strategic plan, ending in June 2023. All of the 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.*

Pembina Trails School Division is proud to have 5 UNESCO member schools (Linden Meadows School, Institut collégial Vincent Massey Collegiate, Bairdmore School, École Tuxedo Park, and General Byng School) along with 2 candidate schools (Acadia Junior High and École Dieppe). Throughout the year, these schools work to realize the four pillars of UNESCO: learning to be, learning to know, learning to do, and learning to live together.

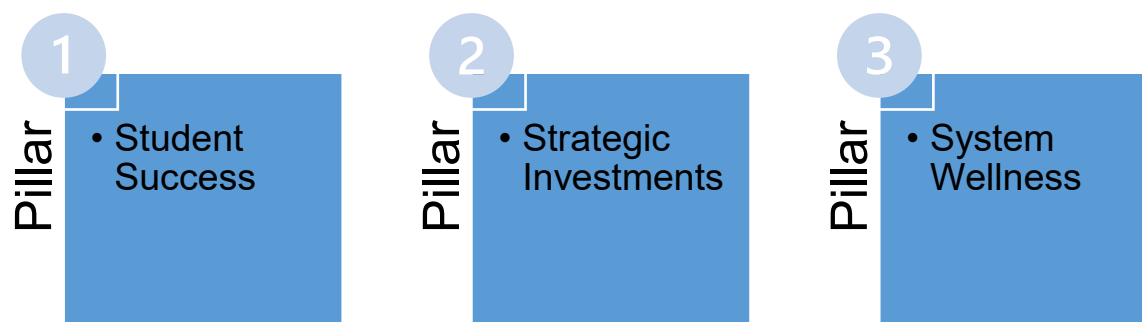
## PEMBINA TRAILS' STATEMENT OF COMMITMENT ON ANTI-RACISM, EQUITY, AND INCLUSION

*As a commitment to Reconciliation and Anti-Racism, Pembina Trails School Division firmly believes that every student has the potential to achieve great things, regardless of their race or ethnicity. To that end, we recognize that racism and discrimination can have a profound impact on student and staff performance, mental health and overall well-being. That is why we are working to identify and address barriers that may be preventing students and/or staff from reaching their full potential.*

*Through ongoing education and engagement with students, parents and colleagues, we will work to promote anti-racism and social justice in our school communities. 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.*

*We are committed to creating safe and inclusive spaces for all students and staff, and to continuously learn and grow together.*

This statement of commitment is one part of a broader vision, coming out of the soon to be adopted 2023-2028 Strategic Plan that focuses on three priorities:



These pillars are aligned with our mission, vision, and values. A commitment to anti-racism supports the wellbeing of all our staff and students and helps remove barriers to student success.

## Description of Senior Administration Team:

- Lisa Boles, Superintendent of Education/CEO
- Scott Carleton, Secretary-Treasurer
- Colleen Roberts, Assistant Superintendent Curriculum & Learning Services
- Troy Scott, Assistant Superintendent Personnel & Education Services
- Lorraine Farmer, Chief Human Resources Officer

## Division Staffing Profile

Full-time equivalents 2022/23	No. FTE
Administration (Principals and Vice Principals)	58.5
Divisional - Principal of Curriculum and Principal of Learning & Inclusion	2.0
Classroom Teachers	654.775
Specialist Teachers (PE, Music, Band, FI, FCC)	104.669
School Counsellors	35.310
Clinicians	32.5
Coordinator of Clinical Services	1.0
Resource teachers/Student Support Services	109.58
Educational assistants	497.5
Early Literacy	18.0
Consultants (Curriculum & Student Services)	10.0
Directors (LIT, ISP)	2.0
Continuous Improvement Research Officer	1.0
Divisional Leveraging Digital Instructional Coach	0.5
Divisional Indigenous Student Success Teachers (ISST)	4.0
Divisional Learning Support Teachers (DLST)	3.0
Divisional Career and Community Teachers	1.0

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

Disaggregation	Number of students	Percentage - student population
English as an Additional Language	2948	19%
Self-declared Indigenous	1221	9%

## Education for Sustainable Development (ESD)

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

[2021-24-action-plan.e6488f11397.pdf \(windows.net\)](https://www2.saskatchewan.ca/documents/assets/2021-24-action-plan/e6488f11397.pdf)



# REPORT ON DATA 2022-2023

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In the section that follows, you will find all the latest information about the provincial assessment results for the 2022-2023 academic school year. We are sharing school division results for the Grade 3 Assessment in Reading, *Lecture*, and Numeracy, Grade 4 Assessment in French Immersion *Lecture*, and the Middle Years Assessment of Key Competencies in Mathematics, Reading Comprehension, and Expository Writing. Key findings and general observations are noted and are followed by the actions to support the ongoing commitments to our learners.

As you go through the Report on Data section, please keep in mind that the data points highlighted in green represent performance levels that are equal to or above the provincial assessment results for that year. On the other hand, the data points highlighted in gold indicate performance levels below the provincial assessment results for the 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 school year, the Grade 3 Provincial Assessment occurs over several weeks, providing teachers with an opportunity to get to know their students better. It's important to note that this assessment is not a pass or fail test for children. Instead, teachers assess their students by observing their classroom work, their group interactions, and engaging in individual conversations. This process allows teachers to identify each student's strengths and areas for improvement, which they can then address throughout the school year.

#### GRADE 3 PROVINCIAL ASSESSMENT IN READING SUMMARY – ENGLISH PROGRAM

\*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			
	2019 20	2020 21	2021 22	2022 23	2019 20	2020 21	2021 22	2022 23	2019 20	2022 21	2021 22	2022 23
Division	64%		58%	62%	61%		55%	62%	63%		55%	60%
Province	60%		55%	56%	59%		55%	56%	60%		55%	56%

#### 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 4 to 6 percentage points higher than the province.
- Divisional data shows that in relation to 2021-2022 there has been an;
  - Increase of 5 percentage points on average in the number of students meeting expectations in the Grade 3 Reading in English provincial assessment.

"Literacy is now understood as a means of identification, understanding, interpretation, creation, and communication in an increasingly digital, text-mediated, information-rich and fast-changing world." UNESCO, 2023

Early Years  
Provincial Assessment Results in Literacy

**GRADE 3 PROVINCIAL ASSESSMENT IN READING SUMMARY – FRENCH IMMERSION PROGRAM**

\*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			
	2019 20	2020 21	2021 22	2022 23	2019 20	2020 21	2021 22	2022 23	2019 20	2020 21	2021 22	2022 23
Division	76%		73%	79%	71%		61%	73%	76%		63%	68%
Province	77%		65%	71%	76%		57%	72%	77%		59%	71%

**Key Findings and Observations:**

- Provincial data shows that over a two-year period Grade 3 French Immersion Program students:
  - performed above the provincial results in a range from 1 to 8 percentage points higher than the province in two of the Reading sub-competencies.
  - in 2022/23, and on average, performed above the provincial results by 11 percentage points higher than the province.
- Divisional data shows that in relation to 2021-2022 there has been an
  - increase of 6 percentage points in the number of students meeting expectations for *reflecting on and setting reading goals*.
  - increase of 12 percentage points in the number of students meeting expectations for *using strategies during reading to make sense of text*.
  - increase of 5 percentage points in the number of students meeting expectations for *demonstrating comprehension*.

Literacy is a continuum of learning and proficiency in reading, writing, and using numbers throughout life and is part of a larger set of skills, which include digital skills, media literacy, education for sustainable development and global citizenship as well as job-specific skills. **UNESCO, 2023**

## Early Years

### Provincial Assessment Results in Literacy

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

\*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			
	2019 20	2020 21	2021 22	2022 23	2019 20	2020 21	2021 22	2022 23	2019 20	2020 21	2021/ 22	2022 23
Division	75%		73%	74%	73%		61%	59%	75%		63%	58%
Province	68%		65%	64%	64%		57%	56%	64%		59%	58%

#### 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 3 to 10 percentage points higher than the province.
- Divisional data shows that in relation to 2021-2022 there has been an
  - increase of 1 percentage points in the number of students meeting expectations for *reflecting on and setting reading goals*.
  - decrease of 2 percentage points in the number of students meeting expectations for *using strategies during reading to make sense of text*.
  - a decrease of 5 percentage points in the number of students meeting expectations for *demonstrating comprehension*.

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 (Guiding Principles for a Comprehensive Approach to Reading Instruction in Manitoba, 2023).

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	2022 23	2019 20	2020 21	2021 22	2022 23
Division	59%		52%	56%	55%		46%	48%
Province	55%		50%	53%	52%		47%	50%

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

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	2022 23	2019 20	2020 21	2021 22	2022 23
Division	64%		61%	65%	61%		65%	61%
Province	64%		60%	61%	56%		54%	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 4 to 7 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 2022/23, performed 2 percentage points below the provincial results in understanding that the *equal symbol represents an equality of the terms found on either side of the equal sign*. This competency continues to be a divisional and school focus. Reviewing this data informs classroom interventions, focused professional development opportunities for teachers and additional supports.
- Divisional data shows that there has been an increase in the percentage of students meeting expectations in Numeracy, across each competency.

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	2022 23	2019 20	2020 21	2021 22	2022 23
Division	59%		57%	58%	55%		52%	64%
Province	54%		62%	60%	52%		62%	61%

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	2022 23	2019 20	2020 21	2021 22	2022 23
Division	64%		69%	69%	61%		60%	60%
Province	63%		73%	73%	56%		65%	62%

**Key Findings and Observations:**

- Provincial data shows that over a two-year period Grade 3 French Immersion Program students:
  - in 2022/23, performed above the provincial results in 1 out of 4 sub competencies on provincial numeracy assessment competencies.
  - in 2022/23, performed below the provincial results in a range from 2 to 4 percentage points.
- Divisional data shows that in 2022/23, there was a 12% increase of students meeting expectations in the competency of: *understands that the equal symbol represents an equality of the terms found on either side of the equal sign.*

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	2022 23	2019 20	2020 21	2021 22	2022 23	2019 20	2020 21	2021 22	2022 23
Division	71%		63%	67%	76%		71%	74%	75%		69%	73%
Province	55%		55%	55%	65%		63%	65%	60%		61%	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	2022 23	2019 20	2020 21	2021 22	2022 23				
Division	61%		54%	56%	67%		64%	64%				
Province	48%		46%	48%	50%		51%	52%				

**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 12 percentage points higher than the province.
- Divisional data shows that over the reported two-year period, and in relation to post pandemic performance there has been an increase of 2 to 4 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	2022 23	2019 20	2020 21	2021 22	2022 23	2019 20	2020 21	2021 22	2022 23
Division	78%		85%	84%	85%		75%	91%	94%		83%	91%
Province	70%		70%	68%	81%		75%	76%	78%		76%	73%
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	2022 23	2019 20	2020 21	2021 22	2022 23				
Division	85%		56%	81%	83%		80%	85%				
Province	67%		56%	64%	63%		65%	66%				

**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 15 to 18 percentage points above the province.
- Divisional data shows that in 2022/23 there has been an increase in the percentage of students meeting expectations in four out of five numeracy competencies. Of note there was an increase of 25% more students meeting expectations than in 2021/22 in *uses number patterns to solve mathematical problems*.



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	2022 23	2019 20	2020 21	2021 22	2022 23	2019 20	2020 21	2021 22	2022 23
Division	69%		72%	75%	67%		70%	72%	61%		66%	64%
Province	66%		65%	66%	63%		62%	63%	55%		55%	54%
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	2022 23	2019 20	2020 21	2021 22	2022 23	2019 20	2020 21	2021 22	2022 23
Division	63%		66%	68%	56%		64%	63%	56%		63%	60%
Province	57%		57%	58%	52%		52%	52%	55%		54%	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 6 to 11 percentage points higher than the province.
- Divisional data shows that in 2022/23 and in relation to 2021/22 there is
  - an increase of 3% of students meeting expectations in *understands key ideas and messages in a variety of texts*.
  - a decrease of 2% of students meeting expectation in *responds critically to a variety of texts*.
  - no statistically significant difference in the number of students who meet expectations when it comes to *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**

\*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	2022 23	2019 20	2020 21	2021 22	2022 23	2019 20	2020 21	2021 22	2022 23
Division	69%		72%	75%	67%		70%	72%	61%		66%	64%
Province	66%		65%	66%	63%		62%	63%	55%		55%	54%

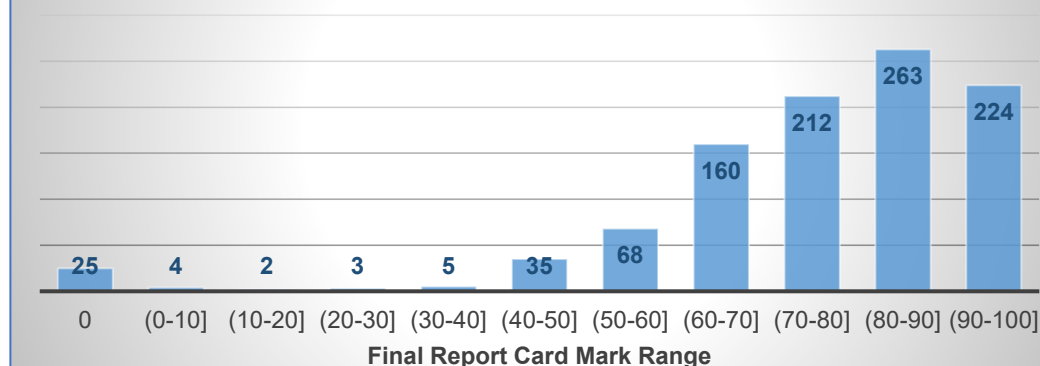
  

Mid-Grade 8 Student writes expository texts for a variety of audiences and purposes												
	Student generates, selects, and organizes ideas to support reader's understanding.				Student chooses language to make an impact on the reader.				Student uses conventions and resources to edit and proofread to make meaning clear.			
	2019 20	2020 21	2021 22	2022 23	2019 20	2020 21	2021 22	2022 23	2019 20	2020 21	2021 22	2022 23
Division	63%		66%	68%	56%		64%	63%	56%		63%	60%
Province	57%		57%	58%	52%		52%	52%	55%		54%	54%

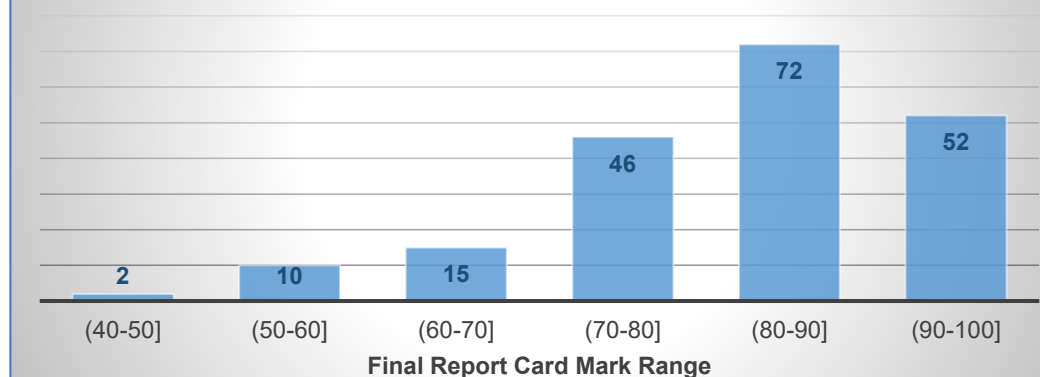
**Key Findings and Observations:**

- Provincial data shows that over a two-year period Grade 8 French Immersion Program students:
  - In 2022/23 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 6 to 11 percentage points higher than the province.
- Divisional data shows that in 2022/23 and in relation to 2021/22 there is
  - no statistically significant difference in the number of students who meet expectations when it comes to *comprehends a variety of grade level texts* or *writes expository texts for a variety of audiences and purposes*.

## Senior Years Report Card Results in Grade 9 English Language Arts

**GRADE 9 ENGLISH LANGUAGE ARTS****English Program  
Mark Distribution 2022/23**

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

**French Immersion Program  
Mark Distribution 2022/23****Key Findings and Observations**

In 2022/23 **English Program** Grade 9 mark distribution shows that roughly

- 70% of students achieved a final course grade between 70 and 100%.
- 23% of students achieved a final course grade between 50 and 70%.
- 7.4% of students achieved a final course grade below 50%

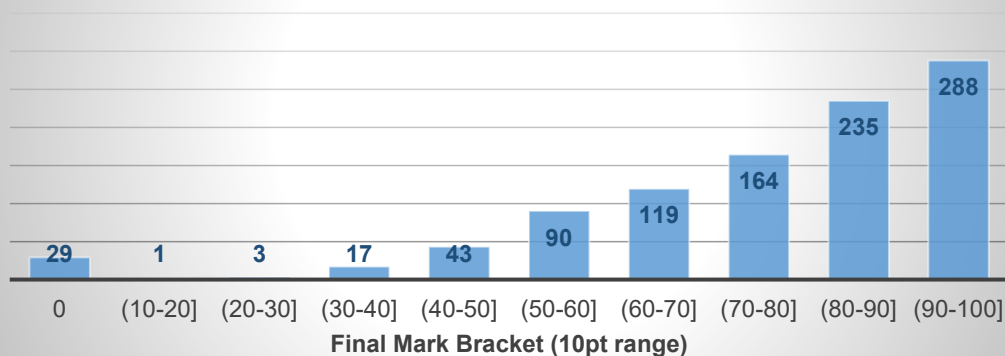
In 2022/23 **French Immersion** Grade 9 mark distribution shows that roughly

- 86% of students achieved a final course grade between 70 and 100%.
- 12.7% of students achieved a final course grade between 50 and 70%.
- 1% of students achieved a final course grade below 50%

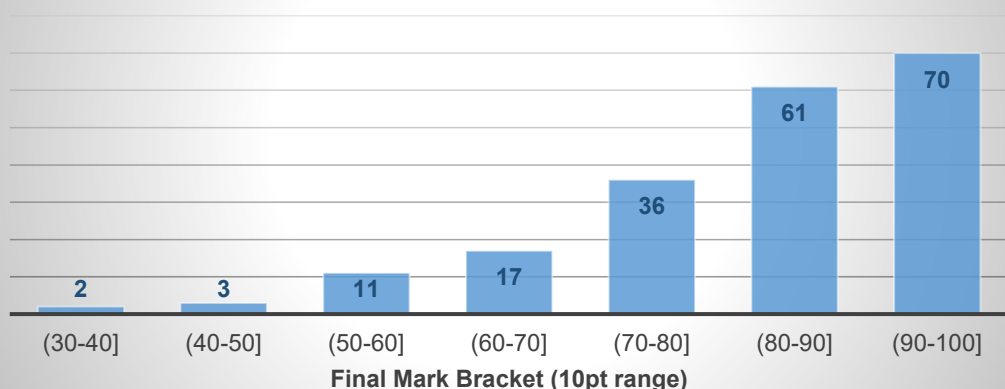
## Senior Years Report Card Results in Grade 9 Mathematics

### GRADE 9 MATHEMATICS

#### English Program Mark Distribution 2022/23



#### French Immersion Program Mark Distribution 2022/23



### Key Findings and Observations

In 2022/23 **English Program** Grade 9 mark distribution shows that roughly

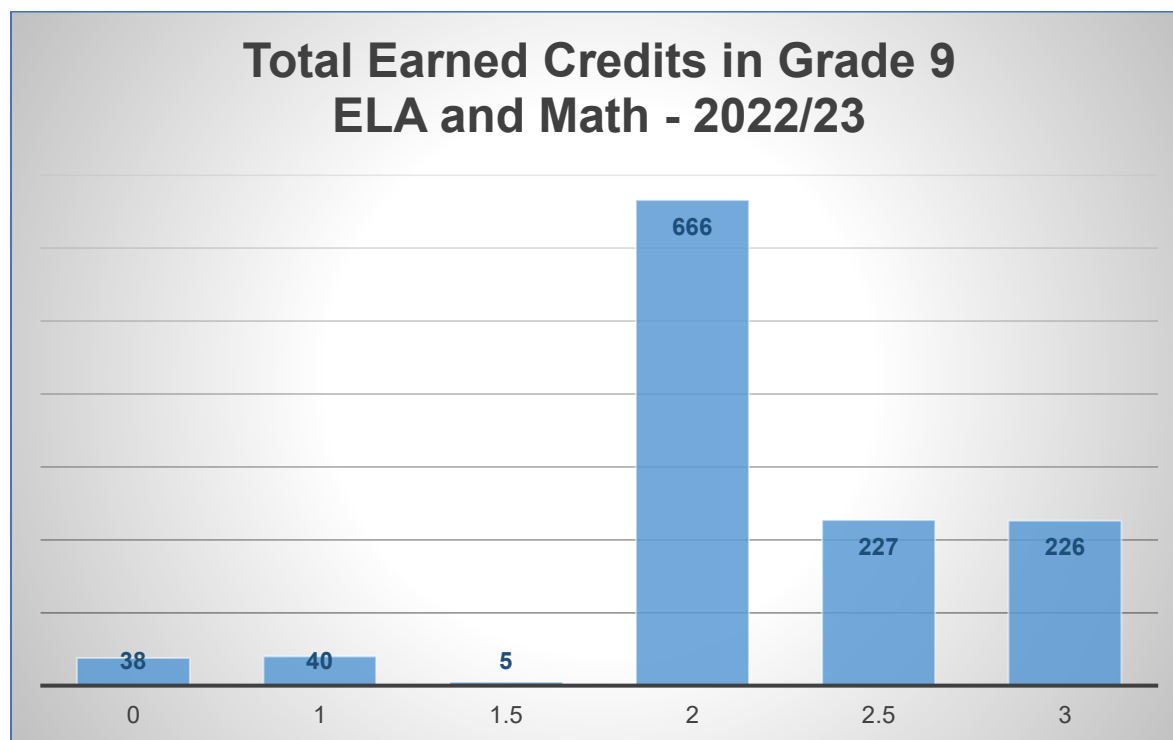
- 70% of students achieved a final course grade between 70 and 100%.
- 21% of students achieved a final course grade between 50 and 70%.
- 9.3% of students achieved a final course grade below 50%

In 2022/23 **French Immersion Program** Grade 9 mark distribution shows that roughly

- 83.5% of students achieved a final course grade between 70 and 100%.
- 14% of students achieved a final course grade between 50 and 70%.
- 2.5% 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 2022/23 Grade 9 Total ELA and Math Credits earned shows that roughly

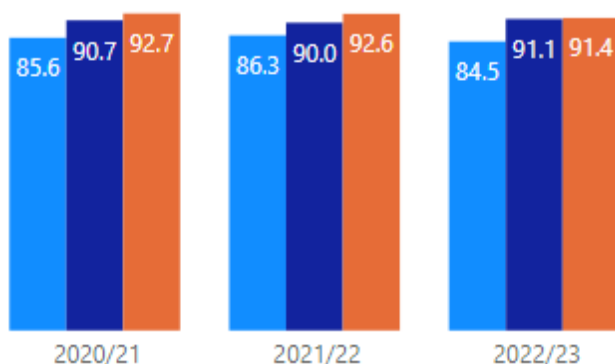
- Approximately 93% of Pembina Trails students earned 2 or more English Language Arts and/or Math credits. This reflects a slight increase of 1 percentage points from 2021/22
- Approximately 3.2% of Pembina Trails students did not earn both credits. This reflects a decrease of 2 percentage points compared to 2021/22

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

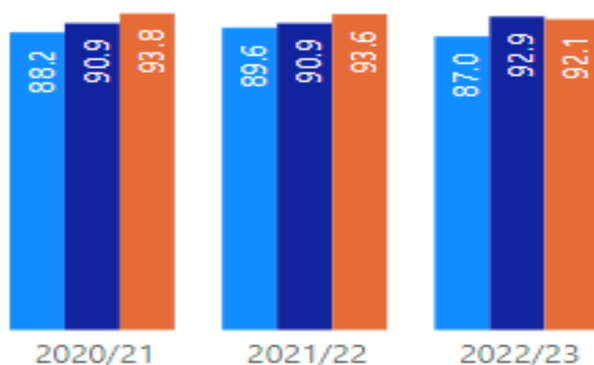
## High School Graduation ALL Students

“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” (MEECL).

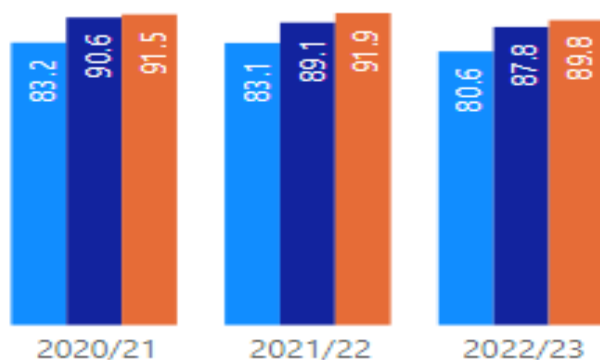
Graduation Rates Over 3 Years  
All Students



Graduation Rates Over 3 Years  
All Female Students



Graduation Rates Over 3 Years  
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.

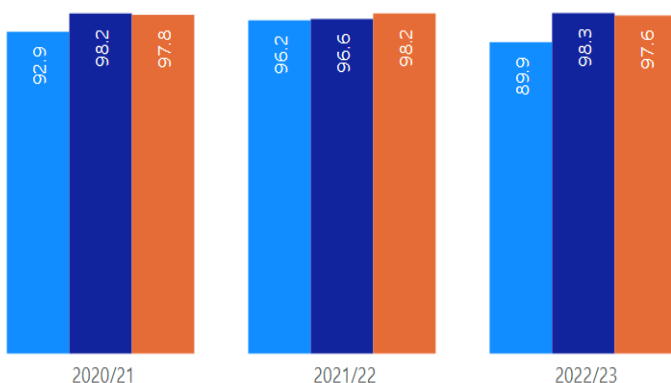
The data shows a comparison from 202/21, 2020/21, 2021/22, and 2022/23. The increase in graduation rates, measured over a six-year period instead of four years, shows significant improvements for all students.

Specifically, the graduation rate improvement is 6.9 percentage points for all students, 5.1 percentage points for female students, and 9.3 percentage points for male students.

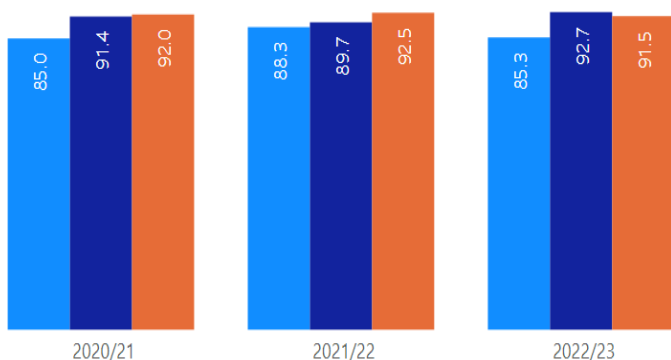
\* [High School Graduation Rates and Student Achievement Statistics](#) MEECL

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

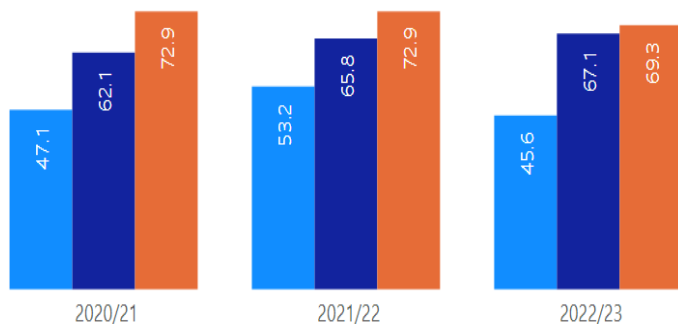
Graduation Rates Over 3 Years  
All **French Immersion** Students



Graduation Rates Over 3 Years  
All **EAL** Students



Graduation Rates Over 3 Years  
All **Indigenous** Students



### Key Findings and Observations

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

In 2022/23 divisional four-year graduation rate for all French Immersion students was 89.9%. The graduation rate improvement from a four-year rate to a six-year rate is 7.7 percentage points.

In 2022/23 divisional four-year graduation rate for all EAL students was 85.3%. The graduation rate improvement from a four-year rate to a six-year rate is 6.2 percentage points.

In 2022/23 divisional four-year graduation rate for all Indigenous students was 45.6%. The graduation rate improvement from a four-year rate to a six-year rate is 24 percentage points.

\* [High School Graduation Rates and Student Achievement Statistics](#)

~ Manitoba Education and Early Childhood Learning

# RESPONSIVE ACTIONS

## COMMITMENT TO OUR LEARNERS

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In Pembina Trails, we are committed to helping our students *Accomplish Anything* they set their minds to. We recognize that how we live out this commitment needs to evolve along with an ever-changing modern society. One of our key priorities is to ensure that every student is actively involved in their learning, both intellectually and personally. This approach helps them develop, practice, and enhance the necessary skills for success in school and beyond.

Manitoba Education and Early Childhood Learning (MEECL) defines **global competencies** as complex ways of knowing, being, doing, and becoming that are multi-faceted, interdependent, transdisciplinary, and developed over time. They provide learners with the ability to meet “shifting and ongoing demands of life, work and learning; to be active and responsive in their communities; to understand diverse perspectives; and to act on issues of global significance” (CMEC). In Pembina Trails School Division, we are on a collective journey to develop and advance the implementation of a divisional strategy focused on the six global competencies, Manitoba’s Framework for Learning, Treaty Education for all, and Mamàhtawisiwin: Indigenous Education Policy Framework

### Strong Beginnings Formative Assessments

The Strong Beginnings formative assessment and planning process is designed to take place over an extended period for all students in Early and Middle years schools, starting from the first days of school and continuing into the end of September. Its purpose is to understand each student's current place in their learning progression and to tailor instruction based on their individual strengths and needs. This is achieved through the collection of learning data, including observations, conversations, and student work samples. The Pembina Trails School Division model and resources for Strong Beginnings are built upon up-to-date research, ensuring a comprehensive and effective approach.

### Strong Beginnings in Literacy resources include:

- Reading Comprehension Assessment Systems including F&P and GB+.
- Word study work, spelling and word patterns.
- Targeted interventions that provide daily, intensive, small-group instruction, and supplements classroom literacy teaching.
- Using the F&P Literacy Continuums to notice, teach and support recognizable literacy behaviors that demonstrate thinking and understanding within, beyond and about the text





### **Strong Beginnings in Numeracy resources include:**

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

### **Tri-Conferencing Formative Assessment**

In Pembina Trails School Division, tri-conferencing is a regular part of the reporting conferencing cycle. In Pembina Trails, we believe that communication about learning is ongoing, clear, timely, and meaningful, and tri-conferencing supports this shared belief. Our reporting and conferencing timeline ensures that educators are reporting and/or communicating with families approximately every seven to eight weeks throughout the school year. Student, family, and teacher communication is foundational to student success.

### **Professional Development for Teachers**

We strongly emphasize the importance of professional development for teachers and strive to offer a wide range of opportunities to support them with their important work. By providing ample professional development opportunities, we aim to empower teachers with the knowledge and skills they need to create engaging and effective learning experiences for their students. We understand that by staying informed and embracing ongoing professional development, teachers can enhance their instructional strategies and create dynamic learning environments that meet the evolving needs of their students.

We believe that improving student outcomes revolves around professional learning and building capacity. It is one of our division’s key strategies, and we have dedicated efforts to continuously enhance capacity through the creation of valuable professional learning networks, frameworks, and resources. We work together to establish clear learning expectations for students, share effective strategies and resources, and identify observable evidence of learning. This helps us assess, communicate, and report on student progress.

Annually, all educators in Pembina Trails engage in the Professional Growth Model (PGM) which is intended to be responsive and responsible; supportive of good teaching and learning in schools. We believe that through the ongoing development of educator knowledge and skills, we can better support our students' growth and success.

Below is an overview of the professional development sessions that were provided during the 2022/23 school year:

<ul style="list-style-type: none"> <li>• Assessment &amp; Reporting Elementary Music</li> <li>• Computational Thinking; Grade 3 to 8</li> <li>• Digital Literacy: Introduction to Green Screen with iPads</li> <li>• Developing a Reading Community</li> <li>• EAL Learners in Band Programming</li> <li>• Fountas &amp; Pinnell Benchmark Assessment</li> <li>• French Immersion – Early Literacy Resource Sharing</li> <li>• Ignite3 Summer Programming</li> <li>• Kids in the Know Workshops</li> <li>• Leading from the Library Learning Commons</li> <li>• Levelled Literacy Intervention (LLI)</li> <li>• Launching Laptops in the Classroom</li> <li>• Leveraging Digital Teacher Librarian</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Leaders Workshops</li> <li>• Mamàhtawisiwin: Indigenous Education</li> <li>• Managing Challenging Behaviours</li> <li>• Mathematics Running Records – Addition and Subtraction</li> <li>• MathUp PD</li> <li>• Mental Health First Aid</li> <li>• Middle Years Honour Band</li> <li>• Minecraft Professional Learning</li> <li>• MTS Inclusive Language Guide</li> <li>• Numeracy Leaders Workshops</li> <li>• Supporting Distressed Students – Low Arousal Training</li> <li>• Take Action for Reconciliation</li> <li>• Using Book Creator in Literacy Classrooms</li> <li>• Welcome to Kindergarten</li> <li>• Words Matter</li> </ul>
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### ANNUAL CONTINUOUS IMPROVEMENT REVIEW MEETINGS (CIR)

In the fall of 2022/23 school year, school administration teams had the opportunity to participate in Continuous Improvement Review meetings. These meetings involved the Assistant Superintendent of Curriculum, Divisional Principal of Curriculum, and Divisional Principal of Learning & Inclusion. The main objective of these meetings was to review Annual School Improvement Plans for the current year, as well as to celebrate and share student outcomes through Community Reports. The aim was to ensure that all schools incorporated relevant data, goals, and strategies that aligned with both divisional and provincial priorities. By engaging in these collaborative conversations, we fostered a shared commitment to continuous improvement and the advancement of our collective educational goals for students.

Below is a summary of the celebrations shared during our annual Continuous Improvement Review (CIR) meetings:

- ✓ Supportive and inclusive learning environments.
- ✓ Resilient and diverse student population with unique stories and experiences.
- ✓ Focus on developing strong literacy skills among students.



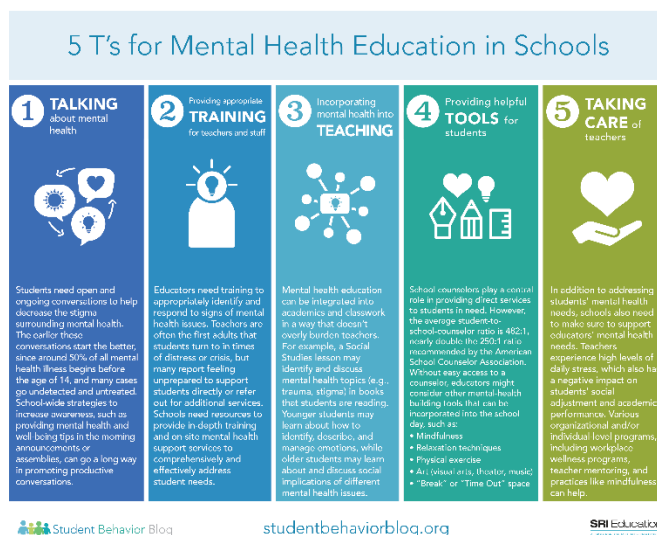
- ✓ Opportunities for students to demonstrate their learning through performances and exhibitions.
- ✓ Supportive counseling services for students' emotional well-being.
- ✓ Strong and cohesive staff that works together as a team.
- ✓ Perfect balance between new and experienced teachers.
- ✓ Wide range of clubs and sports available for students to enjoy.
- ✓ Emphasis on engaging students as active citizens.
- ✓ Access to state-of-the-art facilities and resources.
- ✓ Numerous opportunities for students to participate in school activities.
- ✓ Collaboration with local organizations and businesses for real-world learning experiences.
- ✓ Integration of technology to enhance learning outcomes.
- ✓ Ongoing professional development for teachers to stay updated with the latest educational practices.
- ✓ Dedicated and passionate teachers who inspire students.
- ✓ Focus on fostering creativity and critical thinking skills.
- ✓ Strong sense of community and school spirit.
- ✓ Commitment to academic excellence.
- ✓ Emphasis on holistic development of students.
- ✓ Safe and secure campus environment
- ✓ Emphasis on Circle of Courage, Truth and Reconciliation, and Indigenous Education.
- ✓ Recognition of the importance of each individual and fostering a sense of belonging.
- ✓ Regular guest speakers and educational field trips.
- ✓ Integration of STEM education connected to Art and Technology Literacy.
- ✓ Students demonstrating care and support for one another.



## WELL-BEING; WELL-BECOMING & REGULATION

Pembina Trails School Division embarked on the Mental Well-Being and Well-Becoming initiative in 2022/23 to recognize and promote mental health literacy and wellness among our students, staff, and community. In 2022/23, our main goal was to prioritize children's needs, above and beyond a focus on curriculum. Our primary goal was to support students in reestablishing connections and meaningful interactions with one another as we collectively recovered from the challenges posed by the pandemic. We also dedicated ourselves to rebuilding a sense of agency and self among our students. Additionally, we placed significant emphasis on nurturing their mental health, wellness, and overall well-being

In our continuing divisional efforts to facilitate awareness and recognize the importance of positive mental health in our school communities, the 5T's for Mental Health Education in Schools framework was utilized to guide programming. These 5 areas include TALKING about mental health, providing TRAINING for teachers and staff, incorporating mental health into TEACHING, providing helpful TOOLS for students, and TAKING CARE of teachers.



The following strategies and programs were implemented in 2022-2023:

**Talking** about Mental Health- A divisional mental health committee with representation across the Division was formed to support programming and provide recommendations, OurSchool Survey in 5 high schools was implemented as well as a Mental Health Promotion Facilitator position was created to support the high schools in planning and promoting mental health.

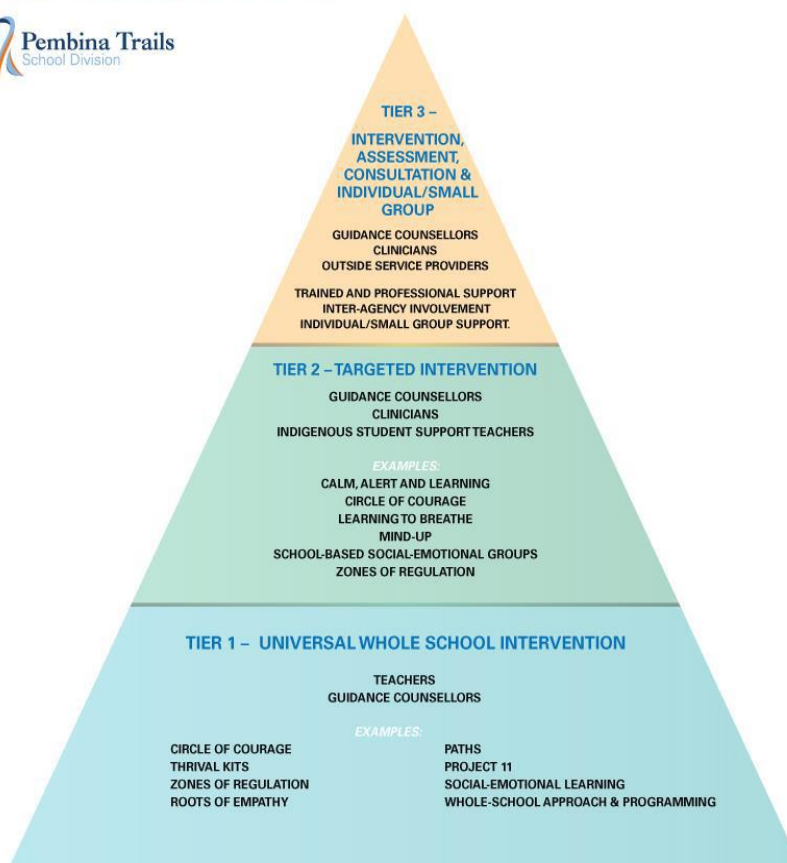
Providing Appropriate **Training** for teachers and Staff- ASIST Train the Trainer, Safe Talk, Mental Health First Aid, Low Arousal training, Trauma Sensitive PD, as well as

school-based sessions on regulation. A divisional Crisis Response reference guide and a multi-tiered Mental Well-Being Professional Development and Resource guide for early years, middle years and senior years was also developed and shared with school teams.

Incorporating mental health into **Teaching** and providing helpful **Tools** for students that can be incorporated into the school day such as; mindfulness, relaxation techniques, physical exercise, performing and visual arts, and calming/break spaces.

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 day-to-day activities of the school community (e.g., Kimochi program on feelings & emotions, thrival kits), 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.

## School-Based Mental Health Promotion



**Taking care** of Teachers- Wellness learning sessions by Irene Nordheim on Care for All in Education as well as sharing Humanacare resource were offered.

### **Divisional Learning Support Teachers (DLST)**

The role of DLST is to help build the development and social emotional foundations within the classroom for students to engage in education, reach their full potential and live the good life. 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

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

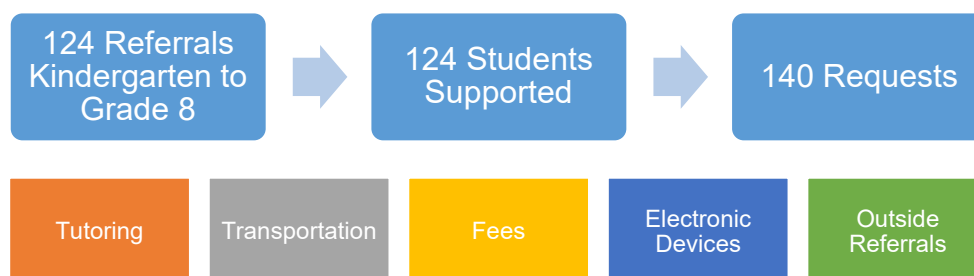
Total number of Divisional Learning Support Teachers	3
Total number of schools supported by DLST during 2022/23 school year	9
Grade levels supported	Kindergarten to Grade 6
Total number of teachers supported	26
• Classroom based	21
• Student service team	5





## In Partnership with Jordan's Principle

Jordan's Principle is a child-first and needs-based principle that applies equally to all First Nations children resident on or off-reserve. It ensures there is no denial or delay for First Nations children in receiving essential public services that are available to all other children by having the government department of first contact pay for the service. Jordan's Principle is named in memory of Jordan River Anderson. He was a young boy from Norway House Cree Nation in Manitoba. In the spring of 2022/23, Pembina Trails was fortunate to partner with the Southern Chiefs' Organization Inc. to hire a Jordan's Principle Coordinator who started in the spring of 2023. The data below represents the number of students referrals, the number of requests, and the products, services and supports approved.



# JORDAN'S PRINCIPLE COORDINATOR at the Pembina Trails School Division

**We help connect  
First Nation children  
and families with  
health, educational,  
and social supports!**



**Our Jordan's Principle Coordinator assists families and educators to access programs, services and supports to help improve educational outcomes for First Nations children in the Pembina Trails School Division 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.

Jordan's Principle is a legal requirement that any public service ordinarily available to all other children must be made available to First Nation children without delay or denial.

**FIND OUT MORE HERE: [SCOINC.MB.CA/JP-PROGRAM/](https://SCOINC.MB.CA/JP-PROGRAM/)**

# GRANT REPORT ON RESULTS

## 1) INDIGENOUS ACADEMIC ACHIEVEMENT

The **Indigenous Academic Achievement Grant** serves as an additional funding resource to support school divisions in enhancing existing programs and implementing new initiatives aimed at improving academic success for Indigenous students. This grant recognizes the importance of providing targeted support to ensure equitable educational opportunities for all Indigenous learners. Furthermore, the **Elders and Knowledge Keepers in Schools Initiative** plays a vital role in fostering cultural understanding and knowledge exchange. This initiative supports students, educators, and families in learning about the rich histories, cultures, traditional values, contemporary lifestyles, and traditional knowledge systems of First Nations, Métis, and Inuit communities. By incorporating authentic and meaningful experiences across all learning environments in our schools, we aim to create inclusive and culturally responsive educational settings.

The Indigenous Academic Achievement (IAA) Grant is part of a comprehensive set of initiatives aimed at enhancing educational outcomes and boosting graduation rates for Indigenous students. Manitoba Education outlined the grant's primary objectives for the past year, which included targeting literacy and numeracy skills while also providing support for cultural programming. As a result, grant funding was made available to all schools, with a focus on these specific areas, considering the number of Indigenous students within each school. With the collaborative efforts of the division and the dedicated educators, we strive to create an inclusive and supportive learning environment that empowers Indigenous students to thrive academically and culturally.

In Pembina Trails, the planning processes in 2022/23 involved one Divisional Principal of Curriculum, four Divisional Indigenous Student Success Teachers (ISST), thirty-six Indigenous Teacher Champions (ITC), Curriculum and Student Services Consultants, Senior Administration and School Leaders. Planning conversations were aligned with the goals identified in the IAA Grant and the Division's Indigenous Education priorities:

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

Within our student body, we have a wonderfully diverse group of students who come from various First Nations and Treaty areas within Manitoba. This vibrant mix of students



brings with them a rich tapestry of cultures, languages, and experiences. It is through embracing and celebrating this diversity that we aim to create truly inclusive and enriching educational environments for all. In 2022/23, around 8% of the overall student population chose to self-identify their Indigenous ancestry. It is important to note that the representation of Indigenous students varies across our schools, with some schools having nearly 40% of their student body comprised of Indigenous students and others having 2% representation.

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**

In Pembina Trails we are committed to the ongoing implementation of [Mamàhtawisiwin: Indigenous Education Policy Framework](#)

Throughout the 2022/23 school year, Pembina Trails' school leaders and school teams have been learning about and implementing *Manitoba's Indigenous Education Policy Framework*. All schools have been using the newly released framework to help describe what an Indigenous-inclusive education system could “look like” in all classrooms in Pembina Trails. The leaders and staff of the Pembina Trails school division recognize the importance of the work of creating the conditions for purpose, hope, belonging and meaning through educational experiences. This framework supports our commitment and actions for all students living and learning within the school division.

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

We believe in the importance of inviting Elders and Knowledge Keepers in schools and at division events. In addition to funding from the provincial Elder and Knowledge Keeper Grant, the Division commits additional funds in support of honoraria for such engagements.

To support Elder and Knowledge Keeper commitments, each of the four Indigenous Student Success Teachers (ISST) were assigned to nine schools, acting as a link to Elders and Knowledge Keepers. ISST work with school leaders to discuss and guide planning for engagements. Overall, across the Division we experienced an increase in the number of engagements with Elders. In total, 95% of the schools across Pembina Trails School Division were engaged with Elders and Knowledge Keepers in 2022/23.

We are grateful to share the honour of having Elders and Knowledge Keepers in our schools working with students. In 2022/23 we were fortunate to have had opportunities with Niigaan Sinclair, Elder Val Houle who brought teachings on beading and Indigenous culture; Elder Ellen Cook who shared teachings on water; Elders Alberteen Spence and Karen Courchene who worked with the Pembina Trails Indigenous Youth Leader groups; Elder Winston and Duncan Mercredi who shared Indigenous storytelling; Knowledge Keeper Lisa Assiniboine who shared her gifts as jingle dress dancer; Knowledge Keeper Glenna Henderson who shared her gifts of food preparation and food security; and Knowledge Keeper Bruce Schacht who shared about land based learning and traditions; Knowledge Keeper James Queskekapow who brought teachings on the four worlds model, Indigenous world view and sharing of Indigenous knowledge to inform reconciliation process. Furthermore, we are grateful for engagements with Byron Beardy, Elder Allison Cox, Kevin Lamoureux, Marc Kully, Ellen Cook, Ray Co-Co Stevenson, Aboriginal School of Dance, Johnny Meikle, Stan Kipling, Chakotay Wakos, Pam Boulanger, Sabrina Mason, Frederick Spence, and Jackie Anderson who helped to engage schools and divisional staff in ribbon shirt and skirt making.

### **Indigenous Youth Leadership Oskininiko nikàniwak**

In Pembina Trails, we believe in the importance of Student Voice. Our students need to have their voices heard and need to be leaders within our community. This year we re-established the **Indigenous Youth Leadership Oskininiko nikàniwak** groups 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 met at FortWhyte Siobhan Richardson Field Station and spent the morning with Michael Redhead Champagne and Elders. In 2023/24 The IYL group will continue to explore their culture, leadership, and a deepened sense of belonging together and in the community.

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

In their collaborative work with teachers, the ISST engaged in ways that focused on keeping students at the center. Many beading clubs were established in schools as an offering for students to have a soft start to their school day. These clubs created opportunities for students to experience their culture, with Indigenous traditions and storytelling from and with the Indigenous Student Success Teachers. In one of the high

schools, traditional Indigenous family parenting was a topic of focus where students made moss bags while engaged in Moss Bag Teachings. Traditional Indigenous stories are shared with students across all grade levels and students in classrooms are invited to make and share their personal stories using a story vine. Students are learning about the traditions of Powwow and the different dance styles involved, including the round dance and snake dance. In the upcoming academic year of 2023/24, we are excited to announce that we will be further developing and supporting our divisional Powwow clubs. These clubs will be facilitated in partnership with the Aboriginal School of Dance, allowing us to provide an enriching and culturally immersive experience for our students. We can't wait to see the positive impact this collaboration will have on our school community.

The Division's ISST continues to develop resources, teachings, and experiences for all educators to support further learning for students. In 2022/23, the Indigenous Student Success Team worked in collaboration with teachers in schools by collaboration request. In total, they supported seventy-five in-school requests from across Kindergarten to Grade 12. Each of these collaborations focused on learning goals for students and ways to implement learning experiences. We received a range of project requests that focused on teaching the authentic history and Indigenous perspectives. Through our collaborations with teachers in the Indigenous Studies Support Team (ISST), our primary objective is to enhance capacity within our division and reinforce our commitment to reconciliation. These projects aim to deepen our understanding of Indigenous worldviews and foster a more inclusive and respectful learning environment.

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

All thirty-six schools in Pembina Trails have identified one or more Indigenous Teacher Champion(s). In 2022/23, this group of teachers 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 *Resurgence: Engaging with Indigenous Narratives and Cultural Expressions In and Beyond the Classroom*. The feedback from ITC's on working through the book study was overwhelmingly positive. Each of the ITC's were able to bring back and share their learnings with their schools' staff and students.

After a year of remarkable achievements in schools during 2022/23, Pembina Trails celebrated a significant milestone by hosting its inaugural Indigenous Education Gallery Walk. With planning from the ISST and presentations of the Indigenous Teacher Champions (ITCs), the event welcomed community members, including Elders, to join in the gathering. The Indigenous Education Gallery Walk served as a platform for everyone to come together, exchange knowledge, and learn from one another. A total of 18 out of 35 schools participated by setting up presentations and sharing opportunities. The

feedback received was overwhelmingly positive, and we are pleased to share that we will be further developing and supporting our divisional Indigenous Education Gallery Walk again in 2023/24.

As a division, we prioritize allocating resources for professional learning opportunities that enable all educators to gain a deeper understanding of the true history of Indigenous Peoples and the profound impact of intergenerational trauma on families and children. We are proud to see many Division and School leaders actively participating in these learning opportunities, setting positive example for others. Additionally, with the assistance of Indigenous Teacher Champions, we are working towards increasing access to resources that promote the presence of Indigenous languages in our schools and classrooms. Our Indigenous Student Success Teachers (ISST) play a crucial role in supporting these efforts.

### **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.

### **Kisténitākosowīn Kēsikow Honouring Indigenous Graduates in Pembina Trails**

In 2022/23, all five Pembina Trails High Schools planned for Indigenous graduation celebrations for students who chose to be honoured. The celebrations are entitled **Kisténitākosowīn Kēsikow Honouring Indigenous Graduates of 2023** intended to acknowledge and honour Indigenous Graduates within our community. 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. Each high school created a unique graduation stole to commemorate this special milestone and for students to keep. 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. The result was a collection of stunning and meaningful graduation stoles that truly represented the spirit and aspirations of our graduating students within each of our school communities. Each Grad Stole has a story that was created by students. Below is the story that came from Grade 12 FNMI students at Institut collégial Vincent Massey Collegiate:

### Our Grad Stole Story

The left-hand side of the stole is consistent across Pembina Trails School Division and includes: *An Eagle Feather* to represent First Nations peoples and symbolize: Honour, Strength & Wisdom. *An Infinity flag*, Flower Beadwork & a Ceinture Flechee to represent Metis peoples which symbolizes: Creativity & Individuality and *an Inunnguaq* to represent the Inuit peoples and symbolizes: Finding your Way & Discovery

The right-hand side of the stole is unique to each Pembina Trails High School. Ours is an Eagle staff or shield in the school colours, green, white, black & silver with the ICVMC Trojan logo in the middle. It symbolizes: Community & Protection.

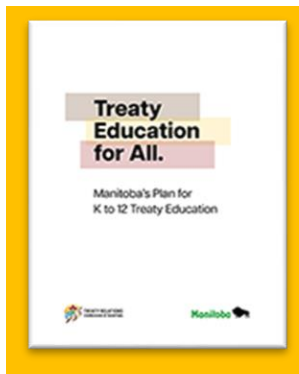
Finally, on the back on the stole the words are written in Anishinaabe and Cree and mean "Anything is Possible." The students felt that they wanted this saying in lieu of the Pembina Trails School Division moto "**Accomplish Anything**".



### 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 our plan to support this directive will take on a multi-faceted approach.



- Continued professional development for senior administration, principals, and vice-principals.
- Continued professional development through the Treaty Relations Commission of Manitoba for teachers and school staff not yet trained.
- All teaching staff will be required to complete the two-day training. All other school staff are required to attend only the first day of Treaty Education training.
- Engage our Treaty Education Catalyst Teachers with the delivery, professional development and implementation of Treaty Education in classrooms.
- 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).

We are on a collective journey to develop and refine divisional literacy and numeracy strategies to continue strengthening student learning outcomes. In Pembina Trails, we support a comprehensive approach to literacy instruction and programming which includes:

- Read aloud/ Literature discussion
- Writing about reading
- Shared and performance reading
- Writing
- Phonological awareness, phonics, and word study
- Whole class literacy learning
- Guided reading and writing
- Oral and visual communication
- Multimodal communication



## Comprehensive Literacy Approaches in Pembina Trails

In 2022/23, a Divisional Literacy Instruction and Assessment Steering Committee was formed in response to both local and global discussions related to literacy programming approaches. These included the Ontario Human Rights Commission Right to Read report and ongoing research on best practices in literacy instruction. Additionally, we had the opportunity to collaborate and learn from our colleagues in Pembina Trails who, through the Teacher Idea Fund, successfully piloted Phonological Awareness projects in their schools. The committee actively engaged in thoughtful discussions to further inform our approach to literacy instruction and assessment. By drawing upon valuable insights and experiences, we aimed to develop effective strategies and initiatives that would positively impact student literacy outcomes. During the 2023/24 school year, the literacy steering committee will focus on implementing five key strategies and actions to strengthen literacy outcomes for students. By adopting these recommendations, we aim to equip all teachers with additional tools and resources to effectively address the diverse literacy learning needs of every student. Together, we can ensure that every student receives the necessary support to thrive in their literacy journey.

The work of our Literacy Steering Committee was affirmed through Manitoba Education and Early Childhood Learning's announcement related to the [Guiding Principles for a Comprehensive Approach to Reading Instruction](#) in Manitoba which speaks to the guiding principles of reading instruction, acknowledges the role of the classroom teacher, and places students at the centre of all teaching and learning.

## Numeracy Programming

The Numeracy Grant, provided by Manitoba Education and Early Childhood Learning, is allocated to teachers through school divisions across the province. The primary objective of this funding is to enhance teaching and assessment practices that yield high results, ultimately maximizing student learning outcomes. Through the support of this provincial grant, we continue to provide educators with the necessary resources and teaching materials that can strengthen numeracy skills among students.

In 2022/23 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 numeracy instructional/curriculum items purchased included:

- Mathlogy.ca and Mathologie.ca digital subscriptions
- Building Thinking Classroom in Mathematics, Grades K-12 – Peter Liljedahl

- Mathematical Mindsets; Unleashing Students' Potential through Creative Mathematics
- Math Running Records in Action – Dr. Nicki Newton
- 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
- 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, Wipeboard dry erase flip charts

Literacy and numeracy 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.

### **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.

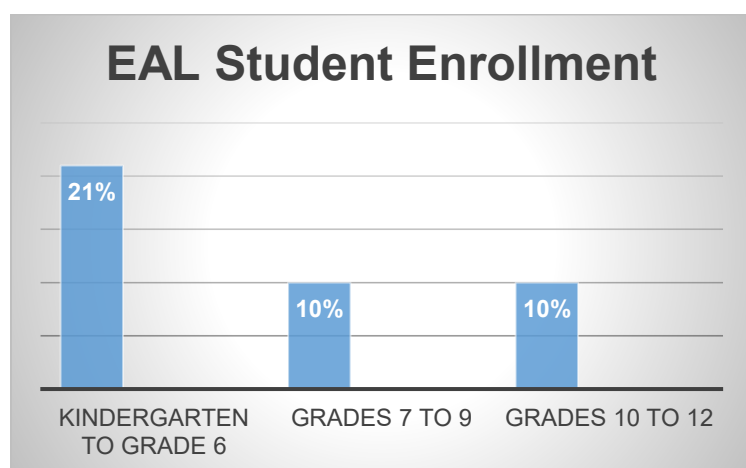
In Pembina Trails School Division, we extend a warm welcome and provide unwavering support to all newcomer families and students as they embark on an educational journey filled with abundant opportunities, personal growth, and acceptance. We take great pride in the vibrant diversity of our community, which has embraced over 700 new students during the 2022-23 academic year. Our student body comprises learners from numerous



countries worldwide, representing a rich tapestry of over 60 different languages spoken within our schools. By establishing strong connections with newcomer families and recognizing the unique strengths they bring, we foster inclusive and empowering learning environments for all of our students.

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 2022/23, our planning processes involved data conversations that facilitated the enhancement of classroom instruction, early intervention, and progress monitoring, all aimed at improving academic outcomes for EAL learners. We also utilized the helpful Pembina Trails EAL Decision Tree for Consultation and EAL Staging Continuums, which continue to play a crucial role in guiding decision-making processes for student progress and support.

### English as an Additional Language Learners by the Numbers



The data charts to the left show the percentage of EAL students within each grade band. Our schools use the EAL Intake Process documents to determine the stage of English language acquisition for new EAL learners; for returning EAL students, schools will use the EAL Framework. Using the EAL Framework, teachers provide appropriate programming for English language learning along with subject-area content. To effectively plan for our EAL learners, big ideas, social and academic language, and subject-area learning are integrated.

Pembina Trails School Division supported 126 LAL students as of May 2023 at the 5 main LAL programming sites; Fort Richmond Collegiate, Arthur A. Leach School, Acadia Junior High School, Prairie Sunrise, and Dalhousie School. There were also some individual LAL students at other school locations across the division. These students have significant and on-going academic, language, and social-emotional learning needs, and require a substantial investment in professional and clinical staff to meet their needs.

The growing refugee population in Pembina Trails continues to present considerable challenges in aspects of extensive physical and psychological trauma histories, ongoing re-traumatization, and the extent of their educational gaps. Our refugee students have a combination of interrupted or under-schooled backgrounds, trauma related to war, family

separation and forced migration, and physical injuries. The level of trauma, ongoing re-traumatization and needs presented by all our LAL and refugee students is something Pembina Trails continues to work with. As more information is shared regarding students' personal histories there is greater understanding of how this impacts their learning and process of healing. In addition, the ongoing re-traumatization resulting from current and vicarious stressors, and adjusting to life in Winnipeg are equally significant for many of our students.

Numerous newcomer students benefit from a range of academic, social, and mental health supports. Our schools collaborate closely with organizations like N.E.E.D.S. Inc. and Family Dynamics to assist newcomer families with settlement and adjustment. In 2022/23, N.E.E.D.S. engaged with 200 newcomer students within the Pembina Trails community. N.E.E.D.S. staff visit families at home to establish connections and assess if any support is necessary. During these visits, students can express their interests and identify any academic assistance they may require. N.E.E.D.S. plays a vital role in providing the necessary help and resources to ensure a smooth transition and successful integration for newcomer students.

Other essential elements of EAL/LAL programming include:

- Teaching and EA staff to support LAL-Literacy and LAL-Numeracy classes.
- EA staff supporting student specific learning in class.
- EA support as students bridge to appropriate mainstream classes and E-Courses with supportive student specific plans.
- Case Managers (EAL/Resource teachers) work closely with mainstream teachers to ensure programming for the core elements of language, academics and literacy are addressed in an appropriate manner.
- Case Managers work closely with all members of a LAL student's education team to determine when a student is ready for bridging support or transition into adapted general or EAL supported programming. A variety of assessment data is used to make these decisions.
- Collaboration and communication between the schools and Peaceful Village, the Settlement Workers in Schools (NEEDS Inc.), the Newcomer Immigrant Settlement Workers (NISWs) and other community resources.
- Funding for additional classroom resources (books, technology hardware and software, interactive learning materials, school supplies and breakfast/snack items).
- EAL/LAL, resource, and classroom teachers attend professional development workshops in person or online offered by NEEDS, New Directions, TEAL MB and other organizations.
- Programming that encourages interaction with same age peers in culturally diverse settings.

- Mental health and wellness activities. Programs and activities that support mental health are necessary to the ongoing wellbeing of all students, and LAL students.
- Nutritional support for students is available throughout the school day as needed, through planned breakfast programming and drop-in availability.

Review and future planning conversations are essential to the responsiveness and success of the program. Assessment data include formative and summative reports of student academic progress, reflective teacher practice, consultation with parents and student voice. The program is evaluated for its benefit to students, schools, and families. Meetings between teachers, administrators, EAL Consultant, and Principal of Curriculum, provide ongoing planning for the future.