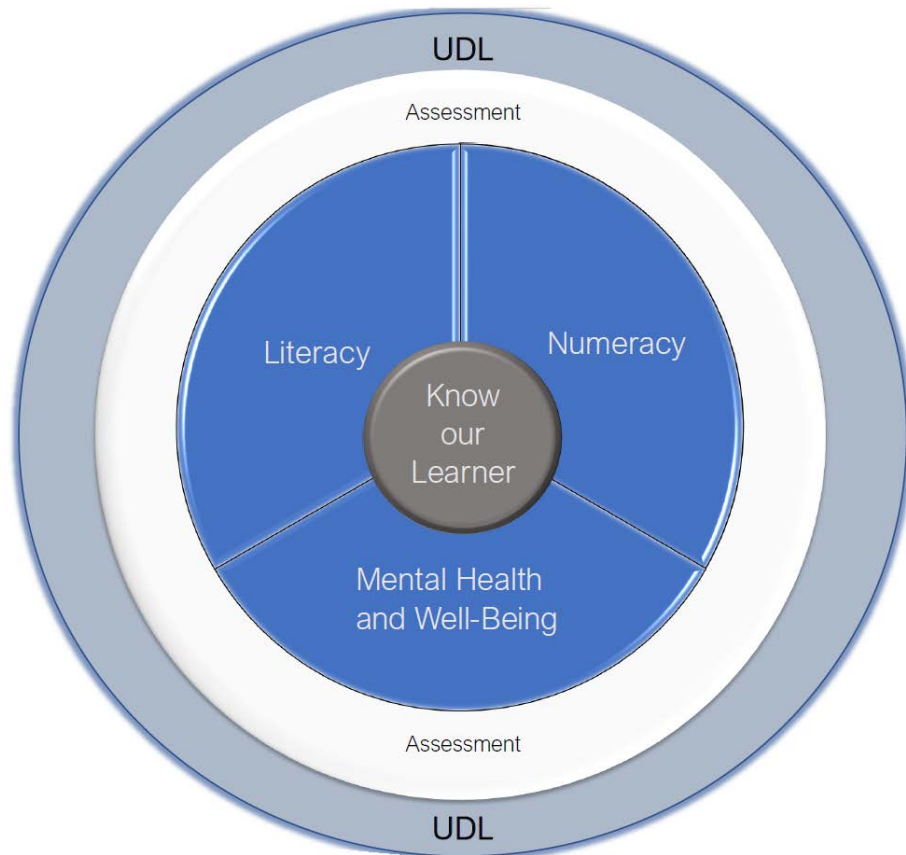




**LORD SELKIRK SCHOOL DIVISION**  
Educational Care & Excellence



# **ANNUAL REPORT ON CONTINUOUS IMPROVEMENT**

2022-2023 Report  
2023-2024 Plan

## **LSSD Foundational Statements and Goals**

### ***Lord Selkirk School Division Educational Care and Excellence***

The Lord Selkirk School Division is committed to providing quality educational programs and opportunities for its community of learners.

The Lord Selkirk School Division is committed to creating a safe, inclusive, and respectful learning environment to support and enable learners to develop the knowledge, skills, and values to reach their full potential.

Learning is the fundamental purpose of our schools. With a focus on student success for all, Lord Selkirk School Division develops plans at the Board, Senior Administration, and School levels. All plans align with provincial and divisional priorities. The following are areas of focus, priorities and performance targets for 2018 – 2023.

The divisional areas of focus in Lord Selkirk School Division encompass:

- Indigenous Education
- French Immersion
- Division and School Planning – Numeracy, Literacy, and UDL
- Mental Health Well-Being and Well-Becoming

Goals at both the school and divisional levels will be evaluated throughout the school year and revised when accomplished.

The performance targets selected by the Board of Trustees include:

- The six-year division graduation rate will increase to 90% by 2022 (*extended to 2023*).
- In each grade 9-12 core subject, reduce the number of students who have 10 or more absences by 10% in a semester or school year (*extended to 2023*).

### **Divisional Areas of Focus 2022-2023**

- Indigenous Education
- French Immersion
- Division and School Planning – Numeracy, Literacy, and UDL
- Mental Health Well-Being and Well Becoming
- Assessment

Factors that influenced priorities include:

- Provincial priorities, expectations, legislation and regulations
- Provincial assessments

- School plans, priorities and results
- Early learning trends

### **Indigenous Education**

- Maintain and continue to develop partnership with Brokenhead Ojibway Nation through the Manitoba First Nations School System.
- Maintain working relationship with Southern Chiefs' Organization and support of Jordan's Principle Coordinator dedicated to LSSD.
- Staff professional development and introduction to the Mamàhtawisiwin Policy Framework.
- Maintain and continue expansion of the Indigenous Knowledge Keepers program.
- Support transition of students into the High School at Lord Selkirk Regional Comprehensive Secondary High School.
- Provide learning opportunities in LSSD that are responsive and relevant to all students.
- Carry out a PATH with Divisional IAA Indigenous Academic Achievement committee to enhance Indigenous education in the schools.
- Celebrate Indigenous grads at PASS, an annual event that was initiated in 2000.
- Continue to maintain the existing partnerships developed with community members and groups, such as Selkirk Friendship Centre.

### **French Immersion**

- Provide varied and shared learning contexts through academic learning, social interaction and cultural experiences between schools and grade levels.
- Conversations and planning specific to the new framework on Manitoba's Recruitment and Retention Strategy for French Language Teachers.
- French Immersion programming is supported by the division for professional learning and leadership with support from Cultural Perspectives lead teacher.

### **Division and School Planning – Numeracy, Literacy and Mental Health and Well-Being**

- Each school is responsible for developing and submitting a school plan that is aligned with the divisional strategic plan. They work in collaboration with all their stakeholders in order to create a working school plan that focuses on specific targets and objectives. They also utilize the provided template to organize what they will implement and how they will measure success.

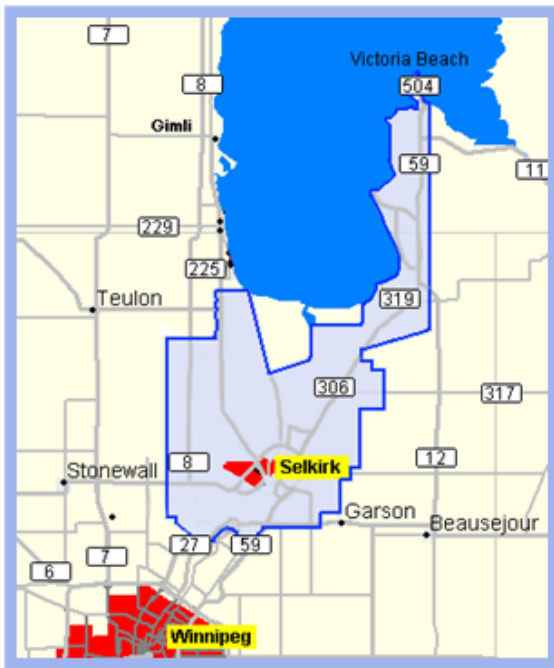
## Mental Health Well-being and Well-becoming

- Divisional committee formed including Student Services Director, Superintendent, Psychologist, LSTA President, IERHA representative, Learning Support Teacher and Principals.
- All divisional staff participated in a mental health professional development session with Dr Ross Greene.
  - The focus was on how to utilize the ***Collaborative and Proactive Solutions (CPS) Model***

## SCHOOL DIVISION PROFILE

### Overview

Lord Selkirk School Division stretches from the outskirts of Winnipeg to the community of Victoria Beach on Lake Winnipeg. With the City of Selkirk as its hub, the division straddles both sides of the Red River, including the suburban communities of St. Andrews, Lockport, East Selkirk, Clandeboye, Petersfield and lakeshore communities of Belair, Grand Beach and Grand Marais. A strength of our division is our location in a rural setting along the Red River, yet near Winnipeg.



Our 15 schools and one alternative campus offer a wide variety of program options for students including French Immersion, Ukrainian Bilingual, Technical-Vocational, Performing Arts and Athletics.

## Senior Administrative Team

Our Divisional Admin Team consists of the following:

- Superintendent/CEO
- Assistant Superintendent
- Secretary-Treasurer
- Manager of Finance
- Manager of Human Resources
- Manager of Information Technology
- Manager of Maintenance
- Manager of Transportation
- Executive Assistant

## Division Staffing Profile

<b>Positions</b>	<b>Full-time Equivalents 2022-2023 year</b>
Principals	14
Vice-Principals	10
Teachers	257
School Counsellors	14
Learning Support Teachers	22.50
Educational Assistants	158.75
Speech Language Pathologists	3.25
Reading Clinicians	1
Occupational Therapists	4.25
Physiotherapists	0
Psychologists	3.50
Social Workers	5
Other professional staff:	
• Director - Student Services	1.0
• Assistant Director- Student Services	1.0
• Director- Youth Programming	1.0
• Director- Adult Programming	.60
• Lead Teachers	1.0
• Reading Recovery Teacher Leader	1.0
• Career Coordinator/Dual Credit	1.0
• Cultural Proficiency Lead	1.0

**Disaggregated data for students designated as English as an Additional Language (EAL) and self-declared Indigenous students - September 2022:**

<b>Disaggregation</b>	<b>No. of Students</b>	<b>Percentage of Student Population</b>
English as an Additional Language	204	204/3949 = 5.0%
Self-declared Indigenous	1178	1178/3949 = 30%

**Children in Care**

September 30, 2022 data indicates a division total of 217 pupils in care of Child and Family Services.

**Education for Sustainable Development**

Current initiatives include:

- LSRCSS starter greenhouse
- Daerwood School starter indoor garden
- Enhancing existing outdoor gardens at schools
- Enhancing medicine gardens
- Creation of outdoor classroom/learning spaces
- Creation of medicine garden greenspace

<b>Education for Sustainable Development</b>	<b>No. of Schools</b>
Number of schools in the division	15
Number of schools with an ESD plan	8

\*\* In 2022-2023 all ESD funds were directed to the development and enhancement of the LSSD Albert Beach Trail.

**Divisional Plan for Attendance**

This has been an area targeted by the Division to focus on. The Board of Trustees have set the following performance target that has been extended through until June 2023.

***In each grade 9-12 core subject, reduce the number of students who have 10 or more absences by 10% in a semester or school year.***

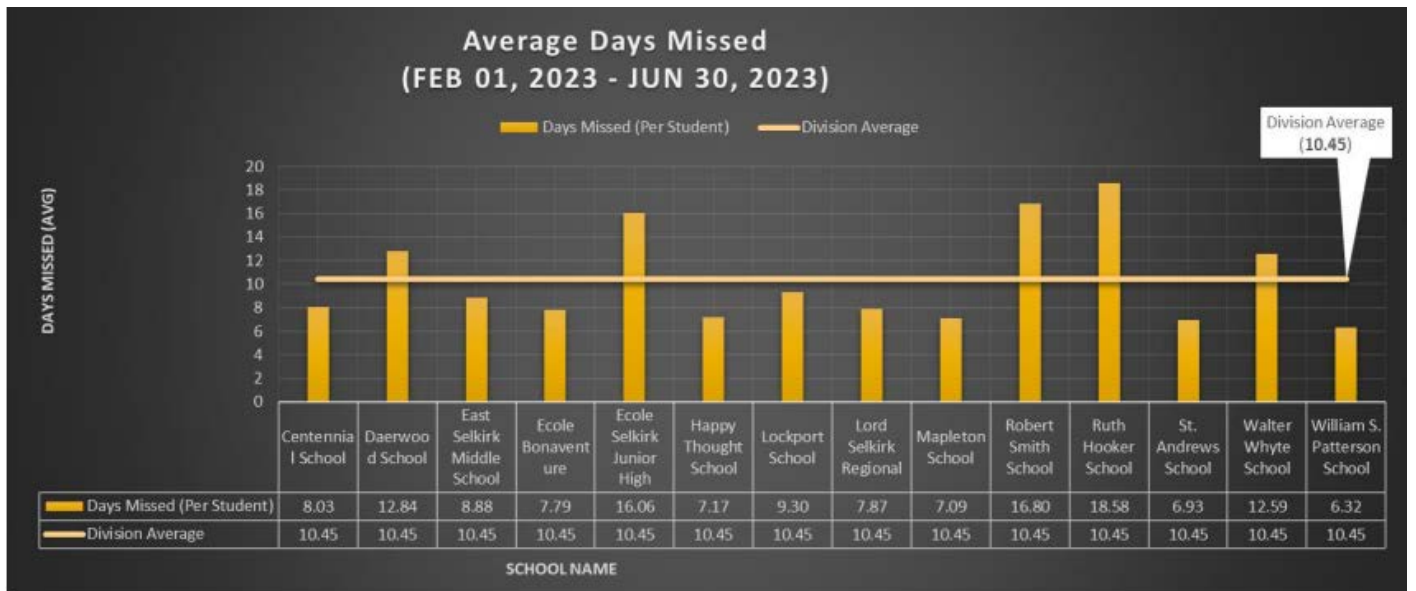
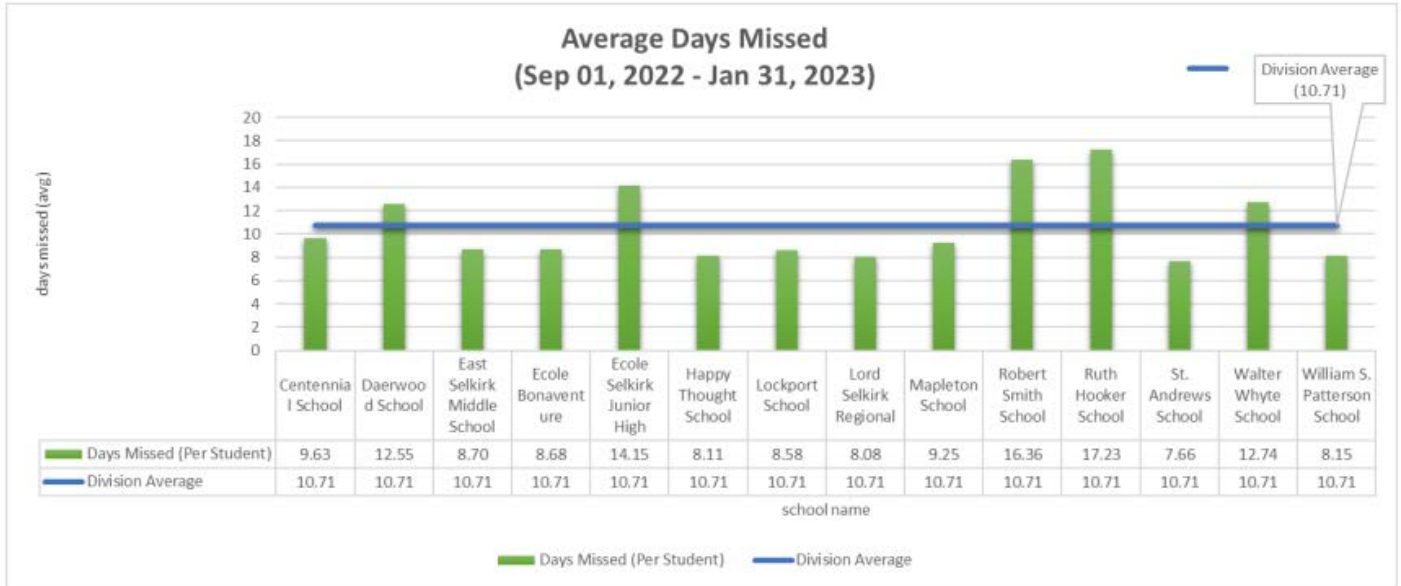
This target is the responsibility of all grades, not just high school. School leaders will be reviewing data, and through collective inquiry, develop strategies to support students and families. Conversations and planning will take place at the division and school levels.

Attendance data is from LSSD Student Information System. The following data sets highlight total and average absenteeism rates for the 2022-2023 school year.

## Attendance

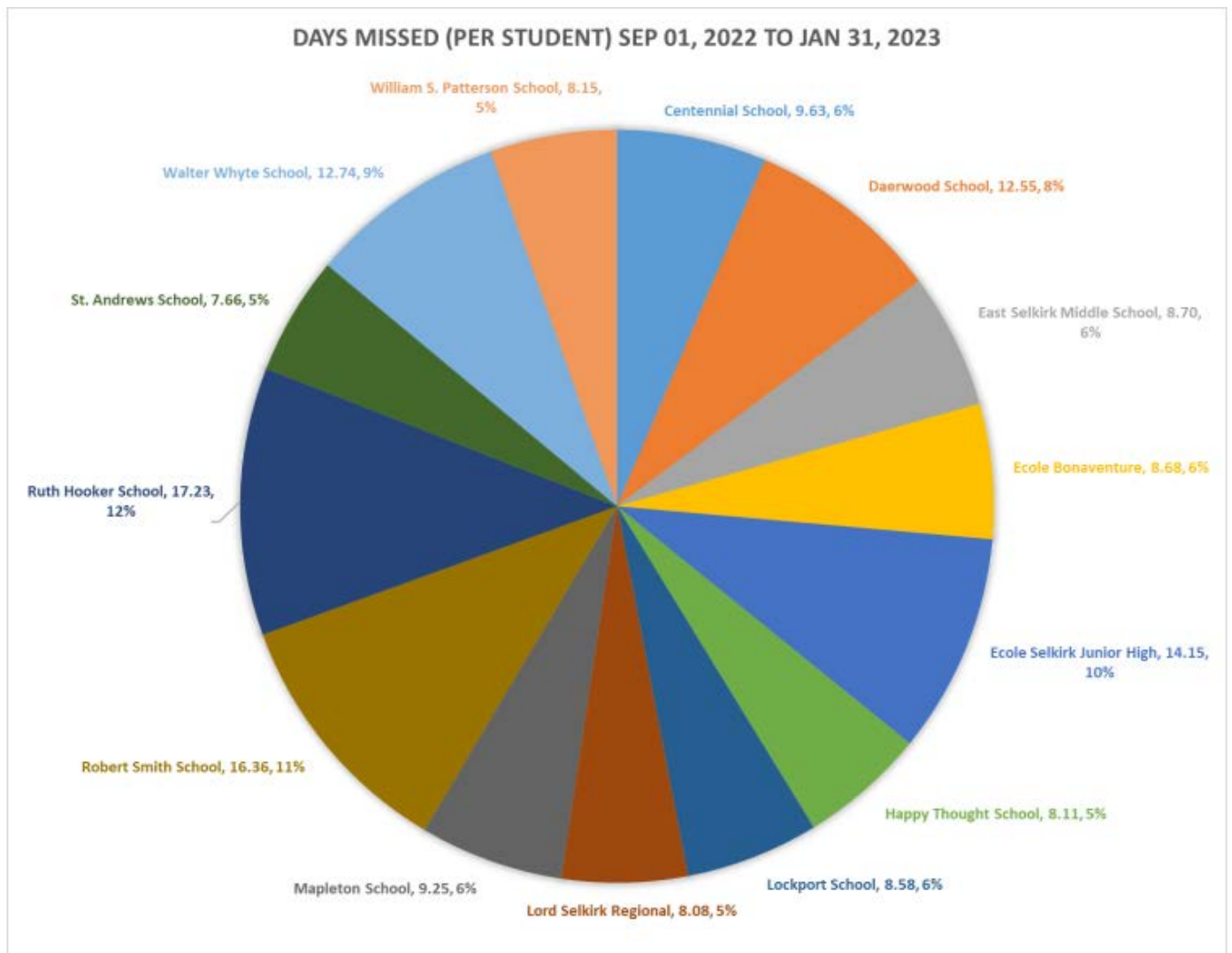
### Average Absences Per Student

**Description:** Following graph represents the average number of absences per student from September 7, 2022 to June 30, 2023. The divisional average is representation of the *average number of days missed by students across the division.*



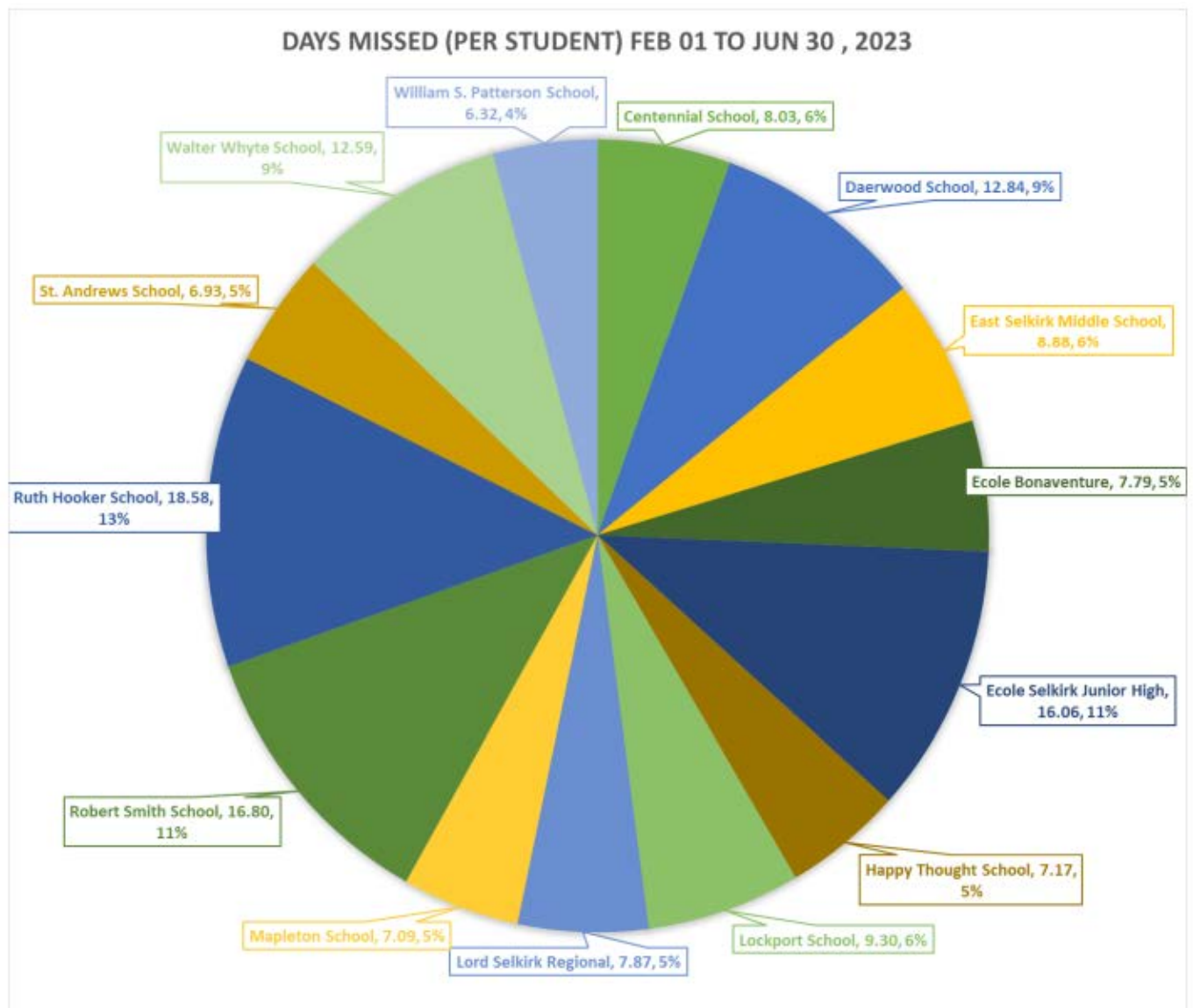
## Absence Breakdown

**Description:** This pie chart represents the total percentage of average student absences from September 2022 to January 2023 to each school is responsible for. For example, Ruth Hooker School (12%) and Robert Smith School (11%) has less students compare to Lord Selkirk Regional but a higher number of absences per student, it represents 12% and 11% of total absences while Lord Selkirk Regional (5%), which has more total students but less average absences per student only it represents 5% of the total average student absences.



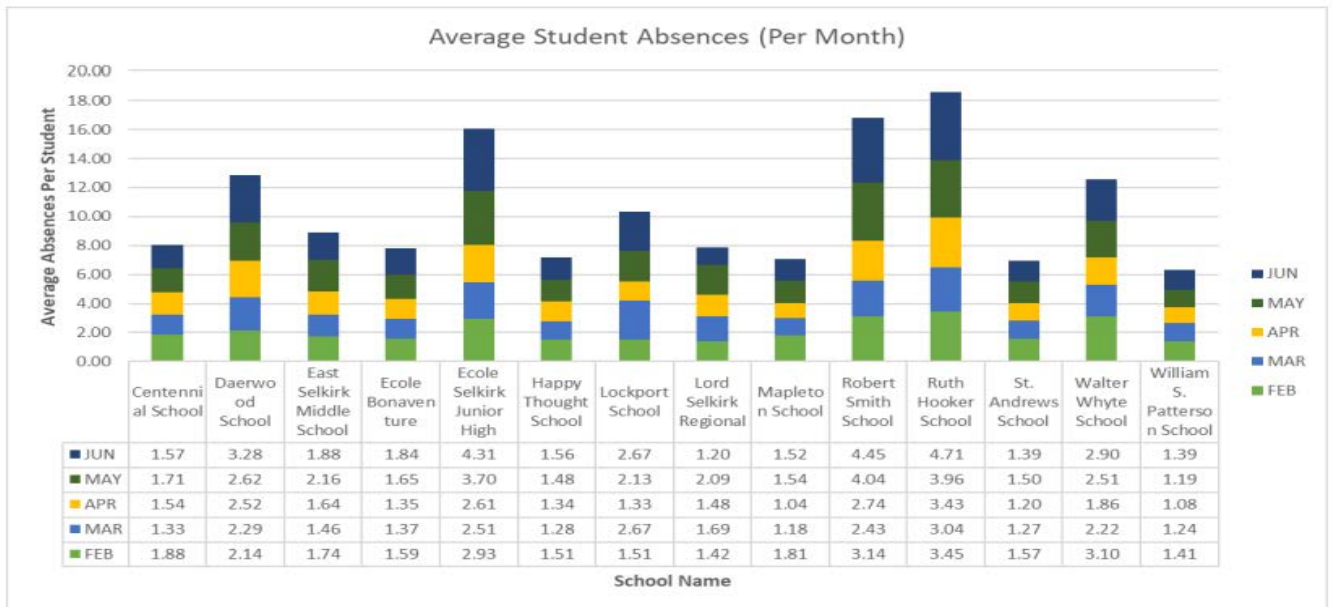
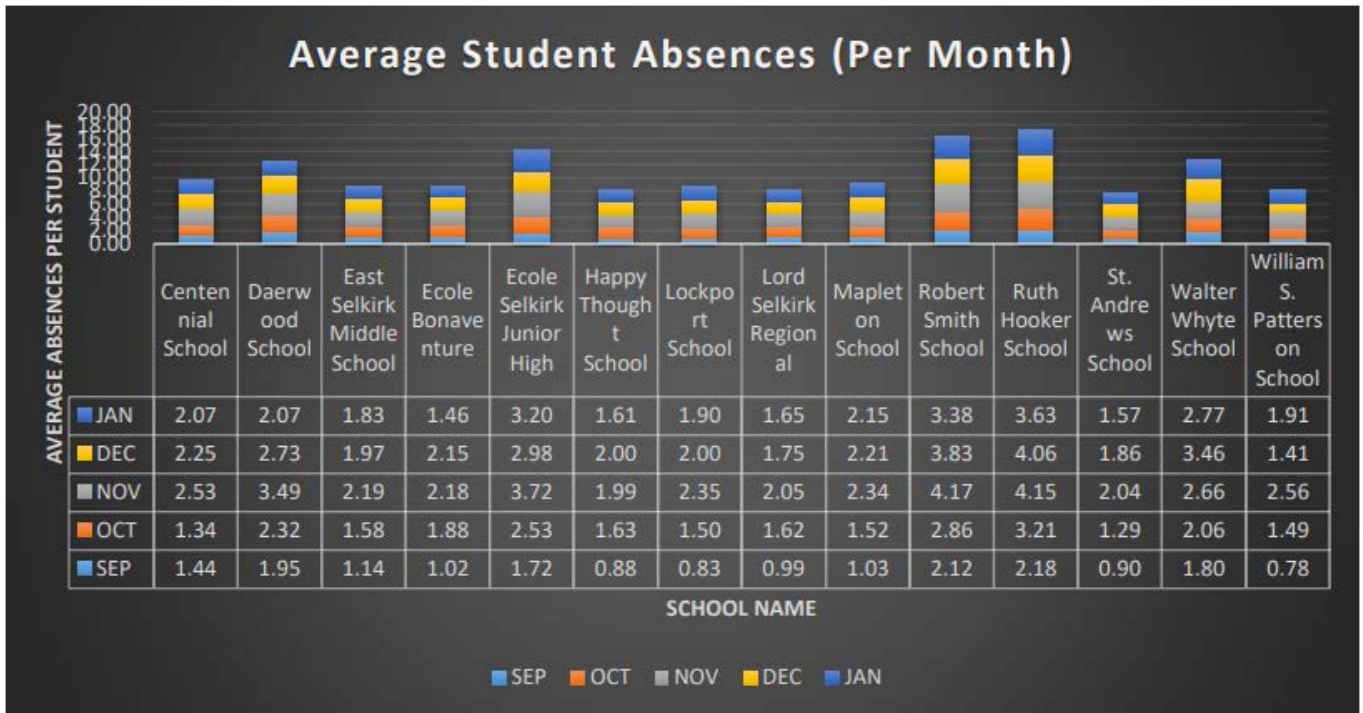


**Description:** This pie chart represents the total percentage of average student absences from February 2023 to June 2023 to each school is responsible for. For example, Ruth Hooker School (13%), Robert Smith School (11%), and Ecole Selkirk Jr. High (11%) has less students compare to Lord Selkirk Regional but a higher number of absences per student, it represents 13%, 11% and 11% of total absences while Lord Selkirk Regional (5%), which has more total students but less average absences per student only it represents 5% of the total average student absences.



## Average Student Absences (Per Month)

**Description:** This graph represents the average absences per month of each school. Each month is represented by a different color.



## GRADUATION RATES

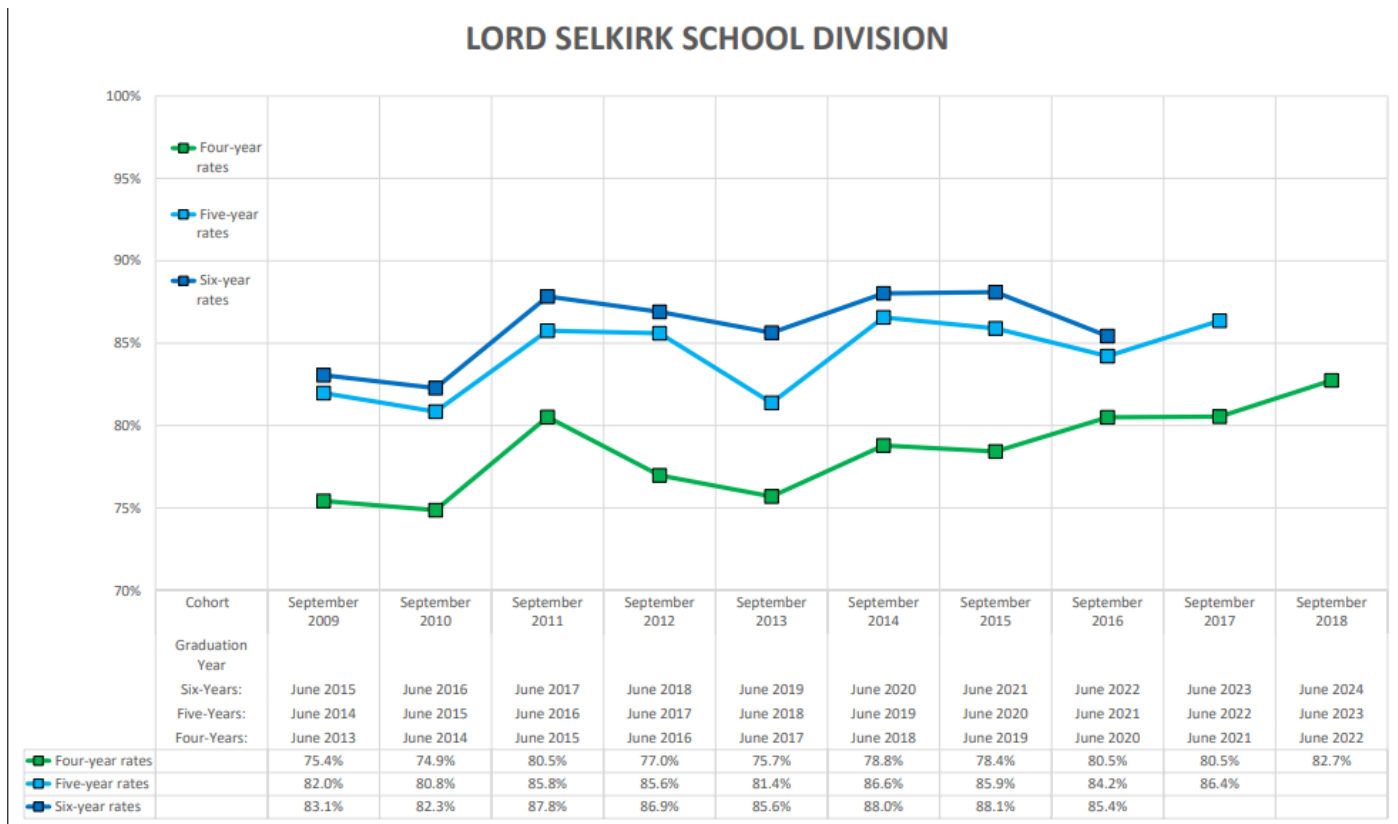
### First-Time Grade 9 Starting Cohort Sizes - Lord Selkirk School Division

Graduation rate is another area identified as a priority for Lord Selkirk School Division. The Board of Trustees have set the following performance target:

*The six-year division graduation rate will increase to 90% by 2023. The June 2023 six-year graduation rate in LSSD was 85.4% (as reflected in the chart below). **This Board priority has been extended.***

**The four-year, five-year and six-year graduation rates are as follows:**

- **Four-year graduation rate: 82.7%**
- **Five-year graduation rate: 86.4%**
- **Six-year graduation rate: 85.4%**



*Data Source: MB Education*

## PROVINCIAL GRADUATION RATES (4, 5 AND 6-YEARS)

<b>Four-Year High School Graduation Rates</b>										
Grade 9 Starting Cohort Year	September 2009	September 2010	September 2011	September 2012	September 2013	September 2014	September 2015	September 2016	September 2017	September 2018
Four-Year Graduation Year	June 2013	June 2014	June 2015	June 2016	June 2017	June 2018	June 2019	June 2020	June 2021	June 2022
<b>Provincial</b>	<b>76.2%</b>	<b>77.2%</b>	<b>77.3%</b>	<b>78.1%</b>	<b>79.0%</b>	<b>79.9%</b>	<b>81.9%</b>	<b>82.6%</b>	<b>83.0%</b>	<b>82.8%</b>
Girls	79.0%	79.7%	80.3%	81.2%	81.8%	82.4%	84.9%	84.6%	85.5%	85.1%
Boys	73.4%	74.9%	74.6%	75.2%	76.4%	77.6%	78.9%	80.7%	80.6%	80.5%
Non-Indigenous	83.5%	84.7%	85.3%	86.0%	86.8%	87.9%	89.9%	90.8%	91.3%	91.1%
Non-Indigenous girls	86.9%	88.2%	88.6%	89.2%	89.6%	90.6%	93.2%	92.9%	94.1%	93.3%
Non-Indigenous boys	80.3%	81.4%	82.2%	82.8%	84.1%	85.4%	86.8%	89.0%	88.8%	89.0%
Indigenous	46.9%	47.2%	45.7%	47.4%	49.4%	48.5%	50.7%	50.9%	51.1%	50.9%
Indigenous girls	48.8%	47.9%	48.8%	49.9%	52.7%	51.2%	53.6%	54.9%	54.1%	54.2%
Indigenous boys	45.0%	46.6%	42.5%	45.1%	46.1%	45.9%	47.7%	46.7%	48.2%	47.8%

**Note:** These figures reflect attrition rates based on Statistics Canada's estimates of population, deaths, and mobility/migration for 2023. Thus, simply multiplying starting cohort sizes by graduation rates will not yield the number of graduates.

<b>Five-Year High School Graduation Rates</b>									
Grade 9 Starting Cohort Year	September 2009	September 2010	September 2011	September 2012	September 2013	September 2014	September 2015	September 2016	September 2017
Five-Year Graduation Year	June 2014	June 2015	June 2016	June 2017	June 2018	June 2019	June 2020	June 2021	June 2022
<b>Provincial</b>	<b>80.4%</b>	<b>81.5%</b>	<b>81.4%</b>	<b>82.4%</b>	<b>83.1%</b>	<b>85.1%</b>	<b>86.4%</b>	<b>86.5%</b>	<b>87.4%</b>
Girls	82.9%	83.5%	84.1%	85.0%	85.3%	86.9%	89.0%	87.9%	89.3%
Boys	78.1%	79.7%	78.9%	79.8%	81.0%	83.5%	83.9%	85.1%	85.5%
Non-Indigenous	87.4%	88.2%	88.5%	89.4%	89.9%	92.3%	93.2%	93.7%	94.2%
Non-Indigenous girls	90.2%	91.0%	91.4%	92.0%	92.1%	94.2%	95.7%	95.3%	96.3%
Non-Indigenous boys	84.7%	85.6%	85.9%	86.8%	87.8%	90.5%	90.7%	92.3%	92.3%
Indigenous	52.7%	54.8%	52.9%	55.1%	57.1%	56.9%	60.3%	58.6%	61.3%
Indigenous girls	54.4%	55.2%	56.5%	57.7%	60.0%	59.1%	63.6%	61.5%	63.9%
Indigenous boys	51.0%	54.3%	49.4%	52.5%	54.3%	54.8%	57.1%	55.7%	58.8%

**Note:** These figures reflect attrition rates based on Statistics Canada's estimates of population, deaths, and mobility/migration for 2023. Thus, simply multiplying starting cohort sizes by graduation rates will not yield the number of graduates.

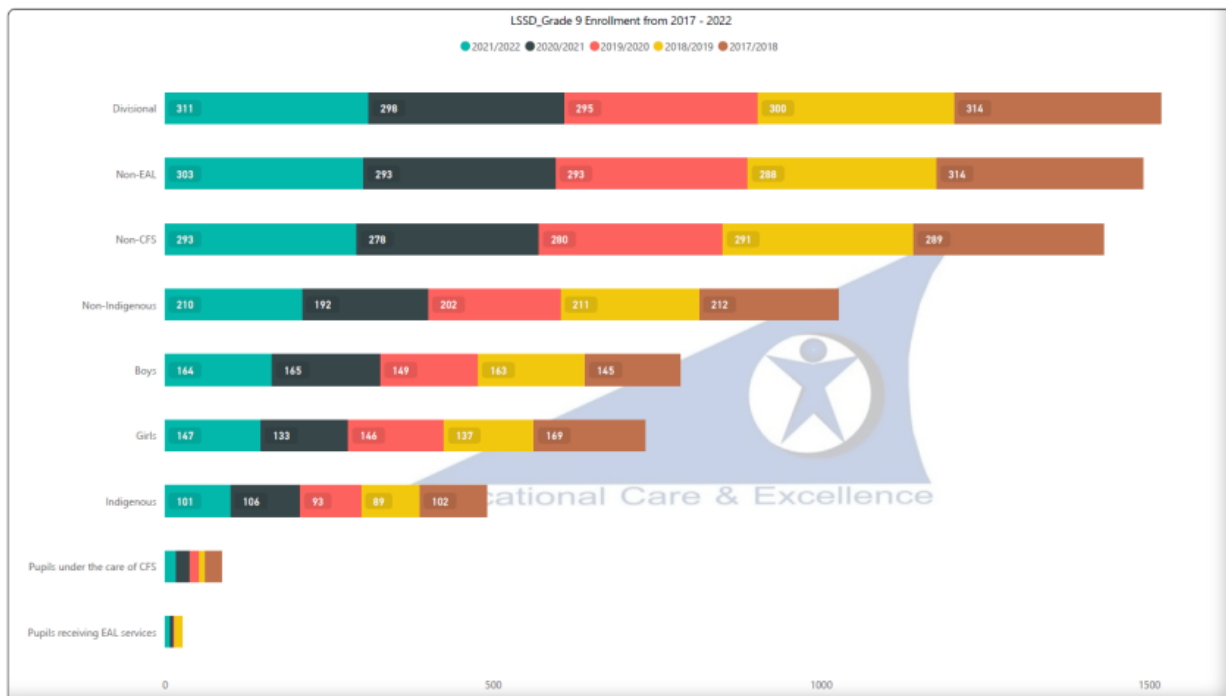
### Six-Year High School Graduation Rates

Grade 9 Starting Cohort Year	September 2009	September 2010	September 2011	September 2012	September 2013	September 2014	September 2015	September 2016
Six-Year Graduation Year	June 2015	June 2016	June 2017	June 2018	June 2019	June 2020	June 2021	June 2022
<b>Provincial</b>	<b>81.9%</b>	<b>83.0%</b>	<b>83.3%</b>	<b>84.0%</b>	<b>85.4%</b>	<b>86.8%</b>	<b>88.3%</b>	<b>88.1%</b>
Girls	84.1%	84.9%	86.0%	86.5%	87.6%	88.6%	90.7%	89.6%
Boys	79.7%	81.1%	80.8%	81.6%	83.3%	85.2%	85.9%	86.7%
Non-Indigenous	88.6%	89.1%	89.9%	90.4%	91.7%	93.6%	94.4%	94.6%
Non-Indigenous girls	91.1%	91.9%	92.6%	93.0%	93.8%	95.4%	96.8%	96.0%
Non-Indigenous boys	86.1%	86.6%	87.4%	88.0%	89.7%	91.9%	92.2%	93.3%
Indigenous	55.5%	58.3%	57.1%	58.8%	61.3%	60.3%	64.4%	63.2%
Indigenous girls	57.2%	58.8%	60.8%	61.3%	64.6%	62.4%	67.7%	66.5%
Indigenous boys	53.8%	57.8%	53.3%	56.4%	58.1%	58.3%	61.2%	59.7%

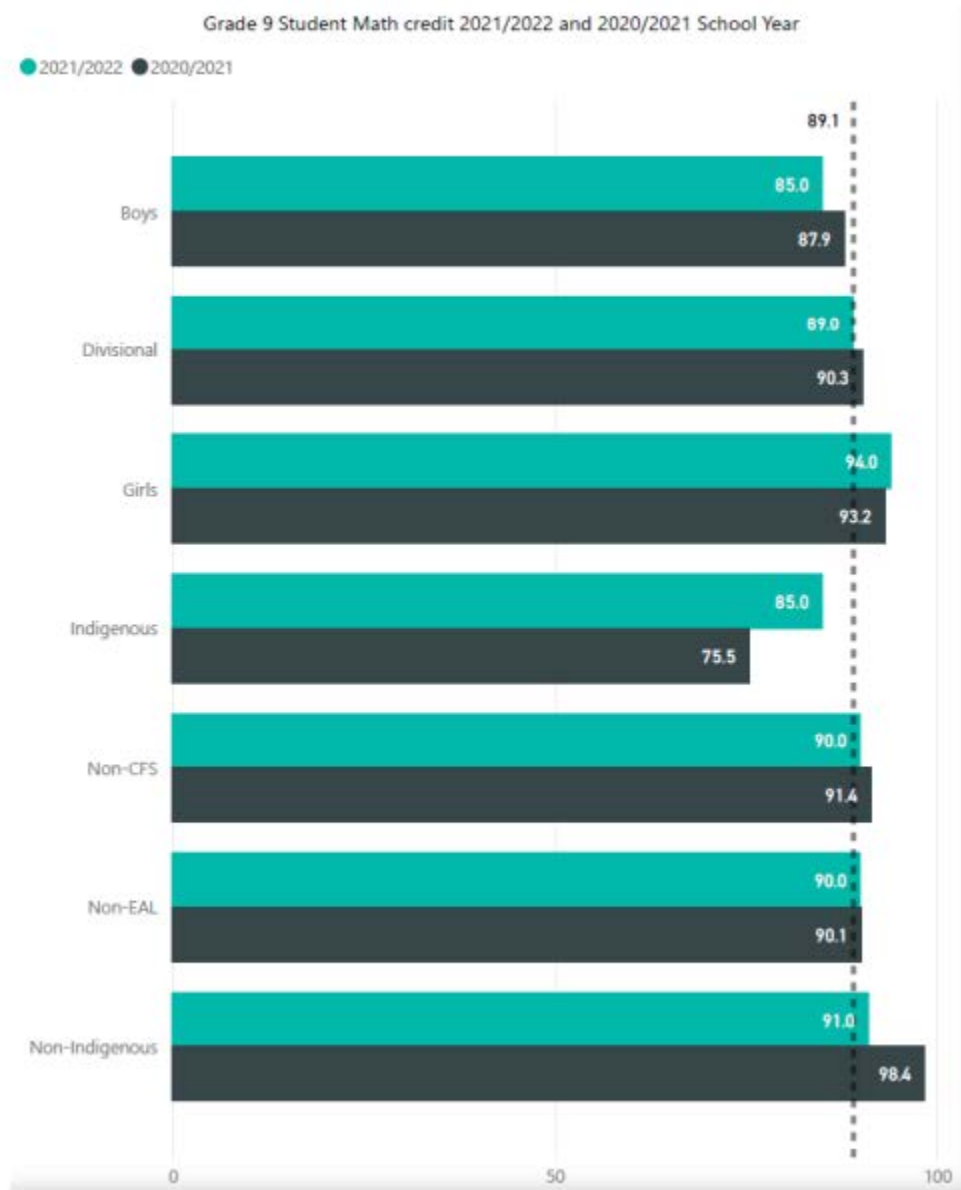
**Note:** These figures reflect attrition rates based on Statistics Canada's estimates of population, deaths, and mobility/migration for 2023. Thus, simply multiplying starting cohort sizes by graduation rates will not yield the number of graduates.

## GRADE 9 ENROLLMENT AND CREDIT ATTAINMENT:

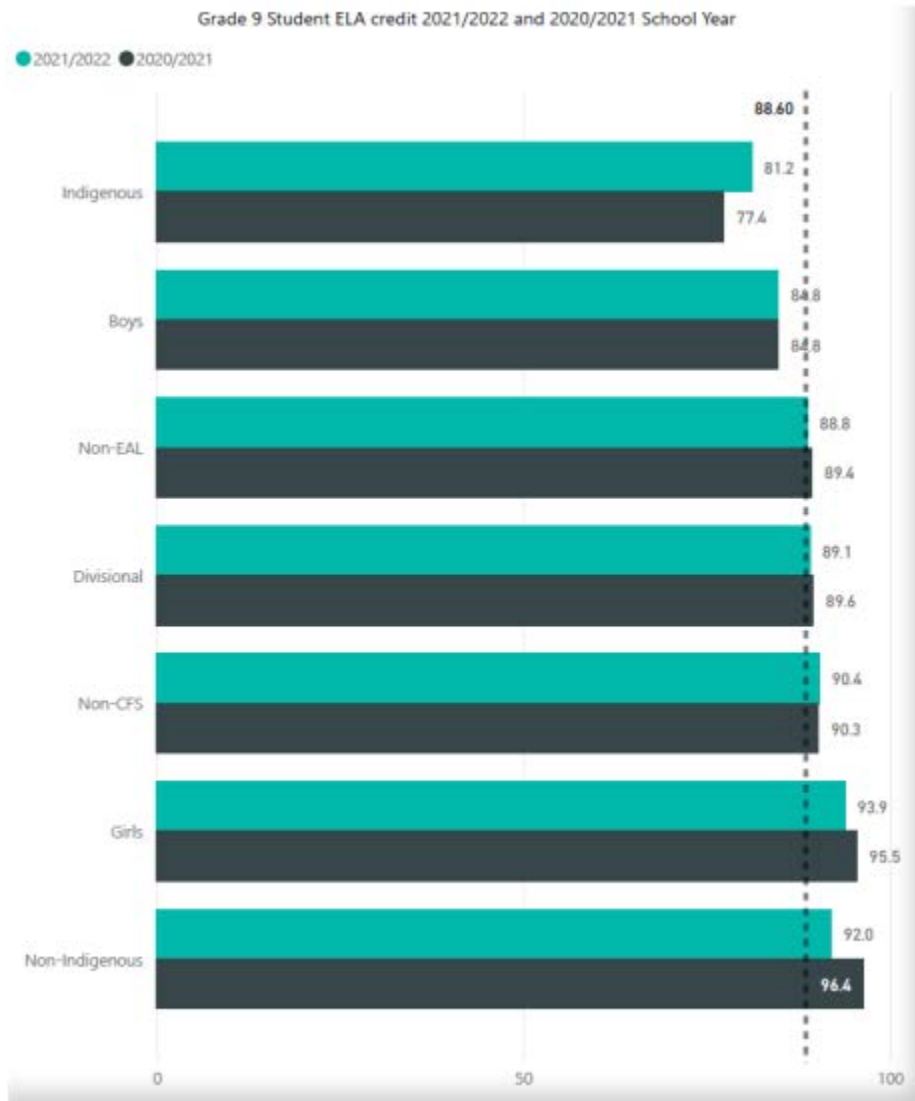
The following chart indicates the enrollment trends over a four-year period.



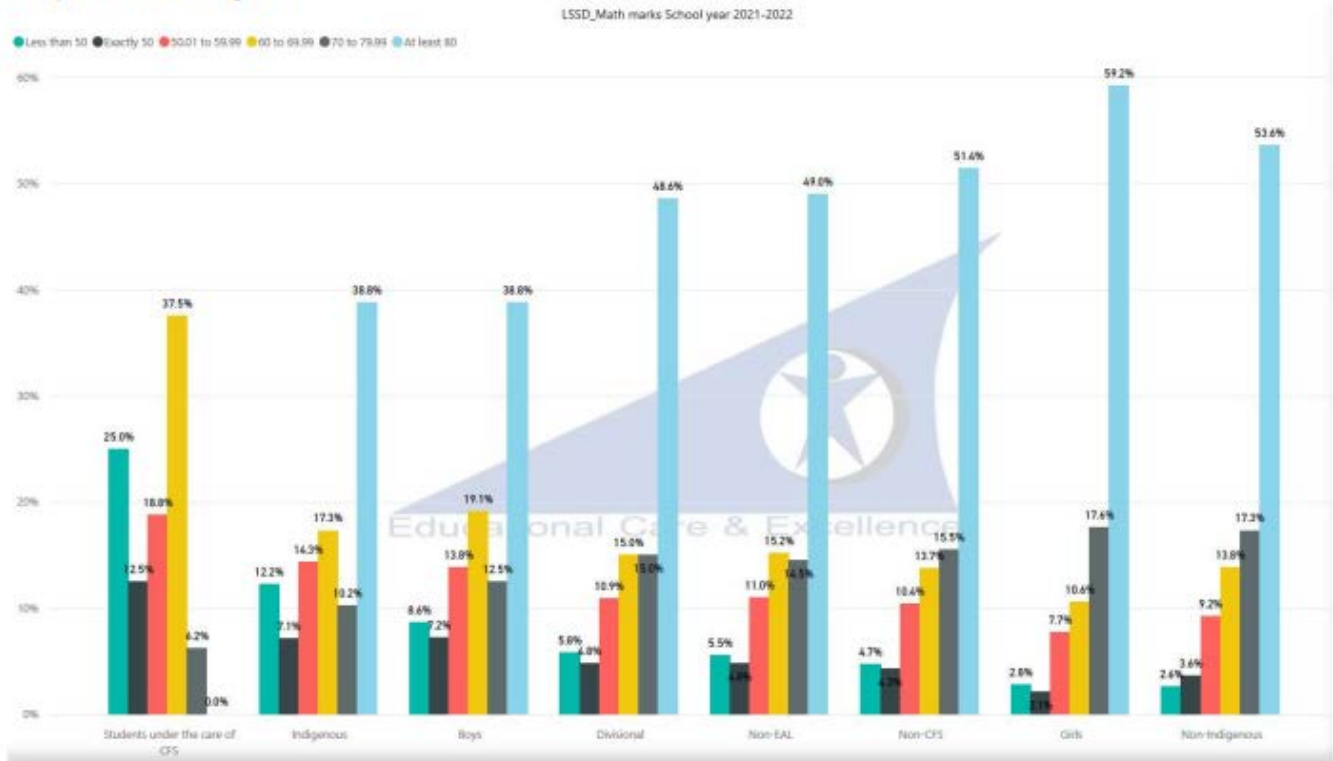
The following chart indicates Grade 9 student Math credits attained in the 2021-2022 school year in comparison to the 2020-2021 school year.



The following chart indicates Grade 9 student ELA credits attained in the 2021-2022 school year in comparison to the 2020-2021 school year.

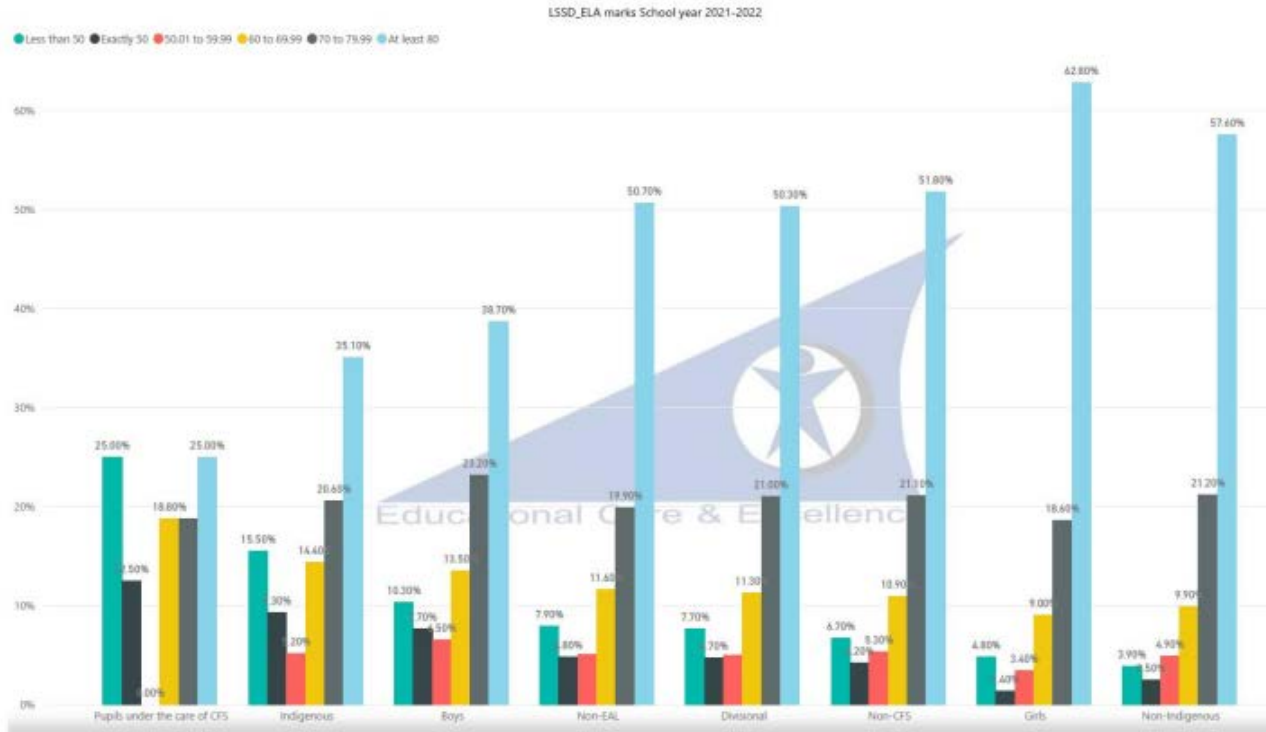


The following chart indicates LSSD Grade 9 Math marks in school year 2021-2022 by different comparative categories.





The following chart indicates LSSD Grade 9 ELA marks in school year 2021-2022 by different comparative categories.



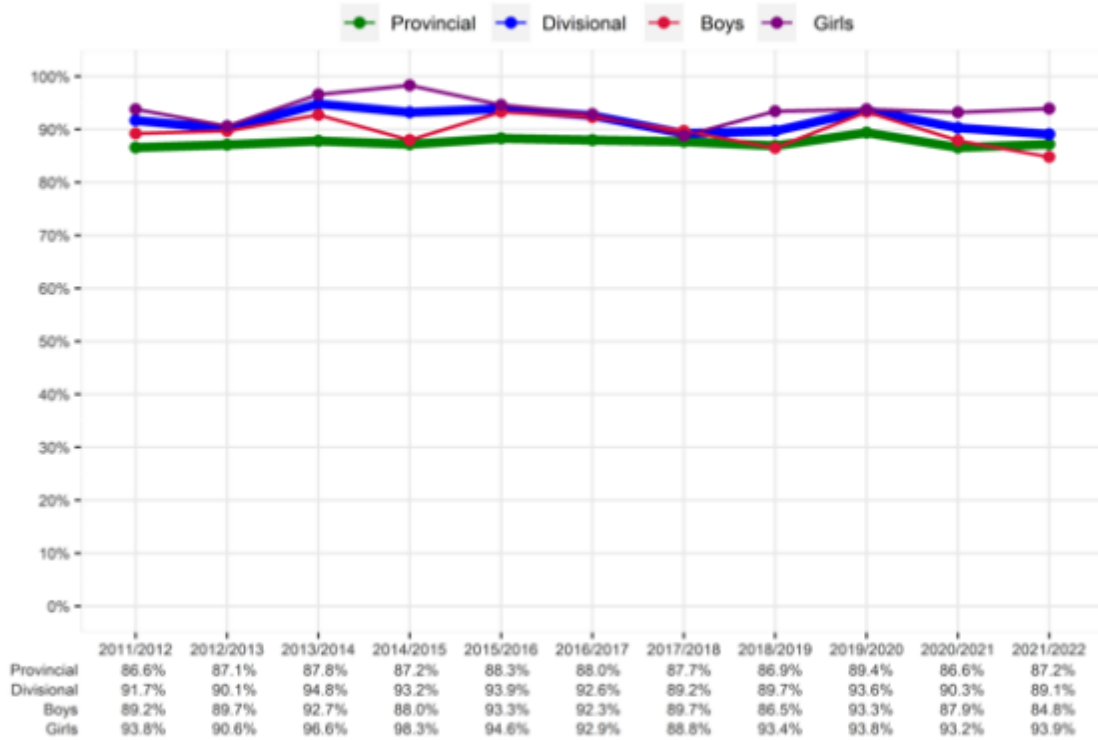
The following chart indicates the percentage of first-time Grade 9 students who attained a Mathematics credit by year-end.

School Year	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
<b>Provincial</b>	86.6%	87.1%	87.8%	87.2%	88.3%	88.0%	87.7%	86.9%	89.4%	86.6%	87.2%
<b>Divisional</b>	91.7%	90.1%	94.8%	93.2%	93.9%	92.6%	89.2%	89.7%	93.6%	90.3%	89.1%
Boys	89.2%	89.7%	92.7%	88.0%	93.3%	92.3%	89.7%	86.5%	93.3%	87.9%	84.8%
Girls	93.8%	90.6%	96.6%	98.3%	94.6%	92.9%	88.8%	93.4%	93.8%	93.2%	93.9%
Indigenous	82.4%	78.8%	90.2%	86.0%	87.0%	87.0%	81.4%	89.9%	87.1%	75.5%	85.1%
Non-Indigenous	94.7%	94.5%	97.2%	96.3%	96.8%	94.9%	92.9%	89.6%	96.5%	98.4%	91.0%
Non-EAL	91.7%	90.1%	94.8%	93.1%	93.9%	92.5%	89.2%	90.3%	93.9%	90.1%	90.4%
Pupils receiving EAL services	n/a	*	n/a	*	n/a	*	n/a	75.0%	*	*	*
Non-CFS	92.7%	90.1%	94.9%	93.4%	94.2%	93.1%	91.0%	89.3%	94.3%	91.4%	90.4%
Pupils under the care of CFS	*	92.3%	92.9%	88.2%	90.0%	83.3%	68.0%	*	80.0%	75.0%	66.7%

Note: The provincial figures include public schools, division administered First Nations schools, and funded independent schools.  
 (\*) Data representing fewer than 10 students is suppressed.  
 (n/a) 'Zero' students in this category.

**Percentage of first-time Grade 9 students who attained a Mathematics (0080) 10F/10E/10L/10M credit by year-end**

**LORD SELKIRK SCHOOL DIVISION**



Note: The provincial figures include public schools, division administered First Nations schools, and funded independent schools.  
 Missing data point(s) due to 'Zero' or less than 10 students in category  
 (\*) Data representing fewer than 10 students is suppressed.  
 (n/a) 'Zero' students in this category

**Percentage of first-time Grade 9 students who attained an English Language Arts  
(0001/0008/0021) 10F/10E/10M credit by year-end**

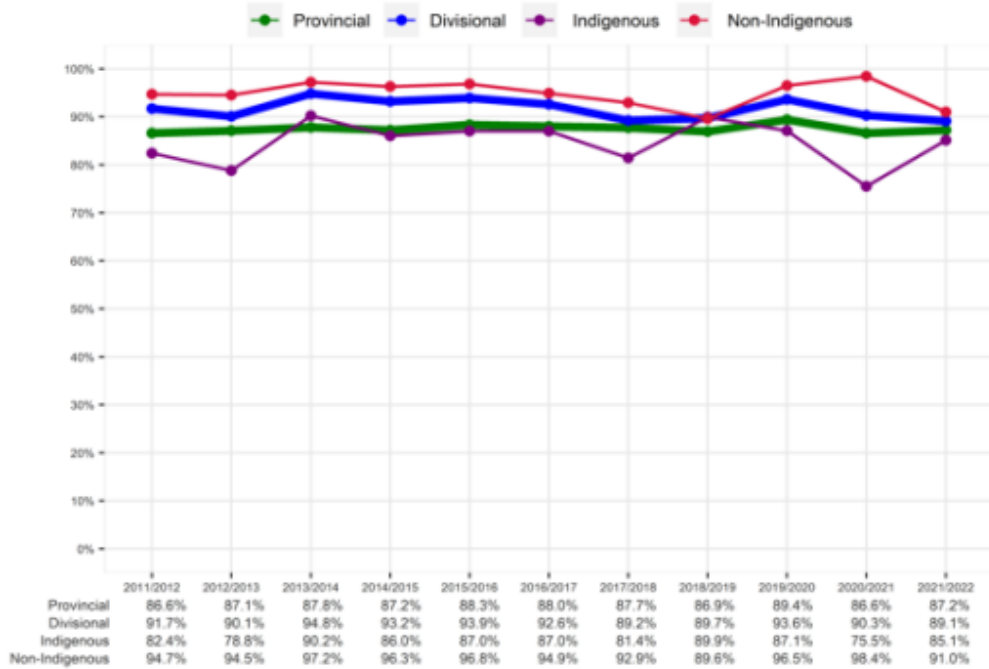
**LORD SELKIRK SCHOOL DIVISION**

School Year	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
<b>Provincial</b>	<b>89.4%</b>	<b>88.9%</b>	<b>89.0%</b>	<b>89.3%</b>	<b>90.2%</b>	<b>89.7%</b>	<b>89.5%</b>	<b>88.8%</b>	<b>90.0%</b>	<b>88.4%</b>	<b>88.6%</b>
<b>Divisional</b>	<b>92.6%</b>	<b>90.1%</b>	<b>93.2%</b>	<b>94.0%</b>	<b>93.9%</b>	<b>91.1%</b>	<b>88.2%</b>	<b>89.0%</b>	<b>88.1%</b>	<b>89.6%</b>	<b>89.1%</b>
Boys	89.2%	89.7%	90.7%	90.3%	93.3%	89.5%	86.9%	85.3%	87.9%	84.8%	84.8%
Girls	95.3%	90.6%	95.4%	97.7%	94.6%	92.9%	89.3%	93.4%	88.4%	95.5%	93.9%
Indigenous	82.4%	76.8%	87.5%	86.9%	84.8%	83.0%	80.4%	83.1%	77.4%	77.4%	81.2%
Non-Indigenous	95.8%	95.3%	96.2%	97.1%	97.7%	94.5%	92.0%	91.5%	93.1%	96.4%	92.9%
Non-EAL	92.6%	90.1%	93.2%	94.0%	93.9%	91.0%	88.2%	88.9%	88.1%	89.4%	88.8%
Pupils receiving EAL services	n/a	*	n/a	*	n/a	*	n/a	91.7%	*	*	*
Non-CFS	93.3%	90.4%	93.6%	94.3%	93.8%	92.1%	90.3%	89.0%	88.9%	90.3%	90.4%
Pupils under the care of CFS	*	84.6%	85.7%	88.2%	95.0%	72.2%	64.0%	*	73.3%	80.0%	66.7%

Note: The provincial figures include public schools, division administered First Nations schools, and funded independent schools.  
 (\*) Data representing fewer than 10 students is suppressed.  
 (n/a) 'Zero' students in this category

**Percentage of first-time Grade 9 students who attained a Mathematics  
(0080) 10F/10E/10L/10M credit by year-end**

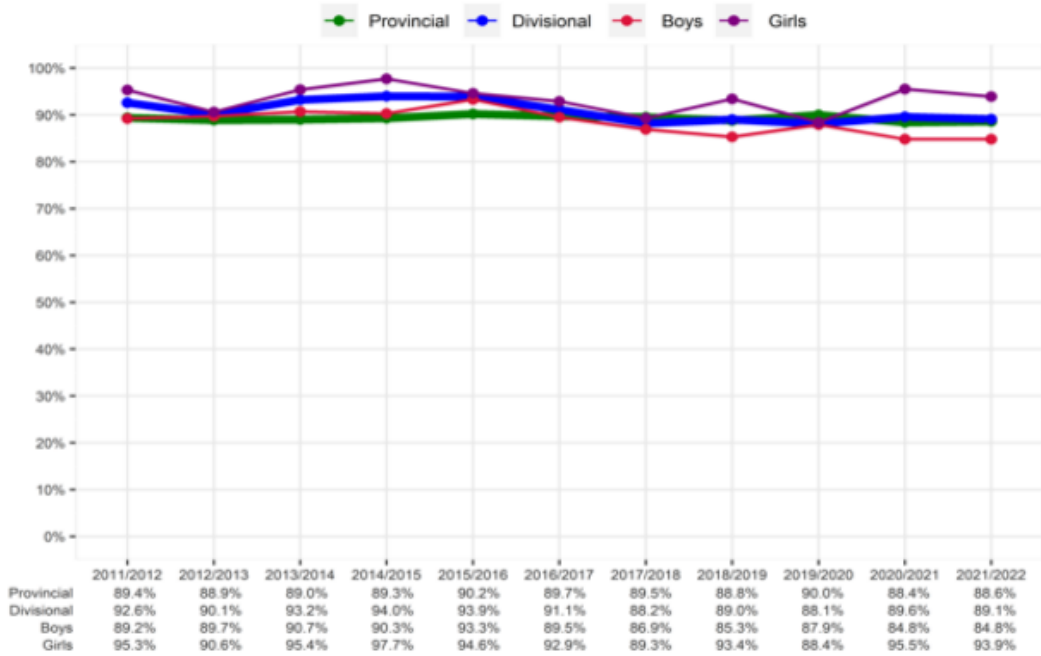
**LORD SELKIRK SCHOOL DIVISION**



Note: The provincial figures include public schools, division administered First Nations schools, and funded independent schools.  
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**Percentage of first-time Grade 9 students who attained an English Language Arts (0001/0008/0021) 10F/10E/10M credit by year-end**

**LORD SELKIRK SCHOOL DIVISION**



Note: The provincial figures include public schools, division administered First Nations schools, and funded independent schools.  
 Missing data point(s) due to 'Zero' or less than 10 students in category  
 (\*) Data representing fewer than 10 students is suppressed.  
 (n/a) 'Zero' students in this category

The following chart indicates the 2021-2022 Grade 9 Math marks based on the percentage of students at different mark intervals/stages:

**LORD SELKIRK SCHOOL DIVISION**

	Number of students	Percentage of students at each marks interval					
		Less than 50	Exactly 50	50.01 to 59.99	60 to 69.99	70 to 79.99	At least 80
<b>Provincial</b>	<b>14,169</b>	<b>6.9%</b>	<b>4.5%</b>	<b>10.1%</b>	<b>13.9%</b>	<b>18.1%</b>	<b>46.5%</b>
<b>Divisional</b>	<b>294</b>	<b>5.8%</b>	<b>4.8%</b>	<b>10.9%</b>	<b>15.0%</b>	<b>15.0%</b>	<b>48.6%</b>
Boys	152	8.6%	7.2%	13.8%	19.1%	12.5%	38.8%
Girls	142	2.8%	2.1%	7.7%	10.6%	17.6%	59.2%
Indigenous	98	12.2%	7.1%	14.3%	17.3%	10.2%	38.8%
Non-Indigenous	196	2.6%	3.6%	9.2%	13.8%	17.3%	53.6%
Non-EAL	290	5.5%	4.8%	11.0%	15.2%	14.5%	49.0%
Pupils receiving EAL services	4	=	=	=	=	=	=
Non-CFS	278	4.7%	4.3%	10.4%	13.7%	15.5%	51.4%
Pupils under the care of CFS	16	25.0%	12.5%	18.8%	37.5%	6.2%	0.0%

Note: The provincial figures include public schools, division administered First Nations schools, and funded independent schools.  
 (\*) Data representing fewer than 10 students is suppressed.  
 (n/a) 'Zero' students in this category

The following chart indicates the 2021-2022 English Language Arts Grade 9 marks based on the percentage of students at different mark intervals/stages:

**LORD SELKIRK SCHOOL DIVISION**

	Number of students	Percentage of students at each marks interval					
		Less than 50	Exactly 50	50.01 to 59.99	60 to 69.99	70 to 79.99	At least 80
<b>Provincial</b>	<b>14,367</b>	<b>6.6%</b>	<b>3.9%</b>	<b>8.5%</b>	<b>13.3%</b>	<b>18.8%</b>	<b>48.9%</b>
<b>Divisional</b>	<b>300</b>	<b>7.7%</b>	<b>4.7%</b>	<b>5.0%</b>	<b>11.3%</b>	<b>21.0%</b>	<b>50.3%</b>
Boys	155	10.3%	7.7%	6.5%	13.5%	23.2%	38.7%
Girls	145	4.8%	1.4%	3.4%	9.0%	18.6%	62.8%
Indigenous	97	15.5%	9.3%	5.2%	14.4%	20.6%	35.1%
Non-Indigenous	203	3.9%	2.5%	4.9%	9.9%	21.2%	57.6%
Non-EAL	292	7.9%	4.8%	5.1%	11.6%	19.9%	50.7%
Pupils receiving EAL services	8	=	=	=	=	=	=
Non-CFS	284	6.7%	4.2%	5.3%	10.9%	21.1%	51.8%
Pupils under the care of CFS	16	25.0%	12.5%	0.0%	18.8%	18.8%	25.0%

Note: The provincial figures include public schools, division administered First Nations schools, and funded independent schools.  
 (\*) Data representing fewer than 10 students is suppressed.  
 (n/a) 'Zero' students in this category

## Grade 3 & 4 Assessment Results 2022-2023

This assessment is done at the start of the year by the classroom teacher. The purpose is to inform planning for the year. The province has provided data to share the percentage of students who met expectations in the numeracy sub-competencies and in the reading sub-competencies from Fall 2022 to Fall of 2023.

### Summary Results - Grade 3 and 4 Assessment 2022 - 2023

	Division		Province	
	Students/Élèves Num/Nom	Perc/Pourc	Students/Élèves Num/Nom	Perc/Pourc
<b>LORD SELKIRK SCHOOL DIVISION</b>				
<b>Grade 3 Entry - Reading in English - English Program</b>				
Student reads grade-appropriate texts				
Student reflects on and sets reading goals				
Needs Ongoing Help	36	13.2%	1977	16.3%
Approaching Expectations	78	28.6%	2954	24.4%
Meeting Expectations	154	56.4%	6770	55.9%
Out of Range - below	5	1.8%	418	3.4%
Student uses strategies during reading to make sense of texts				
Needs Ongoing Help	37	13.6%	2150	17.7%
Approaching Expectations	68	24.9%	2810	23.2%
Meeting Expectations	163	59.7%	6726	55.5%
Out of Range - below	5	1.8%	433	3.6%
Student demonstrates comprehension				
Needs Ongoing Help	36	13.2%	1963	16.2%
Approaching Expectations	74	27.1%	2944	24.3%
Meeting Expectations	159	58.2%	6789	56.0%
Out of Range - below	4	1.5%	423	3.5%

## (Grade 3 Reading in English- English Program)

## Grade 3 & 4 Assessment Results 2022-2023

## (Grade 3 Reading in English- French Immersion Program)

### Summary Results - Grade 3 and 4 Assessment 2022 - 2023

	Division		Province	
	Students/Élèves Num/Nom	Perc/Pourc	Students/Élèves Num/Nom	Perc/Pourc
<b>LORD SELKIRK SCHOOL DIVISION</b>				
<b>Grade 3 Entry - Reading in English - French Immersion Program</b>				
Student reads grade-appropriate texts				
Student reflects on and sets reading goals				
Needs Ongoing Help	5	14.3%	175	6.8%
Approaching Expectations	11	31.4%	558	21.7%
Meeting Expectations	19	54.3%	1821	71.0%
Out of Range - below	0	0.0%	12	0.5%
Student uses strategies during reading to make sense of texts				
Needs Ongoing Help	6	17.1%	252	9.8%
Approaching Expectations	8	22.9%	457	17.8%
Meeting Expectations	21	60.0%	1845	71.9%
Out of Range - below	0	0.0%	12	0.5%
Student demonstrates comprehension				
Needs Ongoing Help	5	14.3%	190	7.4%
Approaching Expectations	9	25.7%	531	20.7%
Meeting Expectations	21	60.0%	1833	71.4%
Out of Range - below	0	0.0%	12	0.5%

## Grade 3 & 4 Assessment Results 2022-2023 (Grade 4 Reading in French- French Immersion Program)

### Summary Results - Grade 3 and 4 Assessment 2022 - 2023

	Division		Province	
	Students/Élèves Num/Nom	Perc/Pourc	Students/Élèves Num/Nom	Perc/Pourc
<b>LORD SELKIRK SCHOOL DIVISION</b>				
<b>Grade 4 Entry - Reading in French - French Immersion Program</b>				
Student reads grade-appropriate texts				
Student reflects on and sets reading goals				
Needs Ongoing Help	2	5.3%	250	10.0%
Approaching Expectations	2	5.3%	644	25.7%
Meeting Expectations	34	89.5%	1591	63.6%
Out of Range - below	0	0.0%	18	0.7%
<hr/>				
Student uses strategies during reading to make sense of texts				
Needs Ongoing Help	11	28.9%	372	14.9%
Approaching Expectations	15	39.5%	710	28.4%
Meeting Expectations	12	31.6%	1404	56.1%
Out of Range - below	0	0.0%	17	0.7%
<hr/>				
Student demonstrates comprehension				
Needs Ongoing Help	5	13.2%	326	13.0%
Approaching Expectations	17	44.7%	718	28.7%
Meeting Expectations	16	42.1%	1442	57.6%
Out of Range - below	0	0.0%	17	0.7%

# Grade 3 & 4 Assessment Results 2022-2023

## (Grade 3 Numeracy- English Program)

### Summary Results - Grade 3 and 4 Assessment 2022 - 2023

	Division		Province	
	Students/Élèves	Perc/Pourc	Students/Élèves	Perc/Pourc
	Num/Nom	Perc/Pourc	Num/Nom	Perc/Pourc
<b>LORD SELKIRK SCHOOL DIVISION</b>				
<b>Numeracy - Grade 3 Entry - English Program</b>				
Algebraic Reasoning Skills				
Student predicts an element in a repeating pattern.				
Needs Ongoing Help	30	11.0%	1306	10.8%
Approaching Expectations	78	28.6%	4180	34.5%
Meeting Expectations	162	59.3%	6371	52.6%
Out of Range - below	3	1.1%	262	2.2%
Student understands that the equal symbol represents an equality of the terms found on either side of the symbol.				
Needs Ongoing Help	41	15.0%	2075	17.1%
Approaching Expectations	86	31.5%	3732	30.8%
Meeting Expectations	143	52.4%	6033	49.8%
Out of Range - below	3	1.1%	279	2.3%
Number Sense				
Student understands that a given whole number may be represented in a variety of ways (to 100).				
Needs Ongoing Help	23	8.4%	1521	12.6%
Approaching Expectations	69	25.3%	2902	23.9%
Meeting Expectations	178	65.2%	7415	61.2%
Out of Range - below	3	1.1%	281	2.3%
Student uses mental math strategies to determine answers to addition and subtraction questions to 18.				
Needs Ongoing Help	32	11.7%	1865	15.4%
Approaching Expectations	98	35.9%	3393	28.0%
Meeting Expectations	139	50.9%	6593	54.4%
Out of Range - below	4	1.5%	268	2.2%



## Grade 3 & 4 Assessment Results 2022-2023 (Grade 3 Numeracy- French Immersion Program)

### Summary Results - Grade 3 and 4 Assessment 2022 - 2023

	Division		Province	
	Students/Élèves Num/Nom	Perc/Pourc	Students/Élèves Num/Nom	Perc/Pourc
<b>LORD SELKIRK SCHOOL DIVISION</b>				
<b>Numeracy - Grade 3 Entry - French Immersion Program</b>				
Algebraic Reasoning Skills				
Student predicts an element in a repeating pattern.				
Needs Ongoing Help	3	8.6%	131	5.1%
Approaching Expectations	18	51.4%	901	35.1%
Meeting Expectations	14	40.0%	1527	59.5%
Out of Range - below	0	0.0%	7	0.3%
Student understands that the equal symbol represents an equality of the terms found on either side of the symbol.				
Needs Ongoing Help	8	22.9%	217	8.5%
Approaching Expectations	5	14.3%	767	29.9%
Meeting Expectations	22	62.9%	1575	61.4%
Out of Range - below	0	0.0%	7	0.3%
Number Sense				
Student understands that a given whole number may be represented in a variety of ways (to 100).				
Needs Ongoing Help	3	8.6%	119	4.6%
Approaching Expectations	9	25.7%	563	21.9%
Meeting Expectations	23	65.7%	1876	73.1%
Out of Range - below	0	0.0%	8	0.3%
Student uses mental math strategies to determine answers to addition and subtraction questions to 18.				
Needs Ongoing Help	4	11.4%	248	9.7%
Approaching Expectations	9	25.7%	723	28.2%
Meeting Expectations	22	62.9%	1587	61.8%
Out of Range - below	0	0.0%	8	0.3%

## Middle Years Assessment Results 2022-2023 (Grade 7 Number Sense and Number Skills English Program)

### Grade 7 Number Sense and Number Skills - English Program

Number of Students Assessed											
LORD SELKIRK SCHOOL DIVISION											
Year	Jan 2013	Jan 2014	Jan 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023
Provincial	12,328	12,107	12,027	12,061	11,943	11,983	12,272	12,691	-	12,218	12,580
Divisional	307	272	289	284	271	257	278	276	-	265	253
Boys	161	143	158	140	151	137	164	149	-	130	123
Girls	145	129	131	143	118	120	114	127	-	135	127
Indigenous	91	79	91	94	85	87	102	88	-	97	91
Non-Indigenous	216	193	198	190	186	170	176	188	-	168	162
Non-EAL	307	271	286	282	268	255	272	268	-	250	235
Pupils receiving EAL services	0	1	3	2	3	2	6	8	-	15	18
Non-CFS	299	258	273	259	263	245	258	260	-	248	238
Pupils under the care of CFS	8	14	16	25	8	12	20	16	-	17	15

(-) The January 2021 assessment was suspended due to the COVID-19 pandemic.

### Grade 7 Number Sense and Number Skills - English Program

#### Percentage of students meeting mid-grade performance in all five sub-competencies

LORD SELKIRK SCHOOL DIVISION											
Year	Jan 2013	Jan 2014	Jan 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023
Provincial	30.8%	31.2%	32.4%	32.2%	32.5%	34.8%	35.9%	35.6%	-	36.2%	38.1%
Divisional	53.7%	51.1%	39.4%	55.6%	51.7%	43.6%	40.3%	34.8%	-	33.2%	35.6%
Boys	49.7%	46.9%	37.3%	59.3%	47.0%	41.6%	37.8%	32.9%	-	33.1%	35.0%
Girls	57.9%	55.8%	42.0%	52.4%	58.5%	45.8%	43.9%	37.0%	-	33.3%	36.2%
Indigenous	36.3%	36.7%	34.1%	41.5%	41.2%	26.4%	28.4%	30.7%	-	17.5%	22.0%
Non-Indigenous	61.1%	57.0%	41.9%	62.6%	56.5%	52.4%	47.2%	36.7%	-	42.3%	43.2%
Non-EAL	53.7%	50.9%	38.8%	55.7%	51.5%	43.5%	40.8%	35.8%	-	32.8%	35.7%
Pupils receiving EAL services	n/a	*	*	*	*	*	*	*	-	40.0%	33.3%
Non-CFS	55.2%	51.9%	40.3%	59.1%	52.5%	44.5%	41.1%	36.5%	-	35.1%	37.0%
Pupils under the care of CFS	*	35.7%	25.0%	20.0%	*	25.0%	30.0%	6.2%	-	5.9%	13.3%

**Notes:**

(\*) Data representing fewer than 10 students is suppressed.

(n/a) Zero students in this category

(-) The January 2021 assessment was suspended due to the COVID-19 pandemic.

## Middle Years Assessment Results 2022-2023 (Grade 7 Number Sense and Number Skills French Immersion Program)

### Grade 7 Number Sense and Number Skills - French Immersion Program Number of Students Assessed

#### LORD SELKIRK SCHOOL DIVISION

Year	Jan 2013	Jan 2014	Jan 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023
Provincial	1,457	1,499	1,546	1,565	1,712	1,742	1,827	2,004	-	2,058	2,045
Divisional	35	39	42	30	31	42	38	43	-	23	22
Boys	13	22	17	9	11	17	17	19	-	9	12
Girls	22	17	25	21	20	25	21	24	-	14	10
Indigenous	10	11	10	4	8	5	7	14	-	5	4
Non-Indigenous	25	28	32	26	23	37	31	29	-	18	18
Non-EAL	35	39	42	30	31	42	36	42	-	22	22
Pupils receiving EAL services	0	0	0	0	0	0	2	1	-	1	0
Non-CFS	35	38	41	30	30	42	38	42	-	22	22
Pupils under the care of CFS	0	1	1	0	1	0	0	1	-	1	0

(-) The January 2021 assessment was suspended due to the COVID-19 pandemic.

### Grade 7 Number Sense and Number Skills - French Immersion Program Percentage of students meeting mid-grade performance in all five sub-competencies

#### LORD SELKIRK SCHOOL DIVISION

Year	Jan 2013	Jan 2014	Jan 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023
Provincial	40.7%	44.3%	37.0%	39.7%	37.0%	43.7%	48.7%	49.6%	-	43.6%	48.2%
Divisional	48.6%	53.8%	26.2%	43.3%	9.7%	35.7%	26.3%	39.5%	-	17.4%	22.7%
Boys	69.2%	50.0%	17.6%	*	9.1%	47.1%	47.1%	36.8%	-	*	25.0%
Girls	36.4%	58.8%	32.0%	42.9%	10.0%	28.0%	9.5%	41.7%	-	14.3%	20.0%
Indigenous	40.0%	45.5%	10.0%	*	*	*	*	42.9%	-	*	*
Non-Indigenous	52.0%	57.1%	31.2%	46.2%	8.7%	37.8%	32.3%	37.9%	-	22.2%	22.2%
Non-EAL	48.6%	53.8%	26.2%	43.3%	9.7%	35.7%	25.0%	40.5%	-	13.6%	22.7%
Pupils receiving EAL services	n/a	n/a	n/a	n/a	n/a	n/a	*	*	-	*	n/a
Non-CFS	48.6%	55.3%	26.8%	43.3%	10.0%	35.7%	26.3%	40.5%	-	18.2%	22.7%
Pupils under the care of CFS	n/a	*	*	n/a	*	n/a	n/a	*	-	*	n/a

**Notes:**

- (\*) Data representing fewer than 10 students is suppressed.
- (n/a) 'Zero' students in this category
- (-) The January 2021 assessment was suspended due to the COVID-19 pandemic.

## Middle Years Assessment Results 2022-2023 (Grade 8 Reading Comprehension and Expository English Program)

Grade 8 Reading Comprehension - English Program Percentage of students meeting mid-grade performance in all three sub-competencies LORD SELKIRK SCHOOL DIVISION											
Year	Jan 2013	Jan 2014	Jan 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023
Provincial	46.4%	47.6%	47.7%	49.3%	49.4%	51.3%	51.0%	52.5%	-	51.9%	52.3%
Divisional	40.2%	58.1%	62.7%	49.2%	54.6%	53.1%	52.9%	56.8%	-	51.1%	46.3%
Boys	27.5%	50.3%	52.1%	41.7%	44.9%	38.1%	46.3%	49.4%	-	38.2%	32.6%
Girls	52.3%	66.9%	74.1%	58.8%	64.6%	72.5%	60.5%	66.9%	-	63.7%	59.3%
Indigenous	30.4%	46.2%	49.4%	41.3%	45.7%	40.0%	32.9%	37.3%	-	21.2%	28.1%
Non-Indigenous	45.5%	63.0%	68.0%	52.7%	58.7%	58.9%	62.9%	68.2%	-	63.7%	56.2%
Non-EAL	40.2%	58.1%	62.6%	49.2%	55.0%	53.3%	52.8%	57.2%	-	52.6%	46.1%
Pupils receiving EAL services	n/a	*	*	*	*	*	*	*	-	25.0%	50.0%
Non-CFS	40.9%	59.5%	63.3%	50.4%	55.3%	53.5%	54.4%	59.9%	-	52.6%	48.8%
Pupils under the care of CFS	20.0%	18.2%	53.3%	26.7%	45.5%	*	28.6%	19.0%	-	20.0%	11.1%

## Middle Years Assessment Results 2022-2023 (Grade 8 Reading Comprehension and Expository Writing in French French Immersion Program)

Grade 8 Reading Comprehension in French - French Immersion Program Percentage of students meeting mid-grade performance in all three sub-competencies LORD SELKIRK SCHOOL DIVISION											
Year	Jan 2013	Jan 2014	Jan 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023
Provincial	49.1%	55.5%	55.0%	49.2%	59.1%	62.6%	58.1%	61.6%	-	60.7%	59.1%
Divisional	40.6%	37.1%	28.2%	34.2%	21.4%	24.1%	23.3%	26.3%	-	37.0%	42.9%
Boys	*	30.8%	27.3%	6.2%	*	27.3%	18.8%	25.0%	-	30.8%	*
Girls	39.1%	40.9%	29.4%	54.5%	25.0%	22.2%	25.9%	27.3%	-	42.9%	58.3%
Indigenous	*	*	20.0%	*	*	*	*	*	-	*	*
Non-Indigenous	50.0%	42.3%	31.0%	34.5%	21.7%	22.7%	20.0%	29.0%	-	40.0%	52.9%
Non-EAL	40.6%	37.1%	28.2%	34.2%	21.4%	24.1%	23.3%	25.0%	-	39.1%	42.9%
Pupils receiving EAL services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	-	*	n/a
Non-CFS	40.6%	37.1%	28.9%	35.1%	21.4%	25.0%	23.3%	26.3%	-	37.0%	45.0%
Pupils under the care of CFS	n/a	n/a	*	*	n/a	*	n/a	n/a	-	n/a	*

## Middle Years Assessment Results 2022-2023 (Grade 8 Reading Comprehension and Expository Writing in English French Immersion Program)

Grade 8 Expository Writing in English - French Immersion Program  
Percentage of students meeting mid-grade performance in all three sub-competencies

### LORD SELKIRK SCHOOL DIVISION

Year	Jan 2013	Jan 2014	Jan 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023
Provincial	56.0%	59.7%	48.0%	54.7%	60.8%	49.7%	64.3%	61.3%	-	65.7%	63.2%
Divisional	65.6%	71.4%	48.7%	36.8%	64.3%	65.5%	55.8%	65.8%	-	66.7%	66.7%
Boys	*	53.8%	36.4%	6.2%	*	45.5%	43.8%	50.0%	-	46.2%	*
Girls	69.6%	81.8%	64.7%	59.1%	65.0%	77.8%	63.0%	77.3%	-	85.7%	75.0%
Indigenous	*	*	40.0%	*	*	*	*	*	-	*	*
Non-Indigenous	75.0%	73.1%	51.7%	31.0%	73.9%	63.6%	62.9%	67.7%	-	68.0%	70.6%
Non-EAL	65.6%	71.4%	48.7%	36.8%	64.3%	65.5%	55.8%	66.7%	-	60.9%	66.7%
Pupils receiving EAL services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	-	*	n/a
Non-CFS	65.6%	71.4%	50.0%	37.8%	64.3%	64.3%	55.8%	65.8%	-	66.7%	65.0%
Pupils under the care of CFS	n/a	n/a	*	*	n/a	*	n/a	n/a	-	n/a	*

## DIVISIONAL PLANS 2023-2024

### Welcome to Kindergarten

This hands-on program is being utilized by all elementary schools in our division. It aims to bring families, schools and communities together to reinforce the importance of play-based learning and help families prioritize it at home for a positive start to school. This approach honours the parent as the child's first teacher and is designed to create smooth transitions for children as they enter Kindergarten.

WTK offers families resources and teaches them how to engage in play-based learning with their child. This model involves families, children, educators, and community representatives in a "circle of support" to give children a warm welcome to school. The program has a special focus on diversity, representation and inclusion.

### School Plans

All schools in our division are required to complete a school plan which identifies specific goals in the areas of literacy, numeracy and mental health and well-being. The template was developed using a backwards design framework and encourages school teams to consider what the essential understandings are for both students and staff. There are three main components to each school plan. Stage 1 is the desired results portion, which includes the

goal(s) for the area of focus. Stage 2 is the evidence portion of the plan which asks schools to identify measures of both direct evidence and indirect evidence. Stage 3 is the action plan where schools identify the steps they will need to take to meet the goals they have identified. All schools have developed a leadership team, which is led by school administrators. These leadership teams meet regularly to formulate, assess and re-visit their plans to ensure the goals are relevant and that the necessary supports and professional development opportunities are provided. In 2023-2024 all schools will work to strengthen and deepen their work within the strategic plan.

### **Manitoba Rural Learning Consortium (Numeracy Achievement Program)**

The Numeracy Achievement Program is about using very specific student data to inform participating teachers about how to differentiate their instruction. All participants of the program work within the parameters of the program to develop a collective understanding of what works best for their students. The grade 6-9 cohorts will continue to implement this numeracy initiative in their teaching practice. In 2022-23 we have added an additional cohort which includes every grade five teacher in our division that has not been previously trained.

### **Writing Learning Maps (K-6)**

The Writing Learning Maps document has been developed by one of our former lead teachers, Veronica Thomas, as a support to assist teachers in LSSD in identifying realistic expectations for quality writing at each grade level. All elementary teachers in our division have been provided with a copy of this document, which is further supported by three instructional videos. This resource has been used to supplement school based professional development experiences.

### **Community Schools Program – Ruth Hooker School**

The Community Schools Program is funded and supported by the Indigenous Directorate. The Community Schools Program supports the capacity of schools as hubs within communities to strategically gather and deploy school-community services and resources in ways that attain better outcomes for students, families, and surrounding neighbourhoods. Priorities of the program include school readiness, attendance and punctuality, food security, student and family engagement in learning, student and family well-being and family connectiveness to the school. The feedback to the support provided through the Community Schools Program continues to be overwhelmingly positive and beneficial to the school.

### **Community Schools Program – Robert Smith School**

Lord Selkirk School Division is appreciative for the newly announced support from the province for adding Robert Smith School to the Community Schools Program. Staffing and program development will occur within the 2023-2024 school year.

## Nutritional Programming in LSSD

Recognizing that students can't learn on an empty stomach, all schools in our division have food on hand for students who are in need. We are currently feeding approximately 400 students in LSSD through breakfast, lunch and/or snack programs. The number of students attending nutritional programs varies greatly from school to school. Eight of our schools have a daily breakfast and snack program and provide lunches regularly for a portion of their students.

## Reading Recovery

During the 2022-2023 school year the LSSD Reading Recovery Teacher Leader worked 0.3 FTE teaching reading recovery students, and 0.7 FTE facilitating professional development for teachers.

The Reading Recovery group participated in a PDSA cycle (Plan, Do, Study, Act). Teachers trialed a new modified running record form. They examined what they were recording on their running records in terms of literacy processing behaviours in order to be responsive to the individual student's needs and make the most contingent teaching decisions.

All training and professional development was facilitated in a hybrid format in which most participants attended in person and two teachers attended online using the Microsoft Teams platform to teach live/virtual lessons for their colleagues.

The Teacher Leader also facilitated professional development sessions on literacy processing and implementing literacy interventions:

- 4 half day sessions with the Grade 7 teachers
- Kindergarten Concepts About Print Pilot Research Project: 3 half day sessions/ half day school visit with 3 Kindergarten teachers at St. Andrews and Daerwood School
- 3 - 1/2-day Assessment Training Sessions on administering the Observation Survey of Early Literacy Achievement were facilitated to a group of classroom teachers and learning support teachers from Lord Selkirk School Division.

## Elders and Knowledge Keepers in Schools

Our division was selected to participate in the Elder and Knowledge Keeper pilot program in three schools during the 2021-2022 school year: Robert Smith School, Ecole Selkirk Junior High, and Lord Selkirk Regional Comprehensive Secondary School. In 2022-2023 the program has expanded to a total of six schools that include Robert Smith School, Ecole Selkirk Junior High, Lord Selkirk Regional Comprehensive Secondary School, William S. Patterson, Walter Whyte, Ecole Bonaventure.

The Elders and Knowledge Keepers in Schools Initiative, informed by Elder/Knowledge Keeper focus groups, community consultations, and aligned with best practices highlighted in the literature, strengthens pathways to engage with Elders and Knowledge Keepers in schools. The

initiative guidelines will increase school division capacity for respectful and relational partnerships with Elders and Knowledge Keepers towards the inclusion of First Nations, Métis and Inuit histories, cultures, traditional values, contemporary lifestyles and traditional knowledge systems across all learning environments.

In the upcoming school year the program has been expanded and we will be initiating projects across a variety of schools. The specific projects will be under the leadership and guidance of our Cultural Perspectives and Languages Lead Teacher, Jacqueline Bercier.

## **Mamàhtawisiwin**

Mamàhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework was developed in collaboration with over 100 individuals from across the province, including Elders and Knowledge Keepers, students, teachers, superintendents, senior post-secondary administrators, government working groups, and community partners.

The strategies and actions within Mamàhtawisiwin will help teachers, school-based support teams, school leaders, school division/district leaders, and Manitoba Education and Early Childhood Learning staff to deepen their understanding and to progress along a path of truth and reconciliation in their schools, adult learning centres, post-secondary institutions, classrooms, and communities.

Within our school division, Mamàhtawisiwin serves as the foundation in support of our strategic plan. “Ultimately, the core goal is to enhance the educational achievement and well-being of Indigenous students, setting them up for success in school and beyond.” (*MB Education, 2022*)

## **Treaty Training**

Our division has committed to completing Treaty Training for all divisional staff as directed by Manitoba Education. Our specific plan will be to complete a portion of the training on the start-up professional development days at the beginning of September. The remainder of the training will be planned throughout the following school year. We will have all staff trained by December 2025.

## **Lord Selkirk School Division Strategic Plan Components**

Our division has developed a strategic plan that focuses on improving student learning, specifically in the areas of literacy and numeracy. Our desire is to develop a common vision for student learning so that all staff are on the same page, with respect to best teaching practices, all the while recognizing that this path won't look the same for each school.

Our plan revolves around the central concept of “knowing our learners” so that we can best meet the needs of the diverse population we serve. The division also recognizes the importance



of including mental health and well-being as a main priority area in our plan, as students can't learn as effectively when their social emotional needs are not being met.

Through professional conversations with school leadership teams and our administrators, we have identified six high impact teaching strategies that our staff will continue to learn more about and utilize in their teaching. High impact teaching strategies are those that will reliably increase student learning and ones which are grounded in research. These evidence-based strategies will not be new to most teachers, and they are not intended to replace strategies that have been proven to be successful.

### **Differentiated Instruction**

Differentiated instruction includes methods that teachers use to extend their knowledge and raise the level of performance for **all** students. Teachers use DI when they plan lessons that are flexible and include adjustments for content, process, and product. Individualized interventions are provided for students who require additional support in an area.

### **Metacognition**

Students need to be taught how to approach new learning tasks, how to self-assess their work and how to set individual learning goals. Metacognition involves students “thinking about their own thinking” and how they learn best. Metacognition occurs when we give students an opportunity to become more active participants in their learning. Students will have a chance to practice metacognition in daily lessons and activities, and also during student learning conferences where they will self-reflect on their learning and future goals.

### **Feedback**

Feedback is designed to close the gap between students' current level of understanding and their expected level of understanding. Teachers need to be regularly seeking out and acting upon the feedback received from students to help guide their instruction. Feedback redirects both teacher and student actions so that the student can align with a clear outcome that leads to achieving a learning goal. For feedback to be effective, it must be timely, specific and on-going.

### **Teacher Clarity**

Teacher clarity refers to the clarity of organization, explanation, instruction, and assessment that is seen by students from their teacher. Teachers benefit from developing structured lessons which have clearly defined learning intentions. Students must understand what they are being asked to do, what they need to learn and what success looks like.

## Direct Instruction

There are several components of direct instruction. Direct instruction is not to be confused with “lecture style format”. Direct instruction begins when teachers introduce new learning concepts and set the stage for learning. Then, after the introduction is complete, teachers model the expected outcomes by providing clear explanations and examples. After the teacher has provided examples of the expected outcomes, they provide opportunities for guided practice. They monitor and engage with students with assigned learning tasks. The lesson is then brought to conclusion by highlighting the key concepts. The next step involves opportunities for independent practice where students are provided with learning tasks that are independent. The last step in direct instruction involves assessment of student progress which can take place through observations, conversations, and student products.

## Collaborative Learning

Collaborative learning occurs when students work in small groups to solve problems together, using previously acquired knowledge. This form of learning works best when teachers have designed meaningful tasks that involve students actively participating in negotiating roles, responsibilities, and outcomes. This is an important skill for all students as they will be required to work in collaboration with others in their educational experiences, in their personal relationships and in future employment endeavors.

## Mental Health & Wellness

The main areas our division is focusing on with respect to mental health and wellness includes prioritizing social-emotional learning, increasing mental health and well being programming and enhancing empathy and respect for diversity.

Our division strives to foster an atmosphere of trust, tolerance, and cooperation, recognizing that a student’s social emotional needs must be met first, before learning can occur. Creating a welcoming student-centered environment is essential, as is providing students with authentic opportunities to learn and develop their social skills. We promote social emotional learning when we allow and encourage students to participate in decision making as suitable for their developmental level.

In LSSD we continue to offer professional development opportunities related to positive mental health and wellness.

In efforts to focus on meeting the vast needs of our student’s mental health and well-being, we have committed to a dedicated position in 2023-2024 of Mental Health and Well-Being Coordinator. The portfolio for this developed position is outlined in the created graphic below:

Working in close partnerships with school leaders, the MHWC will provide:

- In-school mental health support for students.
- Training for teachers, school leaders and school staff
- Program support & development



## Assessment

In LSSD we strive to promote assessment practices that are research based and involve a triangulation of data. Assessment evidence needs to be collected over time and from different sources which include conversations, observations and student products. Success criteria needs to be shared with students and written in language that the students can easily understand. Students benefit from seeking exemplars and samples before they begin a task. Teachers can support students by ensuring that they have different ways to show their thinking, learning and understanding.

## Evaluation

There are some key questions to consider when evaluating a student's progress:

1. What does the student know?
2. What can the student do?
3. What can the student articulate?
4. What areas need further development?

5. Has there been enough time to practice the concept?
6. What interventions might be required?

## Basic Principles of Universal Design for Learning

Our division has adopted the principles of Universal Design for Learning which include:

- **Representation:** UDL recommends offering information in more than one format. For example, textbooks are primarily visual. Providing text, audio, video, and hands-on learning experiences gives **all students** a chance to access the material in whichever way is best suited to their learning strengths.
- **Action and expression:** UDL recommends giving students more than one way to interact with the material and to show what they've learned. For example, students might get to choose between writing an essay, giving an oral presentation, creating a model, or doing a group project.
- **Engagement:** UDL encourages teachers to look for multiple ways to motivate students. Letting kids make choices and giving them assignments that feel relevant to their lives are some examples of how teachers can sustain students' interest.

## Divisional Inquiry Question

A divisional inquiry question is designed to help us remain focused on our divisional priorities and direction. In 2022-2023 we introduced an overarching divisional inquiry question that aligns directly with our strategic plan. This question will assist in guiding conversations and actions within our division and at each school.

Our divisional inquiry question is: **What are the most powerful actions we can take to 'Know Our Learners' best?** This question, along with ongoing professional conversations, will in turn help our school leaders identify steps, actions, and practices that will keep their school teams focused on the priority areas of our divisional plan.

## Staying the Course

In 2023-2024 we have the theme of **Staying the Course**. This theme serves to underpin our established priorities that began last year with our strategic plan and divisional inquiry question. Staying the Course serves as a reminder that our above-mentioned priorities remain important and this allows our school plans to continue to be richer and more in-depth.

We notified all of our LSSD community of our theme and direction through the 'Welcome Back' video. (<https://www.youtube.com/watch?v=shMecNKJnEM&t=78s>)

## APPENDICES

- Reading Recovery Student Progress for Manitoba / Summary Progress for Manitoba
- Grants – Financial Declaration for the 2022/2023 School Year



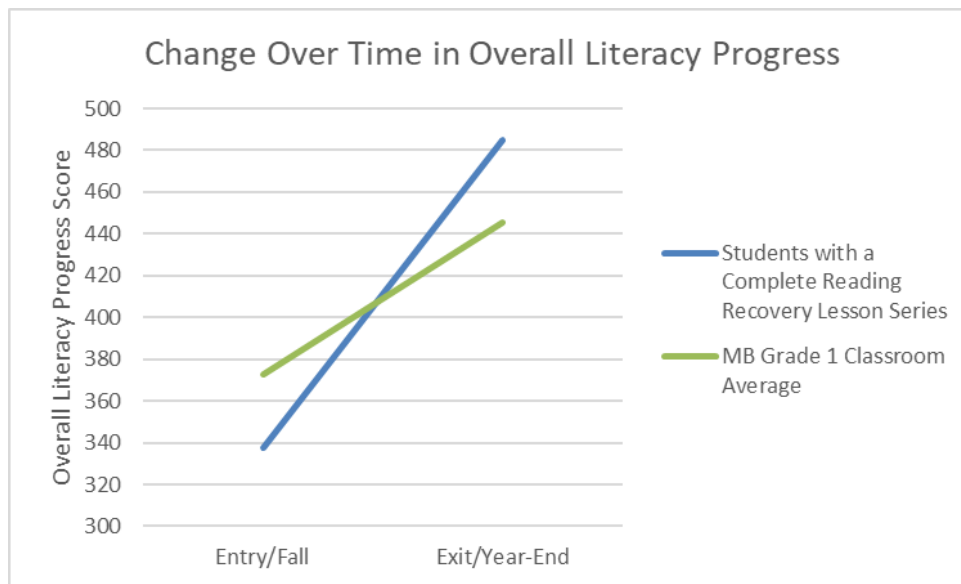
## Summary of Reading Recovery Student Progress in Manitoba, 2022-2023

Children selected for Reading Recovery lessons are the lowest achieving in their grade 1 classroom on six measures of early literacy, *An Observation Survey of Early Literacy Achievement* (Clay, 2019). These measures are: Instructional Text Level, Letter Identification, Concepts About Print, Word Reading Test, Writing Vocabulary and Hearing and Recording Sounds in Words. In addition, the Burt Word Test (NZ, 1981) assessment is administered to provide an external standard assessment.

The tasks from *An Observation Survey of Early Literacy Achievement* are administered at the beginning and end of the child's Reading Recovery lesson series (approximately 20 weeks of daily one-on-one lessons).

In 2022-2023, as part of Reading Recovery data collection, all Reading Recovery teachers assessed two randomly selected grade 1 students to determine average classroom performance on the assessment tasks.

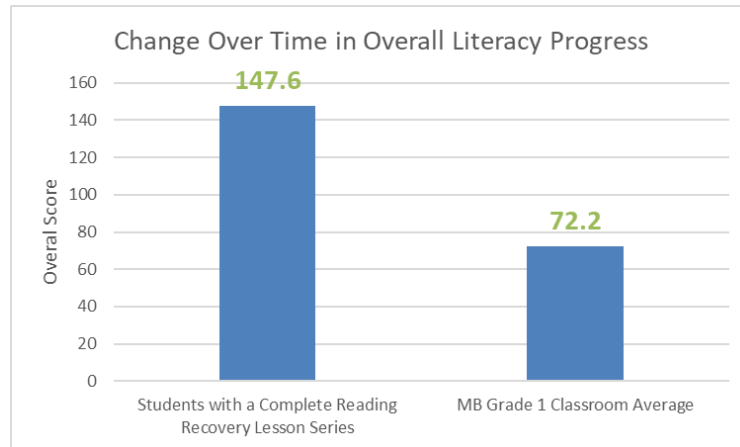
An **OVERALL LITERACY PROGRESS SCORE** was calculated as the difference between two points in time.



- The Grade 1 Classroom Average represents literacy progress over the course of the school year, from Fall to Year-End, approximately 35 weeks.
- Students with a complete Reading Recovery lesson series received an average of 74.9 lessons in 21.7 weeks. **This is equivalent to 37.9 hours of instruction or 6.3 school days.**

### Overall Literacy Progress

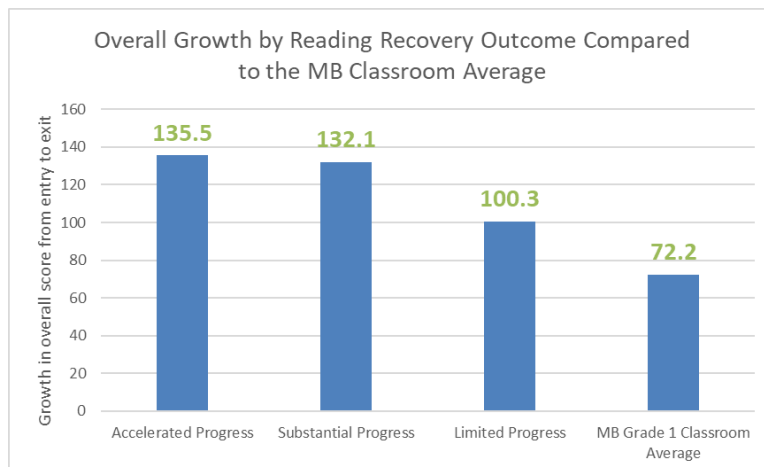
On average, students with a complete series of Reading Recovery lessons made double the progress, in half the time, as compared to the classroom average.



### Disaggregating the data further

Reading Recovery teachers and teacher leaders assign one of three possible outcome designations based on an individual student's progress. These progress outcomes guide school teams in organizing for on-going instructional support: The progress outcomes for children with a complete lesson series are:

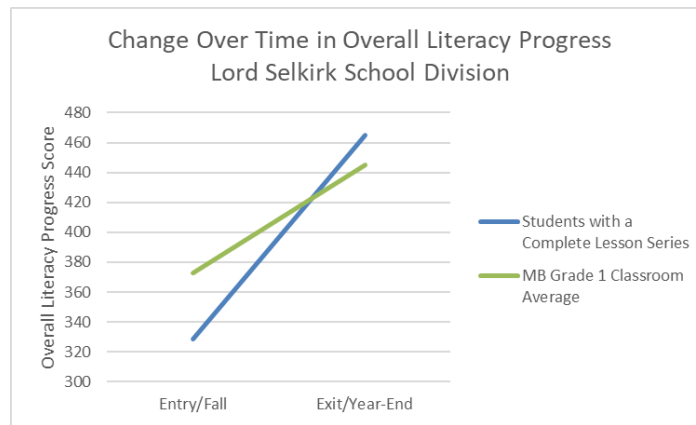
- Accelerated progress, able to benefit from classroom instruction without supplementary support
- Substantial progress, able to benefit from classroom instruction with additional support provided by the classroom teacher
- Limited progress, extra literacy support is required and may include referral for specialist support



**Regardless of progress outcome, students with Reading Recovery lessons made greater growth than the classroom average in about half the time.**

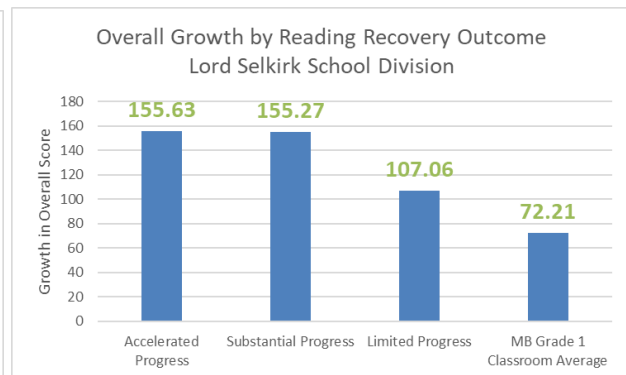
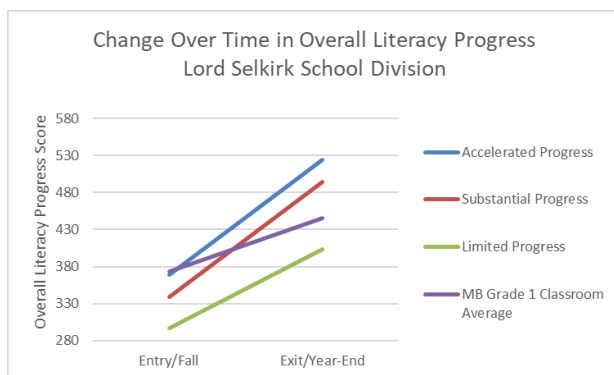
## Summary of Reading Recovery Student Progress in Lord Selkirk School Division, 2022-2023

The following graphs show progress of 53 students in Lord Selkirk School Division who completed their Reading Recovery lesson series. **On average, students with Reading Recovery lessons made greater growth than the grade 1 classroom average in half the time.**



### Progress by Outcome

At entry to Reading Recovery lessons, students had overall scores lower than the grade 1 classroom average. All Reading Recovery students had an accelerated learning rate with students making accelerated and substantial progress closing and moving well beyond the gap evident at entry to lessons. The trajectory of students making limited progress shows the gap has been made smaller. These students will need longer term or specialist support that builds on the significant gains made.





# Grants – Financial Declaration

## For the 20 22 /20 23 School Year



School Division:

Lord Selkirk School Division



We hereby acknowledge that, to the best of our knowledge and belief, the following grants have been expended, as detailed below, to meet the targeted needs outlined by each of the grants' criteria:

Grant	Total Funding Received	Total Funding Spent
✓ Indigenous Academic Achievement – Literacy and Numeracy	\$ 322,440.00	\$ 322,440.00
✓ Indigenous Academic Achievement – Other	\$ 19,560.00	\$ 19,560.00
✓ English As an Additional Language	\$ 66,500.00	\$ 66,500.00
✓ Literacy and Numeracy	\$ 349,448.00	\$ 349,448.00
✓ Career Development Initiative	\$ 62,500.00	\$ 62,500.00
✓ Technology Education	\$ 441,547.00	\$ 441,547.00
✓ Learning to Age 18 Coordinator	\$ 20,000.00	\$ 20,000.00
✓ Early Childhood Development Initiative	\$ 54,203.00	\$ 54,203.00
✓ Early Years Enhancement Grant	\$ 182,595.00	\$ 182,595.00
✓ Education for Sustainable Development	\$ 10,500.00	\$ 10,500.00

Oct 5/23. Date	Superintendent <b>Jerret Long</b>	Signature 
Oct 5/23 Date	Secretary – Treasurer <b>Kelly McDonald</b>	Signature 

The information reported will be used to confirm that grant funds have been expended and for statistical use.

The completed declaration is to be submitted annually by October 31, with the Annual Report on Continuous Improvement, to:

Manitoba Education and Early Childhood Learning  
307-1181 Portage Avenue  
Winnipeg MB R3G 0T3  
Fax: 204-945-8303  
Email: [CI@gov.mb.ca](mailto:CI@gov.mb.ca)

If submitting a scanned version of the financial declaration to the department, school divisions must keep an original copy on file for auditing purposes.

