Rolling River School Division

Five Year Strategic Plan Priorities

2023-2028

Living Document – October 25, 2023

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Preface

Philosophy of Inclusion

Rolling River School Division planning and programming is guided by the Manitoba Philosophy of Inclusion:

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

Source: Appropriate Education Programming in Manitoba: Standards for Student Services (2006). Manitoba Education and Training (page 1)

RRSD students visiting the Canadian Museum for Human Rights.

Stakeholder Involvement

"It takes a village to raise a child" is a proverb that clearly states the whole community (in addition to parents and family members) have a role to support the growth and development of its children and youth.

When schools, parents, families and communities work together to support learning, students experience increased academic success, attend school more regularly, are more engaged and pursue pathways to post-secondary education (NEA Education Policy and Practice Department).

The following information identifies domains for stakeholder involvement and describes specific actions undertaken in Rolling River School Division (RRSD).

Domains for Parent/Stakeholder Involvement	Actions Undertaken in RRSD
Parenting: To support and assist families by providing opportunities to understand the social, emotional, and educational needs of our students.	• Provide workshops for parents on topics that parallel school priorities. • Support families by providing workshops that are based on their input.
Communicating: Utilizing and creating 2-way communication channels between home and school.	• All schools will use the provincial report card to communicate student learning/achievement toward Manitoba Curriculum outcomes. • All schools use SchoolMessenger, a communication tool that enables school administrators to send messages to parents and or staff, regarding any kind of school related event such as special announcements, parent nights, last minute cancellations, emergencies and good news stories. • Provide parent access to PowerSchool Parent Portal so they may stay current on student progress, school activities and events. • Community engagement on strategic plan and budget priorities. • Annual Strategic Plan summary report posted on the school division website.

Domains for Parent/Stakeholder Involvement	Actions Undertaken in RRSD
Volunteering: Parents and community members are welcomed as volunteers and audiences in school.	• Parents and Community members come to school to share information about their particular skills, abilities, business/employment pursuits through class presentations, or informally as mentors of a larger community.
Decision Making: Include students, parents and stakeholders as participants in school decisions and advocacy activities.	• The formation of Parent Advisory Councils (PAC) are encouraged in each community school for the purpose of increasing parent and family engagement to support student success. • All Schools in RRSD implement the Tell Them From Me Survey which supports "student voice" and "parent voice". • Thoughtstream Survey process completed in 2015 provided community stakeholders an opportunity to contribute to School Division Planning. • Strategic Plan Survey Completed in May 2023 providing stakeholders an opportunity to contribute to School Division Planning • Budget process invites stakeholder involvement through letter of invitation and advertisement in community newspapers.
Community Collaboration: Coordinate resources and services for students, families, and community groups to include agencies, business, cultural organizations, and post-secondary institutes.	• Attendance at community meetings and activities.. • In partnership with community use extra-curricular programs and facilities to provide additional opportunities to students and foster relationships that keep students connected, engaged and on track to graduation e.g. work placements. • Community Engagement Policy ABA

Vision, Mission, Beliefs, Priorities and Land Acknowledgement

Our Vision

Citizens who enrich our world.

Mission

Rolling River School Division, in partnership with parents and community, provides a quality education, within a safe and caring learning environment, encouraging personal excellence, with dignity and respect for all. Rolling River School Division commits to graduating students who have the knowledge, skills and values that empower them to contribute positively and meaningfully in an ever changing local and global community.

Belief

We believe:

- All students have the ability to learn and achieve success.
- All students are unique and learn in different ways.
- All students are valued for their individual gifts, talents and diversity.
- All students can conduct themselves in an ethical manner.
- All students can positively influence their world.

Priorities

- Mental Health & Well Being
- Cultural Proficiency
- Literacy
- Numeracy

Land Acknowledgement

“Rolling River School Division schools operate on the original territories of the Anishinaabe, Ininew, Oji-Cree, Dakota, Lakota, Dene and Métis people. Rolling River School Division respects the agreements made in these territories, the relationships and responsibilities they entail, and commit to a spirit of reconciliation for the future.”

RRSD Geographic Profile

Rolling River School Division is located in South-Western Manitoba, Canada in close proximity to Riding Mountain National Park and its amenities. The Division covers approximately 3000 square kilometers and includes four high schools, eight elementary schools, four colony schools and an Adult Learning Centre. The 16 schools provide service to the communities of Douglas, Forrest, Rivers, Rapid City, Oak River, Minnedosa, Rolling River First Nation, Erickson, Sandy Lake, and Onanole. The Division Office is located in Minnedosa, Manitoba.

Strengths

- Commitment to inclusion
- Long-standing practice of ensuring that students have equitable access to technology within the school curriculum and providing support to staff in the integration of that technology into their instructional plans to accelerate learning.
- Community and regional partnerships (both formal and informal) that support a wide range of student needs (eg. Children's Therapy Initiative, Unified Referral and Intake System, regional Child Welfare agencies, Mental Health, Public Health, service clubs, Parent-Child Connection, day care and nursery schools, Addictions Foundations of Manitoba, Manitoba Adolescent Treatment Centre Neurodevelopmental Outreach Program, Child and Adolescent Treatment Centre, apprenticeship and work placements).
- Commitment to high quality learning

Challenges

- Achievement gaps exist between Indigenous and non-indigenous students, male and female students.
- Early Development Instrument (provincially-mandated screening of Kindergarten students based on presentation at school entry) indicates a number of children are not ready for school.
- Ensuring equitable support and services in all schools

Schools in Rolling River School Division

School Name	Website
Cool Spring Colony	Box 1015, Minnedosa, MB R0J 1E0
Deerboine Colony	Box 177, Alexander, MB R0K 0A0
Douglas Elementary	https://des.rrsd.mb.ca/
Elton Collegiate	https://elton.rrsd.mb.ca/
Erickson Collegiate	https://eci.rrsd.mb.ca/
Erickson Elementary	https://ees.rrsd.mb.ca/
Forrest Elementary	https://fes.rrsd.mb.ca/
Minnedosa Collegiate	https://mci.rrsd.mb.ca/
Oak River Colony	Box 208, Oak River, MB R0K 1T0
Oak River Elementary	https://ors.rrsd.mb.ca/
Onanole Elementary	https://oes.rrsd.mb.ca/
Rapid City Elementary	https://rcs.rrsd.mb.ca/
Rivers Collegiate	https://rci.rrsd.mb.ca/
Rivers Elementary	https://res.rrsd.mb.ca/
Tanner's Crossing School	https://tcs.rrsd.mb.ca/
Westview Colony	Box 39, Newdale, Manitoba R0J 1J0

"Only when the last tree has been cut down, the last fish been caught, and the last stream poisoned, will we realize we cannot eat money".
(Source: Cree Prophecy – Retrieved September 2, 2016, from www.goodreads/com/quotes/75579)

Annual Strategic Plan Implementation

The 5-year Strategic Plan identifies administrative commitments for implementation at division level. Implementation of a strategic plan begins with communication to all stakeholders. This is the first step in mutual commitments and expectations to ensure successful implementation. Annual school plans developed by each school in the division will identify school level commitments that align with the RRSD Strategic Plan priorities. The preliminary budget and recommended budget to be approved by the School Board will show alignments with the strategic plan. Below you will find annually recurring steps related to strategic plan implementation, review and monitoring.

Timeframe	**Annually Recurring Steps Related to Strategic Plan Implementation, Review and Monitoring**
July - August	School Division Strategic Plan development, revision and alignment with School Plans to ensure it remains current and strongly focused on the needs identified in our schools. Compilation of previous end of year data and development of status reports for each school. RRSD overview to show results toward strategic goals.
August	Review of data toward strategic goals. All employees of RRSD will be emailed a link to the strategic plan with a message from the superintendent asking them to become familiar with the plan and identify how it will affect their work.
September	Information on the strategic plan will be provided at the new employee/teachers orientation at the beginning of the school year. The Superintendent provides RRSD data overview and trajectory results toward strategic goals to principals at the commencement of the school year principals meeting. Action Plan/Trimester reports provided to the Board to identify key actions and responsibilities to fulfill the strategic plan. At the commencement of the school year principals meeting, school level data will be provided to each school principal to inform their baseline and plan development. School Plans are developed by each school beginning with baseline data and using a standard template which aligns to the Rolling River School Division Strategic Plan.

	Emergency Preparedness Plan reviewed by School Administrators and checklist submitted to Rolling River School Division Office.
October	School Plans are developed and submitted to RRSD office by October 15. Superintendent will lead a review of school plans with the division office senior administration team to ensure the School Plans and Division Strategic Plan align. If required contact schools for additional information around their school plans. Submit annual report on continuous improvement to Manitoba Department of Education.
October/November	Annual Planning Retreat coordinated by the Superintendent and School Division Senior Administration Team for the Board of Trustees and Principals for the purpose of strategic plan review and recommendations. • The Superintendent will facilitate a review of the RRSD Strategic Plan. • Principals will present their school plans to the Board of Trustees. • The Superintendent will present a results report to the Board. • The Board will ensure the strategic plan is current and focused on the needs of the school division. • The school division strategic plan review and school plan review will align and inform budget priorities.
November	Trimester reports provided to the Board to identify key actions and evidence of progress to fulfill the strategic plan. SICs and SIPs submitted to RRSD office for review and approval prior to submission to Manitoba Education. (Manitoba Education due date for SICs and SIPs is November 30, for the following year.)
December	Annual Strategic Plan review and affirmations using demographic and performance data to allocate resources to schools: • Board reaffirms or revises Strategic Plan Framework. • Superintendent and Senior Leadership Team reaffirm or revise the five- year Implementation Plan. Strategic Compilation of preliminary budget and strategic plan alignments. Meetings with employee group managers to discuss and receive budget recommendations. Staffing formulas and assumptions discussed with principals for the following year.

January	Board discusses and approves budget assumptions and staffing formulas for the following year. Meeting with community to discuss preliminary budget and receive input.
February	Recommended budget presented to Board.
March	Board adopts budget. Trimester reports provided to the Board that identify key actions to fulfill the strategic plan.
April	Preliminary review and development of school division and school plans at Rolling River Educational Administration Leadership (RREAL) team meetings for the following year.
May	Preliminary review and development of school division and school plans at RREAL team meetings for the following year. Submit school timetables to RRSD office by May 30th each year.
June	Submit Educational Assistant timetables to RRSD office by end of third week in June. Trimester reports provided to the Board that identify key actions to fulfill the strategic plan. Ensure completion of tasks for the following school year. (e.g. Transition meetings, draft Individual Education Plans, ordering of materials, transition and orientation of new hires). Mamàhtawisiwin: The Wonder We Are Born With - Survey to be completed with all staff to indicate progress in the essential elements.

Mental Health and Well Being

What is Mental Health?

The World Health Organization defines mental health as a *"state of well-being in which every individual realizes his or her potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community." (World Health Organization)*

This is the ideal toward which we strive in RRSD.

Current Level of Performance

Elementary Schools

Tell Them From Me (TTFM) survey data from grades 4 to 6 indicates 52% of students report being a victim of bullying (one of the 4 types - verbal, physical, social, and cyber). The highest frequency occurring in social and verbal bullying. The incidents predominantly occur outside the school during recess, and after school. Students also indicate that they have a repertoire of strategies to deal with bullying including telling a parent or guardian, telling a friend, and 80% student responses indicate there is someone at school that they can talk to. Students identified that teachers responded quickly to incidents. 39% of students stated there was enough supervision. 59% of students said they felt safe at school.

Secondary Schools

Tell Them From Me (TTFM) survey data indicates that 49% of secondary students report being a victim of bullying (one of the four types – verbal, physical, social and cyber). The highest frequency occurring in social and verbal bullying. The incidents predominantly occur in hallways and outside on school property. During school, bullying most often occurred during break period. Secondary students indicate a repertoire of strategies to deal with incidents with 44% ignoring it, 40% tell a parent/guardian, 16% tell an adult at school, 42% tell a friend. 71% students report that there are staff that they can talk to, and there are safe ways to report it. 54% of students report feeling safe at school.

Goals

1. The overarching goal is to develop a school culture where mental health and well-being is integrated into every aspect of each student's school experience.
2. By June 2028, when asked in the TTFM survey, an increasing number of students will describe the school as a safe and caring environment.
3. By June 2028, a coordinated approach using the RTI model will provide a continuum of service that is aligned and responsive to the needs of students, parents and staff to improve lifestyle results (academic, personal, health, social, family, work, recreation) for all students.

4. By June 2028, educators will respond consistently and effectively to academic and behavioural needs as guided by the RTI Framework (Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (academic, personal, health, social, family, work, recreation) for all children and youth).
5. By June 2028, school will implement the common, Divisional Emergency Management and Crisis Response Manual in a variety of emergent situations.
6. By June 2028, all RRSD schools will develop relationships with Elders and Knowledge Keepers to support Mamàhtawisiwin and further our commitment of reconciliation and education.

Strategies

School Division Strategies	School Based Strategies
• Development of school RTI models of intervention (supporting academics and behavior). • Support PAX programs to in-school staff currently implementing the program. • Resources to support curricular involvement and eliminate participation barriers for students. • Resources in place for implementation of the Tell Them From Me (TTFM) survey system to collect data from students, parents and staff regarding their perceptions of the school environment. • Appropriate school and classroom level programs and practices are in place to help students meet achievement goals when data indicate interventions are needed. • Ensure Tell Them From Me survey available to schools so data can be used to inform planning and develop positive practices and policies. • Implement Student Presence and Engagement Policy/Attendance • Expand staff development and understanding of Standards for Appropriate Educational Programming in Manitoba	• Self-Directed Learning programs are in place for students who require flexible scheduling. • The school schedule is flexible so that students can receive academic help while in school. • Tutorial programs/opportunities are in place. • All Students are actively engaged in at least one extra-curricular/recreational activity/opportunity in the school. • SafeTalk implemented in all high schools. • Review Tell Them From Me survey data to inform planning and develop positive practices and policies.
School Division Strategies	**School Based Strategies**
• Identification of Development and Implementation Team for Emergency Response Manual. • Investigate mental health and wellbeing curriculums for implementation in all schools.	

Student Achievement Measures

- Tell Them From Me Survey Data
- Learning Behaviors on the Provincial Report Card

Indicators

- When asked in the TTFM survey students, staff, and parents generally describe the school as a safe and orderly environment.
- Electronic tools such as Microsoft Forms are utilized to collect information regarding specific decisions.
- Clear and specific rules, routines and procedures are in place for school operations.
- Staff know the emergency management procedures and how to implement them for specific incidents.
- The accomplishments of students, teachers, teams of teachers/students and the whole school are recognized in a variety of ways. (newsletter to parents, announcements, websites, school celebrations)
- Reports, graphs are in place to document student achievement and well-being.

Cultural Proficiency

Rolling River School Division schools were asked to complete the "Mamàhtawisiwin" rubric with their staff to determine areas for growth in culturally responsive curricula and interactions.

The goal is for growth from **Exploring to Embedding** in each of the Four Essential Elements.

	Exploring	Emerging	Evolving	Embedding
Authentic Involvement				
Putting Students at the Centre				
Understanding of World Views, Values, Identities, Traditions and Contemporary Lifestyles				
Inclusive and Culturally Safe Learning Environment				

Goals

1. By June 2028, all schools will report progress toward cultural proficiency in the four key elements of Mamàhtawisiwin.
2. Incorporate First Nations, Metis, Inuit (FNMI) content and ways of knowing in curriculum so all learners (both Indigenous and general populations) have knowledge and appreciation of the unique contributions of FNMI peoples in Canada.
3. Based in the 4 elements of Mamàhtawisiwin, provide a culturally responsive curriculum to cause equitable outcomes for FNMI learners.
4. Increase the percentage of students of Indigenous ancestry who enroll in and complete post- secondary transition programs in career development programs such as career exploration, work experience and apprenticeship programs.
5. Increase the percentage of students of Indigenous ancestry graduating in grade 12 with one of Applied Mathematics, Pre-Calculus and one of Physics, Chemistry, Biology.
6. Track Indigenous student participation in extra-curricular and leadership programs to inform planning and practices.

Performance Targets

Focusing on elements for cultural proficiency, the trajectory for all schools will be towards embedding in all elements identified on the Mamàhtawisiwin rubric.

Strategies - *Strategies to be implemented immediately to achieve performance targets in 2028.*

School Division Strategies:	School Based Strategies: Examples
• Provide professional development to teachers to improve their commitment and capacity to integrate FNMI ways of knowing. • Support Schools in the Elders and Knowledge Keepers program	• Involve FNMI youth, family, traditional knowledge keepers, Elders, and community (as appropriate) to support learning and ways of knowing. • Media Literacy Integration into the content areas so students understand the effects of

• Provide media literacy PD so educators can inform students on the impacts of popular culture on the integration and identity of our FNMI population. • Develop a data tracking system to report on FNMI equitable achievement, graduation rates, and transition to post-secondary education/employment. • Use disaggregated data for division wide planning and decision making. • Routinely review the status and progress of every student and intervene as soon as there are signs of difficulties. • Systemic development and implementation of Response to Intervention (RTI) framework to create positive school environments. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (academic, personal, health, social, family, work, recreation) for all children and youth. The RTI framework allows educators to respond consistently and effectively to academic and behavioral needs.	popular cultural on integration and identity of our indigenous population. • Support learning by acknowledging learning styles, experiences, knowledge, and ways of knowing for FNMI learners (metacognition). • Use teacher formative assessment to raise student achievement. • Routinely review the status and progress of every student and intervene as soon as there are signs of difficulties. • Systemic development and implementation of Response to Intervention (RTI) framework to create positive school environments. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (academic, personal, health, social, family, work, recreation) for all children and youth. The RTI framework allows educators to respond consistently and effectively to academic and behavioral needs.

Treaty Education – Implementation/Maintenance Plan

Rolling River School Division commits to having all staff, including in-school and divisional staff trained in Treaty Education. Although some teachers and other staff have completed 1 or 2 days of training, all RRSD staff will receive training in the fall of 2023.

Following the 2023-2024 school year, new staff will be supported to attend provincial Treaty Commission sessions or neighboring divisional sessions until RRSD is able to train a catalyst teacher who can provide internal support to our division.

Student Achievement Measures

- Report card data
- Tell Them From Me Survey Data
- Baseline Mamàhtawisiwin Rubric completed by school staff June 2023.

Indicators

- FNMI content, perspectives, and ways of knowing integrated into curriculum.
- Increase in the number of FNMI achieving “good understanding and application of concepts and skills in literacy” on the provincial report card.
- Increase in the number of FNMI achieving “good understanding and application of concepts and skills in numeracy” on the provincial report card.
- PD opportunities are provided for teachers and students.
- TTFM survey data indicates a supportive welcoming school environment.
- TTFM student responses indicate they are being taught Indigenous content and ways of knowing.

Literacy

Current Level of Performance

Provincial data and school assessment data indicate that students are improving in reading fluency but need more help in reading comprehension and writing. The data shows Indigenous students and male students are performing below their peers on provincial measures. The current level of performance shows 72.4% of grade 1-8 students are achieving a 3 or 4 in reading while 66.9% of those same students achieve a 3 or 4 in writing on the report card. With Grade 10 and 12 Provincial Tests in Language Arts returning in 2023-2024, more data collection will direct interventions. Student performance may be attributed to increasing amounts of content and unfamiliar vocabulary as students move up through the grades.

The historical provincial RRSD disaggregated data indicates a focus in the sub-competency areas which are **bolded** in the bullets below would support success in the content areas for all students, and in particular self-declared Indigenous students and male students:

- A need to help students **understand and interpret key ideas and messages in a variety of content area texts** by providing explicit strategy instruction for comprehension and dedicate time to build academic vocabulary.
- A need to provide students opportunities to **respond critically to a variety of texts** by providing discussion opportunities for text meaning, interpretation and extending knowledge to current global circumstances.
- A need to provide students with experiences and opportunities to **choose language to make an impact on the reader.**
- A need to provide sufficient opportunities in writing to **use conventions and resources to edit and proofread to make meaning clear.**

Goals

By June 2028, 90% of all RRSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills) on the provincial report card scale in all core content areas.

Performance Targets

- By June 2024, 73% of all RRSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills) on the provincial report card scale in all core content areas.
- By June 2025, 75% of all RRSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills) on the provincial report card scale in all core content areas.
- By June 2026, 80% of all RRSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills) on the provincial report card scale.
- By June 2027, 85% of all RRSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills on the provincial report card scale.

Strategies

School Division Strategies	School Based Strategies
• Provide teachers with technical assistance to manage student information in the SIS for recording and reporting student progress. • Input outcomes into SIS to ensure instruction and assessment are aligned with provincial curriculum. • Provide teachers access to professional development to support educators to manage student information and use data to inform student achievement of curricular outcomes to improve learning. • Provide teachers access to professional development to generate improvement in reading, writing and student learning to achieve Manitoba provincial curricular outcomes. • Routine review and monitoring of data provided by the classroom teacher in the sSIS will concentrate everyone's attention on supporting student achievement and foster professional collaboration and collective accountability for those students requiring targeted supports. • Support schools to develop and implement a Response to Intervention pyramid of Tier 1,2,3 interventions. • Develop and strengthen the instructional leadership skills of principals, vice principals, and other in-school leaders to support teaching excellence. • Support principals to implement the Walk-Through Tool to support consistency of good pedagogy across all classrooms to ensure student academic success and support social/emotional well-being. • Provide resources to support school based professional development.	• The principal arranges for/provides adequate training for technology and teachers are expected to use and manage the SIS for recording and reporting student progress. • Essential elements of content are identified and reported on in the SIS. • Formative and summative assessments are aligned to the curriculum. • The amount of time needed to adequately address the essential elements is examined. • School Teams regularly meet to discuss the progression and viability of documents that articulate essential content and timing of delivery (for example, pacing guides, curriculum maps). • Building Academic Vocabulary • Goals and performance targets are established as a percentage of students who will achieve a minimum of good understanding on curriculum-based measures (CBM) by school teams. • Routine review and monitoring of data provided by the classroom teacher in the SIS will concentrate everyone's attention on supporting student achievement and foster professional collaboration and collective accountability for those students requiring targeted supports. • Tutorial and Self-Directed Learning programs are in place. • Response to Intervention (RTI) Tier 1, 2, 3 practices and programs are in place to help students meet achievement goals when data indicates interventions are needed. • Develop and strengthen the instructional leadership skills of teachers and in school teams to support teaching excellence. • The principal communicates with staff how the walk-through tool will be implemented.

School Division Strategies	School Based Strategies
	• Professional development opportunities are provided for teachers regarding the pedagogical components in the Walk-Through tool. • When asked or in conversation, teachers are familiar and can refer to the major pedagogical components in the Walk-Through tool. • Alignment of resources to support literacy and numeracy and the 4 pedagogical components in the Walk-Through tool. • Teachers have opportunities to observe and discuss effective teaching within their school/school division.

Student Achievement Measures

- Provincial Report Card Data
- Provincial Standards Assessments
- Tell Them From Me Survey Data

Indicators to Provide Enhanced Student Learning in Literacy

- School curriculum and assessments link to provincial curriculum outcomes.
- Clear and measurable goals are established and focused on improving overall student achievement at school level.
- Data in Gradebook is routinely analyzed, interpreted and used to monitor progress toward school achievement goals.
- School and classroom RTI level programs and practices are in place to help students meet achievement goals when data indicates interventions are needed.
- Manitoba Report Card Data and Provincial Literacy Assessments indicate progress in student achievement.

Numeracy

Current Level of Performance

Provincial grade 3 assessment data indicate RRSD students score 5 to 8% higher than the provincial average in numeracy competencies. The data also shows that Self-declared Indigenous students are performing below their peers in numeracy competencies on the provincial measures. The current level of performance shows 76.1% of grade 1-8 students are achieving a 3 or 4 in knowledge and understanding while 73.9% of those same students achieve a 3 or 4 in mental math and 72.3% in problem solving on the report card.
Historical data indicates that RRSD high school students are scoring 10% above the provincial average in Applied Mathematics, 11% above the provincial average in Essential mathematics and 2% below the provincial average in Pre-Calculus Mathematics. With Grade 10 and 12 Provincial Tests in Numeracy returning in 2023-2024, more data collection will direct interventions.

Manitoba Rural Learning Consortium (mRLC) June 2016 baseline data assessed proficiency of students in grade 6 mathematics outcomes in Number Sense, Patterns and Relations, Shape and Space, Statistics and Probability. This data is only one piece of information and indicates students would benefit from additional support in the Patterns and Relations strand and Statistics and Probability strand in mathematics.

Manitoba Rural Learning Consortium (mRLC) June 2016 baseline data assessed proficiency of students in regard to grade 9 mathematics outcomes in. This data is only one piece of information and indicates students would benefit from additional support in the Patterns and Relations strand and Shape and Space strand in mathematics.

RRSD continues to participate in mRLC Numeracy programs and have seen significant improvement of student outcomes in math. Math teachers in grade 4 to 9 currently use strategies and resources from the Numeracy Achievement Project (NAP) to support the students in their classrooms.

Goals

By June 2028, 90% of all RRSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills in all categories) on the provincial report card scale in Mathematics.

Performance Targets

By June 2024, 75% of all RRSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills in all categories) on the provincial report card scale in Mathematics.

By June 2025, 78% of all RRSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills in all categories) on the provincial report card scale in Mathematics.

By June 2026, 80% of all RRSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills in all categories) on the provincial report card scale in Mathematics.

By June 2027, 85% of all RRSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills in all categories) on the provincial report card scale in Mathematics.

Strategies

School Division Strategies	School Based Strategies
• Provide all stakeholders with technical assistance to manage student information in Gradebook. • Input outcomes into Gradebook to ensure instruction and assessment are aligned with provincial curriculum. • Provide access to a divisional IT Coach, a stable resource for job-embedded professional development to support educators to manage student information and use data to inform student achievement of curricular outcomes to improve learning. • Provide access to a divisional Numeracy Coach, a stable resource for job-embedded professional development to generate improvement in numeracy and student learning to achieve Manitoba provincial curricular outcomes. • Routine review and monitoring of data provided by the classroom teacher in Gradebook to concentrate everyone's attention on supporting student achievement and foster professional collaboration and planning for those students requiring targeted supports. • Learning for principals in mathematics, mathematics pedagogy and instructional leadership in mathematics in their schools**.** • Development of a collaborative professional development model that allows educators the opportunity to work together to: ➢ Learn from each other. ➢ Observe one another's practice.	• Routine review and monitoring of data provided by the classroom teacher in Gradebook to concentrate everyone's attention on supporting student achievement and foster professional collaboration and planning for those students requiring targeted supports. • Build Academic Vocabulary in mathematics. (refer to appendix). • Sharing among intermediate and secondary school mathematics leaders about successful practices in Grades 7, 8, 9 Mathematics and Grades 10, 11, 12 Applied Mathematics courses and Pre-Calculus courses. • Investigate perspectives, experiences and promising practices in mathematics learning and teaching identified in the mRLC math project. • Continue to build teachers' capacity for assessment for, of and as mathematics learning, including communicating with students and parents and planning and delivering instruction to increase the learning of each student. • Emphasis on formative assessment in mathematics to support student learning. • Analyze student work to identify the needs of the learner and implement strategies and interventions necessary to support approximation of curriculum outcomes. • Self-Directed Learning programs are in place for students who require flexible scheduling.

School Division Strategies	School Based Strategies
➢ Review the research and share knowledge on what works and what does not. ➢ Deepen understanding of the skills and knowledge students need to demonstrate whether they meet specific curriculum outcomes. ➢ Determine the appropriate assessment practices to uncover where students are needing additional help. ➢ Build understanding of effective mathematics instruction. ➢ Design a responsive mathematics learning environment using the RTI framework to support students. ➢ Facilitate access to mathematics learning resources and professional learning opportunities.	

Student Achievement Measures

- Provincial Report Card Data
- Provincial Standards Assessments
- Tell Them From Me Survey Data
- mRLC Numeracy Data

Indicators to Enhance Student Learning

- School curriculum and assessments are linked to provincial curriculum outcomes.
- Clear and measurable goals are established and focused on improving overall student achievement at school level.
- Data is routinely analyzed, interpreted and used to monitor progress toward school division and school achievement goals.
- School and classroom level programs and practices are in place to help students meet achievement goals when data indicates interventions are needed.
- Increase in mRLC Math assessment data.
- Manitoba Report Card Data and Provincial Numeracy Assessments and MRLC math assessments indicate progress in student achievement.

Appendix A

2022-2023 K-12 Framework for Continuous Improvement
Rolling River School Division Annual Report

2022-2023 K-12 Framework for Continuous Improvement
Rolling River School Division Annual Report

Report Requirements

1. School Division Profile (2022-2023)

a) Brief overview of relevant geographic or demographic information as well as specific school division strengths, equity issues, and/or challenges.

Rolling River School Division is located in South-Western Manitoba, Canada in close proximity to Riding Mountain National Park and its amenities. The Division covers approximately 3000 square kilometers and includes four high schools, eight elementary schools, four colony schools and an Adult Learning Centre: Cool Spring Colony, Deerboine Colony, Douglas Elementary, Elton Collegiate, Erickson Collegiate, Erickson Elementary, Forrest Elementary, Minnedosa Adult Learning Centre, Minnedosa Collegiate, Oak River Colony, Oak River Elementary, Onanole Elementary, Rapid City Elementary, Rivers Collegiate, Rivers Elementary, Tanner's Crossing School, and Westview Colony . The 16 schools provide service to the communities of Douglas, Forrest, Rivers, Rapid City, Oak River, Minnedosa, Rolling River First Nation, Erickson, Sandy Lake, and Onanole. The Division Office is located in Minnedosa, Manitoba.

Strengths

- Commitment to inclusion
- Commitment to High Quality Learning
- Long-standing practice of ensuring that students have equitable access to technology within the school curriculum and providing support to staff in the integration of that technology into their instructional plans to accelerate learning.
- Community and regional partnerships (both formal and informal) that support a wide range of student needs (eg. Children's Therapy Initiative, Unified Referral and Intake System, regional Child Welfare agencies, Mental Health, Public Health, service clubs, Parent-Child Connection, day care and nursery schools, Addictions Foundations of Manitoba, Manitoba Adolescent Treatment Centre Neurodevelopmental Outreach Program, Child and Adolescent Treatment Centre, apprenticeship and work placements).

Challenges

- Achievement gaps continue to exist between Indigenous and non-Indigenous students, male and female students.
- Early Development Instrument (provincially mandated screening of Kindergarten students based on presentation at school entry) indicates a number of children are not ready for school.
- Ensuring equitable support and services in all schools

b) Description of senior administration team (Actual June 2023)

Full-time Equivalents	No.
Superintendent	1.0
Secretary-Treasurer	1.0

c) Division staffing profile (Actual June 30, 2023)

Full-time Equivalents	No.
Principals	9.2
Vice-Principals	1.25
Teachers	110.618
Counsellors	3.375
Resource Teachers	6.849
Teachers supporting special needs low enrollment classes	0
Educational Assistants	33.373
Speech Language Pathologists	1.25
Occupational Therapists	0
Physiotherapists	0
Social Workers	1.0
Psychologist	1.0 (filled Sept. 2023)

d) Disaggregated data for students designated as EAL and self-declared Indigenous students – 2017-2020

Date	Total Student Enrollment
September 30, 2022	1812
September 30, 2021	1819
September 30, 2020	1749
September 28, 2018	1757
September 29, 2017	1,752
September 30, 2016	1,726

Disaggregation	No. of Students	Percentage of Student Population
English as an Additional Language	52 (42 FTE)	2.87%
Self-declared Indigenous	370	20.42%

e) Education for Sustainable Development – 2021-2022

Education for Sustainable Development	No.
Number of Schools in the Division	16
Number of Schools with an ESD plan	16

2. The current school division Strategic Plan can be viewed on the main page of our website on the right hand side, under "Useful Links".

https://www.rrsd.mb.ca/

3. Report on data

RRSD Priorities:

- Mental Health and Well Being
- Cultural Proficiency
- Literacy
- Numeracy

Preface:
There is an interplay between each of the four RRSD priorities. We need to think of the four priorities that are listed vertically as a connected set rather than a separate list. Improvement efforts in one overlap into the other priority areas.

Mental Health-Well Being and Cultural Proficiency data reflects the opinions and views of stakeholders (students, parents, educators) using the Tell Them From Me Survey, and the Mamàhtawisiwin: The Wonder We Are Born With survey rubric.

Academic Achievement/Outcome data in the areas of Literacy and Numeracy tell us what students have learned. In RRSD the academic data includes classroom-level, benchmark, formative assessment, report card data, and provincial assessments.

1. Mental Health and Well Being

Goals:

- The overarching goal is to develop a school culture where mental health and well-being are integrated into every aspect of each student's school experience.
- By June 2028, when asked in the ***Tell Them From Me*** (TTFM) survey, an increasing number of students will describe the school as a safe and caring environment.
- By June 2028, a coordinated approach using the Response to Intervention (RTI) model will provide a continuum of service that is aligned and responsive to the needs of students, parents and staff to improve lifestyle results (academic, personal, health, social, family, work, recreation) for all students.

Data Sources:

- Tell them From Me Survey
- Divisional Strategic Plan Survey offers anecdotal data in all areas
- CLEVR Data
- SIS Data (Student Presence/Attendance)

"Tell Them From Me" Survey Data and Needs Assessment:

Between April 10 to May 31, 2023, ***Tell Them From Me***, a web-based evaluation system, was conducted in grades 4 to 12 that yielded student and parent information on social emotional outcomes, bullying and school safety. Data is organized into sets of indicators to provide information on student engagement, wellness, and aspects of classroom and school climate that affect student learning outcomes.

Caveat:

- Only schools with more than 50 students complete the **TTFM** Survey to ensure student confidentiality. The Hutterian Schools and Oak River Community School conduct a school based survey.
- Parent survey information are only representative at school level and not available for a division summary.
- The survey responses are completely confidential and not linked with any student records.

Social Engagement and Emotional Health Outcomes

A. Extra-Curricular Engagement

Student participation in school sports - Students who play sports with an instructor at school, other than a gym class.

Year	Elementary Results (Grades 4 to 6)	Secondary Results (Grades 7 to 12)
2015-2016	76%	58%
2016-2017	65%	60%
2017-2018	71%	59%
2018-2019	79%	61%
2019-2020	No Survey Completed	No Survey Completed
2020-2021	66%	33%
2021-2022	62%	59%
2022-2023	74%	60%

Student participation in school clubs – Students who take part in art, drama, or music groups; school clubs or a school committee.

Year	Elementary Results (Grades 4 to 6)	Secondary Results (Grades 7 to 12)
2015-2016	29%	29%
2016-2017	30%	29%
2017-2018	32%	26%
2018-2019	30%	25%
2019-2020	No Survey Completed	No Survey Completed
2020-2021	6%	8%
2021-2022	16%	19%
2022-2023	38%	24%

Comments:

- Extra-Curricular activities including sports teams and clubs were very active in 2022-2023 and more students participated.

B. Sense of Belonging at School

Students with a positive sense of belonging – students who feel accepted and valued by their peers and by others at their school.

Year	Elementary Results (Grades 4 to 6)	Secondary Results (Grades 7 to 12)
2015-2016	81%	70%
2016-2017	80%	63%
2017-2018	75%	54%
2018-2019	75%	60%
2019-2020	No Survey Completed	No Survey Completed
2020-2021	71%	55%
2021-2022	68%	56%
2022-2023	70%	54%

Comments:

- Most students felt a sense of belonging during the 2021-2022 school year.
- As masking and physical distancing requirements were removed, some students felt more comfortable participating, but many still took a cautious approach to social interaction at school.
- 64% of students strongly agreed there were adults at school that victims can talk to which matches the Canadian average.

Elementary students who felt excluded by other students most frequent responses:

- Appearance (24%)
- High or Low Grades (19%)
- A disability (10%)
- Culture (6%)
- Skin colour (7%)
- Other Reasons (36%)

Comments:

- Percentage of students who feel excluded or lack a sense of belonging with other students for the reasons listed above were similar to previous years.

Secondary students who felt excluded by other students most frequent responses:

- Appearance (24%)
- High or Low Grades (12%)
- Level of Family Income (9%)
- Sexual Orientation (7%)
- Other Reasons (24%)

Comments:

- Percentage of students who feel excluded or lack a sense of belonging with other students for the reasons listed above were similar to previous years.

Students with positive relationships – students who have friends at school they can trust and who can encourage them to make positive choices.

Year	Elementary Results (Grades 4 to 6)	Secondary Results (Grades 7 to 12)
2015-2016	78%	73%
2016-2017	81%	71%
2017-2018	85%	61%
2018-2019	83%	73%
2019-2020	No Survey Completed	No Survey Completed
2020-2021	81%	69%
2021-2022	81%	73%
2022-2023	80%	75%

Comments:

- The PAX program in schools provides a research-based foundation to ensure the development of a safe and orderly environment that supports cooperation and collaboration and positive relationships. PAX = peace, productivity, health and happiness.
- Elementary results indicate a similar level positive peer relationships as previous year.

- Secondary results indicate a slight 2% increase in students with positive relationships.

C. Social – Emotional

Students who report moderate or high levels of anxiety – students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

Year	Elementary Results (Grades 4 to 6)	Secondary Results (Grades 7 to 12)
2015-2016	24%	18%
2016-2017	21%	22%
2017-2018	24%	24%
2018-2019	19%	30%
2019-2020	No Survey Completed	No Survey Completed
2020-2021	31%	37%
2021-2022	32%	40%
2022-2023	32%	32%

Comments:

- There are small increases of 1% in elementary and 3% in secondary students reporting anxiety and stress.
- The reported increase in schools accurately confirms direct feedback from teachers, parents and students related to Covid-19 Pandemic issues and personal issues both insode and outside of school.
- Divisional and school interventions to support the mental health and well-being of all inside our school community is a priority moving forward.

Students with moderate or high levels of depression – Students who have prolonged periods when they feel sad, discouraged, and inadequate.

Year	Elementary Results (Grades 4 to 6)	Secondary Results (Grades 7 to 12)
2015-2016	Not assessed in Elementary survey	18%
2016-2017	Not assessed in Elementary survey	24%
2017-2018	Not assessed in Elementary survey	35%
2018-2019	Not assessed in Elementary survey	28%
2019-2020	Not assessed in Elementary survey	No Survey Completed
2020-2021	Not assessed in Elementary survey	35%
2021-2022	Not assessed in Elementary survey	37%
2022-2023	32%	31%

Comments:

- Secondary students report a 2% increase in moderate to high levels of depression. The pandemic has added to this increasing concern of depression in our students.
- More students are open to discussing mental health concerns openly and seeking help from their support system, including parents, school staff and friends.
- The data shows an alarming level at 49% of females in grades 7-12 with moderate or high levels of depression.

D. Bullying and School Safety Outcomes

Year	Elementary Results (Grades 4 to 6)	Secondary Results (Grades 7 to 12)
2015-2016	52%	35.8%
2016-2017	49%	34.1%
2017-2018	55%	24%
2018-2019	47%	42%
2019-2020	No Survey Completed	No Survey Completed
2020-2021	29%	22%
2021-2022	31%	28%
2022-2023	31%	33%

Comments:

- There is an increase the prevalence in school bullying during the 2021-2022 school year. (2% in Elementary and 6% in secondary)
  Students report that bullying occurs during less supervised times including during breaks and online.

Elementary Results - Bullying by type and most often experienced by students in RRSD

Year	Physical	Verbal	Social	Cyber
2015-2016	22%	37%	33%	6%
2016-2017	20%	37%	32%	6%
2017-2018	25%	38%	41%	8%
2018-2019	20%	32%	31%	6%
2019-2020	No Survey Completed	No Survey Completed	No Survey Completed	No Survey Completed
2020-2021	18%	34%	29%	19%
2021-2022	22%	37%	33%	8%
2022-2023	21%	37%	36%	10%

Secondary Results – Bullying by type and most often experienced by students in RRSD

Year	Physical	Verbal	Social	Cyber
2015-2016	9%	30%	22%	7%
2016-2017	9%	26%	22%	10%
2017-2018	18%	36%	30%	15%
2018-2019	13%	34%	28%	17%
2019-2020	No Survey Completed	No Survey Completed	No Survey Completed	No Survey Completed
2020-2021	12%	30%	29%	18%
2021-2022	15%	36%	31%	20%
2022-2023	20%	40%	33.2%	19%

Comments:

- **Elementary students** reported slight increases in physical, verbal and social bullying but a significant decrease in cyber-bullying. These results are opposite from what we saw the previous year.
- **Secondary students** reported slight increases in all bullying areas.

- Continue to ensure implementation of:
    - Safe and Caring School policy and procedures.
    - RRSD Code of Conduct by all stakeholders
- Focus will be placed on ensuring that students are reporting threat-making behavior to staff and staff will step in quickly and respond as per division policy.
- Increase classroom focus on preventing cyber bullying and dealing with incidents appropriately when they occur.

Elementary Results – percentage of students who feel safe at school and going to and from school

Year	Feel safe at school	Feel safe going to school	Feel safe on the way home
2015-2016	76%	79%	84%
2016-2017	75%	78%	80%
2017-2018	72%	77%	78%
2018-2019	70%	77%	81%
2019-2020	No Survey Completed	No Survey Completed	No Survey Completed
2020-2021	71%	72%	81%
2021-2022	62%	72%	78%
2022-2023	59%	70%	73%

Comments:

- Continue to ensure implementation of:
    - Safe and Caring School policy and procedures.
    - RRSD Code of Conduct by all stakeholders
- Focus will be placed on ensuring that students are reporting threat-making behavior to staff and staff will step in quickly and respond as per division policy.

Secondary Results – percentage of students who feel safe at school and going to and from school

Year	Feel safe at school	Feel safe going to school	Feel safe on the way home
2015-2016	72%	82%	82%
2016-2017	76%	83%	84%
2017-2018	85%	79%	80%
2018-2019	64%	74%	76%
2019-2020	No Survey Completed	No Survey Completed	No Survey Completed
2020-2021	63%	75%	78%
2021-2022	60%	71%	74%
2022-2023	54%	72%	73%

Comments:

- Pandemic anxiety while at school and changing guidelines made many students feel uneasy or unsure of their safety at school.
- Students responses concerning their safety are influenced by hearing students make threats to other students, having something stolen at school and observing a fight on school property in which someone got hurt.
- Continue to ensure implementation of:
    - Safe and Caring School policy and procedures
    - RRSD Code of Conduct by all stakeholders

- Focus will be placed on ensuring that students are reporting threat-making behavior to staff and staff will step in quickly and respond as per division policy.
- School practices that increase the feeling of safety for students include increased supervision during break periods and stepping in quickly when bullying is observed.

Summary of How Challenges will be Addressed

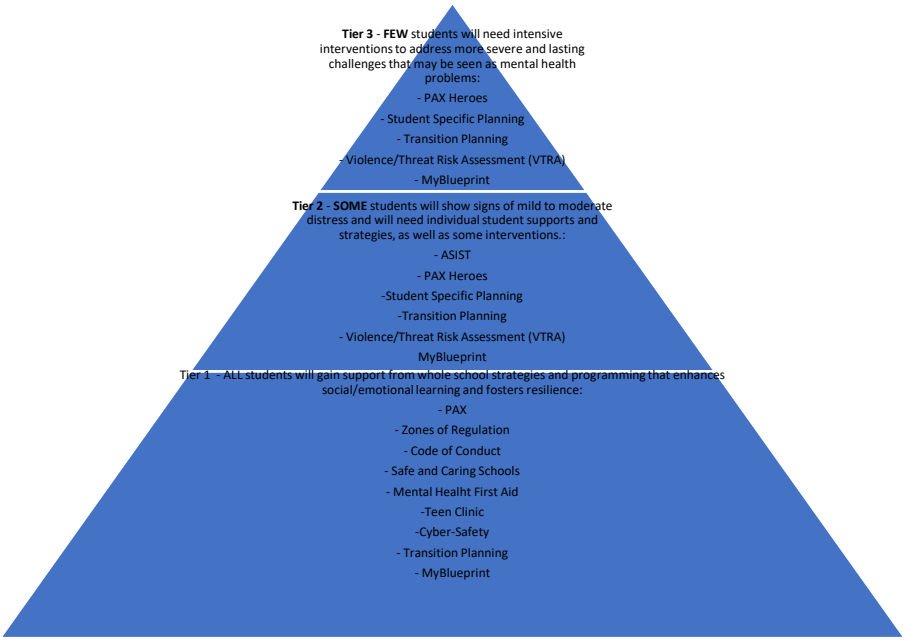
It is important to recognize that mental health and wellness supports have existed in RRSD for many years. In collaboration with administrators, educators, and support staff, we will continue to provide a comprehensive and systemic approach for mental health supports and mental health education.

- In response to student feedback and data trends, RRSD continues to provide students with the opportunity to tell us what anxiety means to them, what gives them anxiety, how it is affecting them and what staff can do to help.
- Each school will continue to ensure adequate supervision in the bullying hot spots so that staff are able to recognize and intervene if bullying occurs.
- Collaborative team planning to implement tiered practices/interventions for identified vulnerable students
- Staff will continue to integrate literacy in ICT into all content areas to increase student awareness of safety, legal and privacy issues.
- Continue to develop a culture where positive interactions and programming for mental health and well-being are integrated into every aspect of each student's school experience. (PAX, PAX Heroes, mindfulness, Zones of Regulation, yoga).
- Continue to build capacity and expertise through staff professional learning opportunities that focus on evidence-based practices in prevention and intervention at Tier 1, 2 and 3 levels. These include: Updated provincial staff training in Respect in School, Respect in Sport for all coaches, Mental Health First Aid, Non-Violent Crisis Intervention, Violent Threat Risk Assessment (VTRA), and ASIST to name a few.
- Continue to identify students in need of enhanced support and to help them and their families to connect to appropriate care through effective referral systems and pathways.
- Continue to work with West Region Tribal Council Health Department, to provide culturally appropriate supports to students eg. Teen Clinic or in the event of a critical incident.
- Continue to communicate and implement safe and caring school initiatives: RRSD Code of Conduct Policy and Procedures, Emergency Response Plans, Safe and Caring Schools Policy and Procedures, Transition protocols and procedures for all students.
- Continue to implement strategies in each school to reduce stress for all students:
    - Create a learning environment where mistakes are viewed as a natural part of the learning process.
    - Provide predictable schedules and routines in the classroom.
    - Provide advance notice of changes in routine.
    - Provide simple relaxation and movement that involve the whole class.
    - Encourage students to take small steps towards accomplishing a task if they are hesitant.

Source: http://www.edu.gov.on.ca/eng/document/reports/SupportingMinds.pdf

- My Blueprint is an education planning resource that helps students discover their learning and personality styles, interests, and motivational factors. This program is used by students to plan their future. For more information see Rolling River School Division website: https://www.rrsd.mb.ca/
- Monitor the development of the provincial attendance policy for implementation in RRSD.

Continue to support schools to identify and review their Pyramid of Interventions and continuum of supports for Mental Health and Well Being.



- **Cultural Proficiency**

Goals*:*

- The achievement gap between First nations, Metis and Inuit (FNMI) students and all other students is eliminated.
    - By June 2028, all schools will report progress toward the four mutually supportive strategies identified for Mamàhtawisiwin.
- Incorporate FNMI content and ways of knowing into curriculum so all learners (both Indigenous and general populations) have knowledge and appreciation of the unique contributions of FNMI peoples in Canada.
- Increase the percentage of students of Indigenous ancestry who enroll in career development programs such as career exploration, work experience and apprenticeship programs. (100% participation)
- Increase the percentage of Indigenous students graduating in grade 12 with one of Applied Mathematics, Pre-Calculus and one of Physics, Chemistry, Biology.
- Promote Indigenous student participation in extra-curricular and leadership programs to inform planning and practices.
- Promote Elders and Knowledge Keepers in all schools across RRSD.

Data Sources*:*

- Mamàhtawisiwin Rubric
- TTFM Survey
- Report Card Data
- Observation

Mamàhtawisiwin Rubric:

The rubric has 4 areas and is completed annually by each classroom teacher and collated by the principal to determine the school's progress towards supporting RRSD students and staff along the path to an Indigenous-inclusive education system.

The 4 areas at the school and divisional level include:

- authentic involvement
- putting students at the centre
- understanding world views, values, identities, traditions, and contemporary lifestyles
- inclusive and culturally safe learning environment

Mamàhtawisiwin Rubric reporting by RRSD Schools

	Exploring	Emerging	Evolving	Embedding
Authentic Involvement				
2022-2023	5	11	0	0
Putting Students at the Centre				
2022-2023	1	2	13	0
Understanding of World Views, Values, Identities, Traditions and Contemporary Lifestyles				
2022-2023	0	6	10	0
Inclusive and Culturally Safe Learning Environment				
2022-2023	0	11	5	0

Comments:

- 2022-2023 was the first school year for schools and the Division to use the new Mamàhtawisiwin rubric. Results from this rubric will help teachers and administrators develop actions and strategies to inform and guide their practice.
- RRSD School are increasing their Elders and Knowledge Keepers involvement.
- RRSD partners with Rolling River First Nation to support schools across the division with reconciliation.
- Teachers and schools will use the guidance and support provided to help move their classrooms and school from left to right along the rubric with the goal of achieving "Embedding" in all four categories.

Treaty Education

As of June 30th, 2023, RRSD 15 teachers/principals had received 1 or 2 days of Treaty Education Provided by the Treaty Commission of Manitoba. (approx. 11%)

- All RRSD staff scheduled to be trained in October/November 2023 including teachers, EA's, divisional administration, custodians, bus drives and maintenance staff.

Tell Them From Me Survey Data

Elementary and Secondary students were asked the following question:

"At school, are you being taught about Indigenous peoples in Canada?"

Year	Elementary Results (Grades 4 to 6)			Secondary Results (Grades 7 to 12)		
	Yes	No	Unsure	Yes	No	Unsure
2020-2021	74%	4%	23%	63%	15%	22%
2021-2022	74%	4%	22%	72%	11%	16%
2022-2023	87%	4%	9%	79%	12%	9%

Comments:

- RRSD has seen a significant improvement in both elementary and secondary students reporting being taught about Indigenous Peoples in Canada.
- Survey question was removed without our knowledge when Manitoba Education adapted the survey tool to include career pathway information in 2018-2019.
- Elementary results were consistent with the previous results while more students in secondary responded "Yes" to being taught about Indigenous people in Canada.

Strengths:

- 100% of schools report FNMI content, perspectives, and ways of knowing are integrated into curriculum and are guided by the MB Education document Mamàhtawisiwin: The Wonder We are Born With.
- Professional development opportunities provided by RRSD:
    - Treaty Education for all staff, Fall 2023 – Treaty Commission of Manitoba
    - 2021-2024 mRLC – Ongoing Staff participation in "Truth and Reconciliation, Moving to Action" – All schools represented at this PD.
    - 2021-2024 Mamàhtawisiwin in-person PD for teachers and school leaders.
    - September 4 and 5 2018, Niigaan Sinclair presented the following:
        - *"Wahkotowin*: *The Road towards Reconciliation*" to all RRSD employees.
        - *"Climbing the Mountain: Educating for Reconciliation"*, with an Educators Guide provided to all teachers and support staff.
    - September 2016, Kevin Lamoureaux and Natasha Pearen (Elementary schools) and Eddy Robinson (Secondary schools) presented. Post-workshop collaborations resulted in posting of 30 lesson plans focused on cultural proficiency (Kindergarten to Grade 12) on division website
        - See link: https://portal.rrsd.mb.ca/RESOURCES/lessonplans/culturalproficiency/Pages/default.aspx
    - September 2016 – All Rolling River School Division teaching staff provided a choice of novels centered around Indigenous history and Reconciliation to activate knowledge leading to school division PD by Kevin Lamoureaux.
    - September 2015, Media Literacy workshop with Ozlem Sensoy raised awareness of the impact on popular culture on integration and identify of our indigenous population.
- The New Paths for Education Research Project with Erickson Schools is complete, Brandon University Centre for Indigenous and Rural Education Studies, Rolling River First Nation (RRFN), Indigenous and Northern Affairs Canada (INAC) to examine the impact on student

achievement and well-being when FNMI content is infused in curriculum and the 7 Ojibwe Good Life Teachings becomes the framework for providing culturally relevant educational experiences. Report shared with RRFN leadership, Erickson schools and RRSD Board of Trustees.

- Following Superintendent work with Rolling River First Nation Leadership, The RRSD Board of Trustees adopted a resolution to incorporate the following updated land acknowledgement into the daily morning opening exercises:

> **"Rolling River School Division schools operate on the original territories of the Anishinaabe, Ininew, Oji-Cree, Dakota, Lakota, Dene and Métis people. Rolling River School Division respects the agreements made in these territories, the relationships and responsibilities they entail, and commit to a spirit of reconciliation for the future."**

Challenges:

- Narrow the achievement gap between First nations, Metis and Inuit (FNMI) students and all other students.

Summary of how challenges will be addressed:

- Increased participation with Elders and Knowledge Keepers in Schools Initiative with support from the Indigenous Inclusion Directorate is planned for the 2023-2024 school year.
- Increased participation by schools in activities to support the National Day for Truth and Reconciliation (September 30th) and National Indigenous Peoples Day (June 21st)
- Continue to act upon achievement gaps and identify students who require targeted supports for literacy and numeracy using the Student Specific Planning process, Response to Intervention Framework, and Learning Sprints.
- Continue to provide professional development for teaching staff to improve their commitment and capacity to integrate FNMI ways of knowing.
- Continue to provide professional development to school-based and divisional support staff to raise awareness and increase knowledge about Indigenous peoples in Canada.
- Continue to use the Walk-Through Tool to provide constructive feedback that ensures teachers are explicitly teaching about Indigenous peoples in Canada.
- Collect additional information to determine why students are indicating "unsure" or "No" on the "*Tell Them From Me"* Survey question. It may be as simple as ensuring that teachers are beginning their lessons by sharing the goals related to that topic/issue. 2023 showed significant improvement with this issue but more work is necessary to limit our "Unsure" and "No" responses.
- Drawing on the resources and pedagogy provided in PD sessions, teachers will engage students in critical literacy/courageous conversations to raise awareness and increase knowledge about Indigenous peoples in Canada from a social justice perspective across all content areas,
- Continue to offer the Manitoba Education elective course Grade 12 Current topics in First Nations, Metis, and Inuit Studies to all 4 high schools which supports the empowerment of students through the exploration of histories, traditions, cultures and world views, and contemporary issues of Indigenous peoples in Canada and worldwide.
- Visual Data Representations in all schools that identify activities and actions by staff and students that infuse Indigenous perspectives and ways of knowing on our Road to Reconciliation.
- Require that teachers, librarians and administrators work together to increase resources in their schools to support infusion of Indigenous knowledge in Manitoba curriculum

"Critical literacy is the ability to read texts in an active, reflective manner in order to better understand power, inequality, and injustice in human relationships. For the purposes of critical literacy, text is defined as a 'vehicle through which individuals communicate with one another using the codes and conventions of society'. Accordingly, songs, novels, conversations, pictures, movies, etc. are all considered texts."

Source: Coffey, Heather. *"Creating Racism-Free Schools through Critical/Courageous conversations on Race"* (Manitoba Education: p. 38)

3. Literacy

Performance Target:

- June 2023 performance target is that 80% of RRSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills) on the provincial report card scale in core content areas.

Data Sources:

- Provincial Report Card Data
- Provincial Standards Test Statistical Data

Performance Report toward Strategic Plan goals:

- According to provincial Report Card data, the following numbers represent the percentage of students who received a 3 or 4 on their report card:
- All students on modified course designation are achieving a minimum of three (Good understanding and application of concepts and skills) on the provincial report card scale

Grade 3 Report Card Data (Literacy)

Year	Reading Comprehension	Writing
2016-2017	79%	64%
2017-2018	82%	67%
2018-2019	83%	67%
2019-2020	No Data	No Data
2020-2021	59%	61%
2021-2022	72%	58%
2022-2023	66%	55%

Comments:

- There was a significant drop in grade 3 literacy report card scores in 2020-2021. This will be something to monitor going into next school year.

Grade 8 Report Card Data (Literacy)

Year	Reading Comprehension	Writing
2016-2017	79%	81%
2017-2018	85%	78%
2018-2019	81%	79%
2019-2020	No Data	No Data

2020-2021	**84%**	**82%**
2021-2022	**82%**	**82%**
2022-2023	**79%**	**77%**

Comments:

- RRSD report card data trends indicate approximately 80% of grade 8 students are consistently achieving a 3 or better in reading comprehension and writing on the provincial report card.
- Provincial statistics in the past indicate that RRSD grade 8 students exceed the provincial average in reading and are slightly below in writing.
- Provincial statistics indicate that the gap between indigenous and non-indigenous students is beginning to narrow in reading comprehension but not in writing.

Grade 9 Report Card Data (Literacy)

Year	English Language Arts 10F
2016-2017	**71%**
2017-2018	**61%**
2018-2019	**69%**
2019-2020	**No Data**
2020-2021	**63%**
2021-2022	**71%**
2022-2023	**63%**

Comments:

- RRSD Report card data indicates literacy in grade 9 ELA 10F is an area of concern with only 63% of students receiving a 3 or 4 in 2022-2023.

Grade 12 Report Card Data (Literacy)

Year	ELA (Comprehensive Focus) 40E, 40S ELA (Literary Focus) 40E, 40S ELA (Transactional Focus) 40E, 40S
2016-2017	**53%**
2017-2018	**66%**
2018-2019	**70%**
2019-2020	**No Data**
2020-2021	**77%**
2021-2022	**68%**
2022-2023	**73.3%**

Grade 12 Provincial Standards Tests in ELA Average marks

	Jan/June 2016	Jan/June 2017	Jan/June 2018	Jan/June 2019	Jan/June 2020/2021/20223
Provincial	67.9	68.3	67.8	68.1	**No Data**
Rolling River School Division	70.5	72.8	65.4	70.8	**No Data**
Non-Indigenous	71.5	74.3	65.5	72.8	**No Data**
Indigenous	63.6	66.1	64.2	54.9	**No Data**

Female	74.6	76.1	68.8	77.4	**No Data**
Male	66.3	67.9	62.2	62.3	**No Data**

Comments:

- We will continue our efforts in reducing the gap between Indigenous and Non-Indigenous students in ELA.
- RRSD grade 12 report card data trends indicate steady improvement over the past 3 years.
- RRSD students are performing above the provincial average on standards assessments which are included in the overall grade.
- All students on “M” credit designations are achieving limited to very good/ excellent understanding and application off concepts and skills on the provincial report card scale.

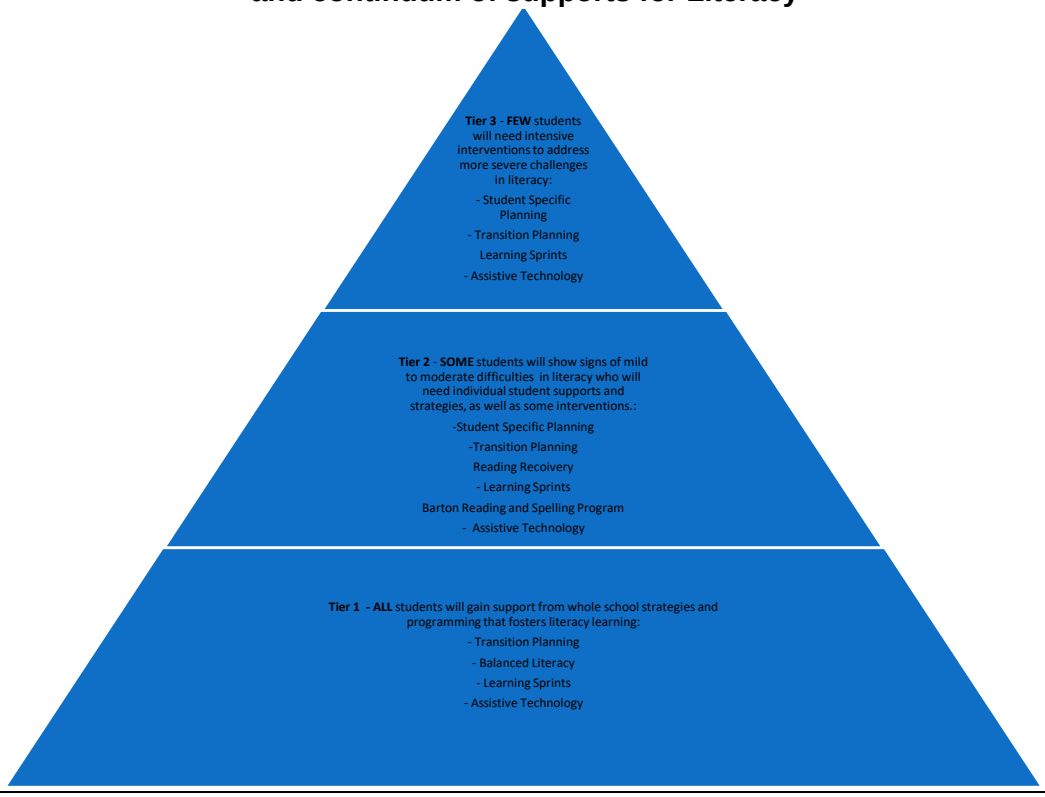
Caveat:

- Pupils receiving EAL service are not reported because their numbers are below 10 students, which would compromise student confidentiality.
- Pupils under the care of CFS are not reported because their numbers are below 10 students, which would compromise student confidentiality.

Summary of how challenges will be addressed:

- The Response to Intervention (RTI) Framework: The instruction and assessment cycle needs to seamlessly provide a learning forum that accelerates each student’s learning. All staff work together to ensure every students success. The bullets below illustrate what will be done to support students’ literacy development and success in the content areas within the RTI framework:

Continue to support schools to identify and review their Pyramid of Interventions and continuum of supports for Literacy



- Implement the RTI model to provide a system of interventions that guarantees each student receives additional time and support for learning, if needed.
- Work with colleagues to build a shared knowledge regarding provincial outcomes, curriculum guides, trends in student achievement, grade level expectations, and expectations for the next course or grade level.
- Professional Learning Communities/Learning Sprints will provide opportunities for collective PD and inquiry which will enable each educator to clarify what all students must know and be able to do as a result of a unit of instruction.
- ELA provincial cohort to support curriculum and pedagogy in the following areas:
- Reading, writing, speaking, listening, viewing, presenting and critical thinking – are evident in all content areas (lesson plans, classroom observations, collaborative groups)
- Technology resources and supports will be provided to schools with real time data about student performance for routine analysis and planning.
- Walk-Through Tool to leverage instruction and build capacity of all teachers in grades K to 12 by providing formative feedback and professional development on student performance data.
- Continue to examine results from Early Development Instrument (EDI) and Early Years Evaluation (EYE) to provide targeted support to vulnerable student populations

4. Numeracy

Performance Target:

- June 2023 performance target states that 80% of all RRSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills) in the provincial report card categories in Mathematics. (Strands include Number Sense, Patterns and Relations, Shape and Space, and Statistics and Probability) in all grades.

Grade 3 – Mathematics

Year	Knowledge and Understanding	Mental Math and Estimating	Problem-Solving
2016-2017	75%	66%	65%
2017-2018	78%	66%	65%
2018-2019	86%	77%	70%
2019-2020	Suspension of classes	Suspension of classes	Suspension of classes
2020-2021	74%	67%	62%
2021-2022	78%	77%	73%
2022-2023	80%	76%	71%

Grade 4 – Mathematics

Year	Knowledge and Understanding	Mental Math and Estimating	Problem-Solving
2016-2017	80%	73%	72%
2017-2018	82%	79%	77%
2018-2019	82%	78%	73%
2019-2020	Suspension of classes	Suspension of classes	Suspension of classes
2020-2021	82%	84%	78%
2021-2022	67%	69%	63%
2022-2023	71%	69%	60%

Grade 7 – Mathematics

Year	Knowledge and Understanding	Mental Math and Estimating	Problem-Solving
2016-2017	67%	67%	62%
2017-2018	68%	65%	66%
2018-2019	57%	56%	55%
2019-2020	Suspension of classes	Suspension of classes	Suspension of classes
2020-2021	79%	75%	73%
2021-2022	73%	71%	69%
2022-2023	71%	73%	69%

Grade 9 – Mathematics 10F

Year	
2016-2017	60%
2017-2018	66%
2018-2019	67%
2019-2020	Suspension of classes
2020-2021	56%
2021-2022	62%
2022-2023	53%

Grade 12 – Essential Mathematics 40S, 45S

Year	
2016-2017	69%
2017-2018	58%
2018-2019	64%
2019-2020	Suspension of classes
2020-2021	58%
2021-2022	63%
2022-2023	62%

Grade 12 – Applied Mathematics 40S

Year	
2016-2017	68%
2017-2018	66%
2018-2019	59%
2019-2020	Suspension of classes
2020-2021	72%
2021-2022	78%
2022-2023	57%

Grade 12 – Pre-Calculus Mathematics 40S

Year	
2016-2017	60%
2017-2018	56%
2018-2019	68%
2019-2020	Suspension of classes
2020-2021	62%
2021-2022	75%
2022-2023	81%

Grade 12 – Intro to Calculus 45S

Year	
2016-2017	100%
2017-2018	92%
2018-2019	66%
2019-2020	Suspension of classes
2020-2021	100%
2021-2022	100%
2022-2023	100%

Performance Report toward Strategic Plan goals:

- Grade 7 report card data indicated a significant increase in all 3 categories. This is a reflection of teachers working in the mRLC Numeracy Achievement Project. (NAP) Students are being evaluated with fidelity on grade specific outcomes.
- A higher number that usual of grade 9-12 students are in credit recovery and received an ND on their June report card due to incomplete or attendance issues which lowered the overall percentage of students receiving a 3 or 4. Remote learning and alternate day instruction was difficult for these students.
- Grade 3 provincial report card data shows decreases in student results however the grade 4 results show improved results in 2 areas and consistently good scores in the 3rd area.
- Triangulation of report card data, provincial standards data and NAP data indicate similar results with no inflation of scores.
- According to provincial report card data, students in grade 12 are not meeting the 80%+ performance target in Essential mathematics (58%)
- Grade 12 applied math report card data reveals that 72% of students are performing at or above the target which is a significant improvement.
- June 2021 report card data revealed 62% of students in Pre-Calculus Math 40S are performing at or above the performance target.
- Some decrease in the achievement gap between our indigenous and non-indigenous students still exist. Effort will continue to reduce this gap.

Caveat:

- Pupils receiving EAL service are not reported divisionally or provincially because their numbers are below 10 students, which would compromise student confidentiality.
- Pupils under the care of CFS are not reported divisionally or provincially because their numbers are below 10 students, which would compromise student confidentiality.
- “No data” indicates less than 10 students are enrolled

Grade 12 Provincial Standards Tests in Essential Mathematics Average marks:

	Jan/June 2017	Jan/June 2018	Jan/June 2019	Jan/June 2020/2021/2022
Provincial	55.8	53.7	55.1	No tests
Rolling River School Division	68.4	60.8	67.0	No tests
Non-Indigenous	70.6	60.3	68.9	No tests
Indigenous	62.0	No data	No data	No tests
Female	69.8	58.5	70.2	No tests
Male	66.7	62.7	63.5	No tests

Pre-Calculus Mathematics:

- From June 2016 until June 2021, 13 Indigenous students have enrolled in Pre-Calculus.

Grade 12 Provincial Tests in Pre-Calculus Mathematics Average marks:

	Jan/June 2017	Jan/June 2018	Jan/June 2019	Jan/June 2020/2021/2022
Provincial	68.1	68.0	68.4	No tests
Rolling River School Division	58.6	56.8	65.9	No tests
Non-Indigenous	60.3	57.9	65.9	No tests
Indigenous	No data	No data	No data	No tests
Female	58.0	64.6	62.2	No tests
Male	59.4	No data	No data	No tests

Applied Mathematics:

- January/June 2019 provincial report card data revealed 64% of students in Applied Mathematics 40S are performing at or above the performance target which is higher than the provincial average.

Grade 12 Provincial Tests in Applied Mathematics Average marks:

	Jan/June 2017	Jan/June 2018	Jan/June 2019	Jan/June 2020/2021/2022
Provincial	56.1	58.1	62.7	No tests
Rolling River School Division	66.7	67.5	64.0	No tests
Non-Indigenous	67.0	67.3	64.0	No tests
Indigenous	No data	No data	No data	No tests
Female	69.3	65.4	63.7	No tests
Male	63.0	69.8	64.6	No tests

Strengths:

- The mRLC Numeracy Project data has shown gains in student numeracy achievement and teacher efficacy since the program began in 2016.

Challenges:

- Provincial Standards Test data and Provincial Report card data indicate there is an achievement gap between indigenous and non-indigenous students.
- The 2021/2022 NAP results declined due to school disruptions.
- It is important to examine multiple sources of information about students' performance. The scores on standards tests must be viewed as complements to other information about

student performance. The data is showing that provincial report card data seems inflated when compared with external provincial standards tests. Further investigation is required to determine how come this is the case.

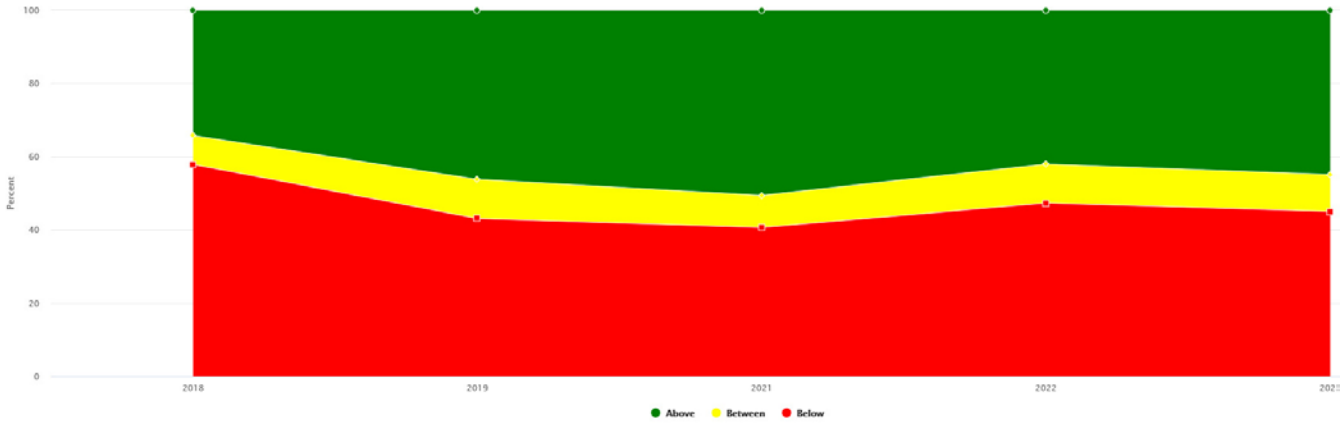
Summary of how challenges will be addressed:

- Continue with Professional Learning Communities (PLC's) focused on student learning in numeracy:
  - Utilizing the Learning Sprints process, Professional Learning Communities/Teams will be established in each school with meeting times scheduled on the school calendar. The teams will identify a student need/goal, essential learning understandings, identify formative assessments to monitor student progress, analyze the student information, and adjust instruction.
  - Professional Learning Communities will analyze and investigate why the discrepancy exists between RRSD report card data and provincial test data to determine trends and questions/outcomes that are causing challenge to students.
- Implement the RTI model to provide a system of interventions that guarantees each student receives additional time and support for learning, if needed.
- Expanded participation in the mRLC numeracy project to include all Grade 4, 5, 6, 7, 8 and 9 math teachers continues. The project data shows gains in student numeracy achievement and teacher efficacy. The mRLC numeracy achievement project results are as follows:

MRLC	% Meeting /Approaching	% Meeting/Approaching	
	Baseline Control Group 2016	After 2 years in program	Increase
Grade 6	41%	80%	39% (27%+12%)
Grade 9	33%	53%	20% (13% +7%)
	Baseline Control Group 2018	After 1 Year	
Grade 7	19%	45%	29%
Grade 8	39%	54%	18%

Grade 4-9 mRLC Baseline Mathematics Assessment

- June 2023 baseline assessment data revealed 44% of RRSD grade 4-9 students are achieving above the expected curricular level in math while 12% are approaching curricular outcomes.



Comments:

- Changes of more than 2% are statistically significant indicators of a student achievement shift. Improvement in student achievement is very significant for those in the Numeracy Achievement Project. The shift for teachers has been in teacher math knowledge, instructional pedagogy, confidence and growth mindset. The shift for students is that they want to know their point of error and how to correct it and increase confidence in their skills. This translates in increased enrollment in high school math courses including Applied and Pre-Calculus.
- We will continue to expand RRSD participation in the mRLC NAP program for 2023-2024 to include new teachers that have joined our division so all Grade 4-9 teachers have training in this program.

Continue to support schools to identify and review their Pyramid of Interventions and continuum of supports for Numeracy.

6. Report on the following grants:

a) Indigenous Academic Achievement (AAA)

Indigenous Academic Achievement is included in the general literacy and numeracy reporting in section 3 of this report.

b) Literacy and Numeracy

Literacy and Numeracy conclusions regarding early year's learners are included in the general literacy and numeracy reporting in section 3 of this report.

c) English as an Additional Language (EAL)

Pupils receiving EAL service are not reported because their aggregate/grade is below 10 students, which would compromise student confidentiality.

The conclusions regarding EAL learners are included in the general literacy and numeracy reporting in section 3 of this report.

Appendix B

2021-2022 K-12 Framework for Continuous Improvement
Rolling River School Division Annual Report

2021-2022 K-12 Framework for Continuous Improvement
Rolling River School Division Annual Report

Report Requirements

4. School Division Profile (2021-2022)

f) Brief overview of relevant geographic or demographic information as well as specific school division strengths, equity issues, and/or challenges.

Rolling River School Division is located in South-Western Manitoba, Canada in close proximity to Riding Mountain National Park and its amenities. The Division covers approximately 3000 square kilometers and includes four high schools, eight elementary schools, five colony schools and an Adult Learning Centre: Cool Spring Colony, Deerboine Colony, Douglas Elementary, Elton Collegiate, Erickson Collegiate, Erickson Elementary, Forrest Elementary, Minnedosa Adult Learning Centre, Minnedosa Collegiate, Oak River Colony, Oak River Elementary, Onanole Elementary, Rapid City Elementary, Rivers Collegiate, Rivers Elementary, Tanner's Crossing School, and Westview Colony . The 17 schools provide service to the communities of Douglas, Forrest, Rivers, Rapid City, Oak River, Minnedosa, Rolling River First Nation, Erickson, Sandy Lake, and Onanole. The Division Office is located in Minnedosa, Manitoba.

Strengths

- Commitment to inclusion
- Long-standing practice of ensuring that students have equitable access to technology within the school curriculum and providing support to staff in the integration of that technology into their instructional plans to accelerate learning.
- Community and regional partnerships (both formal and informal) that support a wide range of student needs (eg. Children's Therapy Initiative, Unified Referral and Intake System, regional Child Welfare agencies, Mental Health, Public Health, service clubs, Parent-Child Connection, day care and nursery schools, Addictions Foundations of Manitoba, Manitoba Adolescent Treatment Centre Neurodevelopmental Outreach Program, Child and Adolescent Treatment Centre, apprenticeship and work placements).

Challenges

- Achievement gaps continue to exist between Indigenous and non-Indigenous students, male and female students.
- Early Development Instrument (provincially mandated screening of Kindergarten students based on presentation at school entry) indicates a number of children are not ready for school.
- Ensuring equitable support and services in all schools
- A higher than usual number of weather related closures across the division were challenging for students, staff and families. (ice/snow/weather/flooding related bus and school closures)

g) Description of senior administration team (Actual June 2021)

Full-time Equivalents	No.
Superintendent	1.0
Secretary-Treasurer	1.0

h) Division staffing profile (Actual June 2022)

Full-time Equivalents	No.
Principals	9.2
Vice-Principals	1.25
Teachers	115.347
Counsellors	4.25
Resource Teachers	7.695
Teachers supporting special needs low enrollment classes	0
Educational Assistants	38.43
Speech Language Pathologists	1.25
Occupational Therapists	0
Physiotherapists	0
Social Workers	1.0
Psychologist	1.0 (Vacant)

i) Disaggregated data for students designated as EAL and self-declared Indigenous students – 2017-2020

Date	Total Student Enrollment
September 30, 2021	1819
September 30, 2020	1749
September 28, 2018	1757
September 29, 2017	1,752
September 30, 2016	1,726

Disaggregation	No. of Students	Percentage of Student Population
English as an Additional Language	51 (46 FTE)	2.80%
Self-declared Indigenous	379	20.84%

j) Education for Sustainable Development – 2021-2022

Education for Sustainable Development	No.
Number of Schools in the Division	17
Number of Schools with an ESD plan	17

5. Website link to current school division Strategic Plan

https://cdn5-ss19.sharpschool.com/UserFiles/Servers/Server_69019/File/Division/Documents/RRSD_Five_Year_Strategic_Plan_Priorities_2016-2023-Oct%2017,%202022.pdf

6. Report on data

RRSD Priorities:

- Mental Health and Well Being
- Cultural Proficiency
- Literacy
- Numeracy

Preface:

There is an interplay between each of the four RRSD priorities. We need to think of the four priorities that are listed vertically as a connected set rather than a separate list. Improvement efforts in one overlap into the other priority areas.

Mental Health-Well Being and Cultural Proficiency data reflects the opinions and views of stakeholders (students, parents, educators) using the Tell Them From Me Survey, Strengths and Difficulties Questionnaire (SDQ), and Cultural Proficiency rubric.

Academic Achievement/Outcome data in the areas of Literacy and Numeracy tell us what students have learned. In RRSD the academic data includes classroom-level, benchmark, formative assessment, report card data, and provincial assessments.

4. Mental Health and Well Being

Goals:

- The overarching goal is to develop a school culture where mental health and well-being are integrated into every aspect of each student's school experience.
- By June 2023, when asked in the ***Tell Them From Me*** (TTFM) survey, an increasing number of students will describe the school as a safe and caring environment.
- By June 2023, a coordinated approach using the Response to Intervention (RTI) model will provide a continuum of service that is aligned and responsive to the needs of students, parents and staff to improve lifestyle results (academic, personal, health, social, family, work, recreation) for all students.

Data Sources:

- Tell them From Me Survey
- Strength and Difficulties Questionnaire
- PAX Impact Information

"Tell Them From Me" Survey Data and Needs Assessment:

Between April 11 to May 30, 2022, ***Tell Them From Me***, a web-based evaluation system, was conducted in grades 4 to 12 that yielded student and parent information on social emotional outcomes, bullying and school safety. Data is organized into sets of indicators to provide information on student engagement, wellness, and aspects of classroom and school climate that affect student learning outcomes.

Caveat:

- Only schools with more than 50 students complete the **TTFM** Survey to ensure student confidentiality. The Hutterian Schools and Oak River Community School conduct a survey from RRSD office on Survey Monkey.
- Parent survey information are only representative at school level and not available for a division summary.
- The survey responses are completely confidential and not linked with any student records.

Social Engagement and Emotional Health Outcomes

E. Extra-Curricular Engagement

Year	Elementary Results (Grades 4 to 6)	Secondary Results (Grades 7 to 12)
2015-2016	76%	58%
2016-2017	65%	60%
2017-2018	71%	59%
2018-2019	79%	61%
2019-2020	No Survey Completed	No Survey Completed
2020-2021	66%	33%
2021-2022	62%	59%

Student participation in school sports - Students who play sports with an instructor at school, other than a gym class.

Student participation in school clubs – Students who take part in art, drama, or music groups; school clubs or a school committee.

Year	Elementary Results (Grades 4 to 6)	Secondary Results (Grades 7 to 12)
2015-2016	29%	29%
2016-2017	30%	29%
2017-2018	32%	26%
2018-2019	30%	25%
2019-2020	No Survey Completed	No Survey Completed
2020-2021	6%	8%
2021-2022	16%	19%

Comments:

- All Extra-Curricular activities including sports teams and clubs were **on pause** during the entire 2020-2021 school year due to Covid-19 restrictions. Most gyms were used as classrooms and no after school activities or noon-clubs were permitted.

F. Sense of Belonging at School

Students with a positive sense of belonging – students who feel accepted and valued by their peers and by others at their school.

Year	Elementary Results (Grades 4 to 6)	Secondary Results (Grades 7 to 12)
2015-2016	81%	70%
2016-2017	80%	63%
2017-2018	75%	54%
2018-2019	75%	60%
2019-2020	No Survey Completed	No Survey Completed
2020-2021	71%	55%
2021-2022	68%	56%

Comments:

- Most students felt a sense of belonging during the 2021-2022 school year.
- As masking and physical distancing requirements were removed, some students felt more comfortable participating but many still took a cautious approach to social interaction at school.
- 64% of students strongly agreed there were adults at school that victims can talk to which matches the Canadian average.

Elementary students who felt excluded by other students most frequent responses:

- Appearance (19%)
- High or Low Grades (12%)
- A disability (7%)
- Culture (2%)
- Skin colour (3%)
- Other Reasons (38%)

Comments:

- Percentage of students who feel excluded or lack a sense of belonging with other students for the reasons listed above has slightly increased in the 2020-2021 school year. Reduced or eliminated extra-curricular or social interactions in 2020-2021 are contributing factors in this change.

Secondary students who felt excluded by other students most frequent responses:

- Appearance (18%)
- High or Low Grades (12%)
- Level of Family Income (9%)
- Other Reasons (25%)

Comments:

- Percentage of students who feel excluded by other students for the reasons listed above has increased in the 2020-2021 school year. Reduced or eliminated extra-curricular or social interactions in 2020-2021 are contributing factors in this change.

Students with positive relationships – students who have friends at school they can trust and who can encourage them to make positive choices.

Year	Elementary Results (Grades 4 to 6)	Secondary Results (Grades 7 to 12)
2015-2016	78%	73%
2016-2017	81%	71%
2017-2018	85%	61%
2018-2019	83%	73%
2019-2020	No Survey Completed	No Survey Completed
2020-2021	81%	69%
2021-2022	81%	73%

Comments:

- Continued implementation of the PAX program in all schools provides a research-based foundation to ensure the development of a safe and orderly environment that supports

cooperation and collaboration and positive relationships. PAX = peace, productivity, health and happiness.

- Elementary results indicate the same level positive peer relationships as previous year.
- Secondary results indicate a (4%) increase in students with positive relationships.

G. Social – Emotional

Students who report moderate or high levels of anxiety – students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

Year	Elementary Results (Grades 4 to 6)	Secondary Results (Grades 7 to 12)
2015-2016	24%	18%
2016-2017	21%	22%
2017-2018	24%	24%
2018-2019	19%	30%
2019-2020	No Survey Completed	No Survey Completed
2020-2021	31%	37%
2021-2022	32%	40%

Comments:

- There are small increases of 1% in elementary and 3% in secondary students reporting anxiety and stress.
- The reported increase in schools accurately confirms direct feedback from teachers, parents and students related to Covid-19 Pandemic issues and personal issues both insode and outside of school.
- Divisional and school interventions to support the mental health and well-being of all inside our school community is a priority moving forward.

Students with moderate or high levels of depression – Students who have prolonged periods when they feel sad, discouraged, and inadequate.

Year	Elementary Results (Grades 4 to 6)	Secondary Results (Grades 7 to 12)
2015-2016	Not assessed in Elementary survey	18%
2016-2017	Not assessed in Elementary survey	24%
2017-2018	Not assessed in Elementary survey	35%
2018-2019	Not assessed in Elementary survey	28%
2019-2020	Not assessed in Elementary survey	No Survey Completed
2020-2021	Not assessed in Elementary survey	35%
2021-2022	Not assessed in Elementary survey	37%

Comments:

- Secondary students report a 2% increase in moderate to high levels of depression. The pandemic has added to this increasing concern of depression in our students.
- More students are open to discussing mental health concerns openly and seeking help from their support system, including parents, school staff and friends.
- The data shows an alarming level at 49% of females in grades 7-12 with moderate or high levels of depression.

H. Bullying and School Safety Outcomes

Year	Elementary Results (Grades 4 to 6)	Secondary Results (Grades 7 to 12)
2015-2016	52%	35.8%
2016-2017	49%	34.1%
2017-2018	55%	24%
2018-2019	47%	42%
2019-2020	No Survey Completed	No Survey Completed
2020-2021	29%	22%
2021-2022	31%	28%

Comments:

- There is an increase the prevalence in school bullying during the 2021-2022 school year. (2% in Elementary and 6% in secondary)
  Students report that bullying occurs during less supervised times including during breaks and online.

Elementary Results - Bullying by type and most often experienced by students in RRSD

Year	Physical	Verbal	Social	Cyber
2015-2016	22%	37%	33%	6%
2016-2017	20%	37%	32%	6%
2017-2018	25%	38%	41%	8%
2018-2019	20%	32%	31%	6%
2019-2020	No Survey Completed	No Survey Completed	No Survey Completed	No Survey Completed
2020-2021	18%	34%	29%	19%
2021-2022	22%	37%	33%	8%

Secondary Results – Bullying by type and most often experienced by students in RRSD

Year	Physical	Verbal	Social	Cyber
2015-2016	9%	30%	22%	7%
2016-2017	9%	26%	22%	10%
2017-2018	18%	36%	30%	15%
2018-2019	13%	34%	28%	17%
2019-2020	No Survey Completed	No Survey Completed	No Survey Completed	No Survey Completed
2020-2021	12%	30%	29%	18%
2021-2022	15%	36%	31%	20%

Comments:

- **Elementary students** reported slight increases in physical, verbal and social bullying but a significant decrease in cyber-bullying. These results are opposite from what we saw the previous year.
- **Secondary students** reported slight increases in all bullying areas.
- Continue to ensure implementation of:
  - Safe and Caring School policy and procedures.
  - RRSD Code of Conduct by all stakeholders

- Focus will be placed on ensuring that students are reporting threat-making behavior to staff and staff will step in quickly and respond as per division policy.
- Increase classroom focus on preventing cyber bullying and dealing with incidents appropriately when they occur.

Elementary Results – percentage of students who feel safe at school and going to and from school

Year	Feel safe at school	Feel safe going to school	Feel safe on the way home
2015-2016	76%	79%	84%
2016-2017	75%	78%	80%
2017-2018	72%	77%	78%
2018-2019	70%	77%	81%
2019-2020	No Survey Completed	No Survey Completed	No Survey Completed
2020-2021	71%	72%	81%
2021-2022	62%	72%	78%

Comments:

- Pandemic anxiety while at school and changing guidelines made many students feel uneasy or unsure of their safety at school.
- Continue to ensure implementation of:
    - Safe and Caring School policy and procedures.
    - RRSD Code of Conduct by all stakeholders
- Focus will be placed on ensuring that students are reporting threat-making behavior to staff and staff will step in quickly and respond as per division policy.

Secondary Results – percentage of students who feel safe at school and going to and from school

Year	Feel safe at school	Feel safe going to school	Feel safe on the way home
2015-2016	72%	82%	82%
2016-2017	76%	83%	84%
2017-2018	85%	79%	80%
2018-2019	64%	74%	76%
2019-2020	No Survey Completed	No Survey Completed	No Survey Completed
2020-2021	63%	75%	78%
2021-2022	60%	71%	74%

Comments:

- Pandemic anxiety while at school and changing guidelines made many students feel uneasy or unsure of their safety at school.
- Students responses concerning their safety are influenced by hearing students make threats to other students, having something stolen at school and observing a fight on school property in which someone got hurt.
- Continue to ensure implementation of:
    - Safe and Caring School policy and procedures
    - RRSD Code of Conduct by all stakeholders
- Focus will be placed on ensuring that students are reporting threat-making behavior to staff and staff will step in quickly and respond as per division policy.

- School practices that increase the feeling of safety for students include increased supervision during break periods and stepping in quickly when bullying is observed.

Strengths and Difficulties Questionnaire (SDQ)

(Teacher and student completed surveys)

ALL SDQ surveys continue to be on pause by MB Education in the in the 2021-2022 school year so there is no updated data to report.

Background Information:

The SDQ is an internationally validated survey and one of the most widely used brief questionnaires for measuring the mental health of children aged 4 to 17. The SDQ focuses on positive attributes as well as risk symptoms regarding child or youth behavior. The SDQ information across the 5 subscales is used to inform planning, intervention and measuring progress over time. The SDQ **is not** used for the individual assessment of students. The SDQ tells how youth are doing in each of the following 5 subscales: prosocial behavior, emotional symptoms, peer relationship problems, conduct problems, and hyperactivity/inattention.

Rolling River School Division initiative PAX for the whole School Division in school year 2017/18. To date, three mental health assessments have been collected with baseline data was gathered in May/June 2017, prior to division wide implementation of PAZ. Both students competed SDQ surveys, providing a longitudinal pattern of students' mental health and well-being.

The following data provides SDQ average scores for Rolling river School Division as a whole. The scores are based on student's grade level for each year. Ratings are divided into two groups: Kindergarten to Grade 4 and Grades 5 to 12. Each of the tables in this report show 3 years of SDQ survey collection dates – May/June 2017 (before PAX division-wide implementation), May/June 2018 (first year PAX implementation), May/June 2019 (second year PAX implementation).

How to interpret:

- *For prosocial behaviour, an increase of average scores from 2017 to 2018, 2017 to 2019, and 2018 to 2019 is an improvement.*
- *For the difficulties subscales, a decrease in average scores from 2017 to 2018/2019, and 2018 to 2019 is considered an improvement.*

For example (based on pages 5-7, i.e., Rolling River School Division):

- In Table 1, teacher-completed hyperactivity/inattention scores of students in kindergarten to grade 4 decreased from 3.5 in 2017 to 3.4 in 2018 and 3.3 in 2019. The decreasing trend is a sign of improvement.
- In Table 2, teacher-completed prosocial behaviour scores of students in grade 5 to grade 12 increased from 6.9 to 7.1 from 2018 to 2019. This improvement of 0.3 score points is an improvement.

In Table 3, student-completed emotional symptom scores have increased from 3.3 in 2017, 3.4 in 2018 and 3.6 in 2019. The increasing trend indicates no improvements. A decrease in average scores is an improvement in the difficulty sub-scales.

Rolling River School Division (K to 12)

Table 1 below shows average score results from the Strengths and Difficulties Questionnaire (SDQ) among kindergarten to grade 4 students in Rolling River School Division based on teacher completed surveys for Spring 2017, 2018 and 2019. All average scores showed a slight improvement from Spring 2017 to 2019:

- Average *Prosocial Behaviour* scores improved from 2017. There was a higher average score in 2018 (8.0) than 2019 (7.7), but still above the baseline score.
- Average *Emotional Symptoms* scores improved from 1.5 in 2017 to 1.3 in 2018 and remained steady at 1.3 in 2019.
- Average *Peer Relationship* scores improved from 1.4 in 2017 to 1.3 in 2018 and 2019.
- Average *Conduct Problems* scores improved from 1.4 in 2017 to 1.2 in 2018 and 1.1 in 2019.
- Average *Hyperactivity/Inattention* scores improved from 3.5 in 2017 to 3.4 in 2018 and 3.3 in 2019.
- Average *Internalizing* scores improved from 2.8 in 2017 to 2.6 in 2018 and 2019.
- Average *Externalizing* scores improved from 4.9 in 2017 to 4.6 in 2018 and 4.4 in 2019.
- Average *Total Difficulties* scores improved from 7.7 in 2017 to 7.2 in 2018 and 7.1 in 2019.

Table 1 - Kindergarten to Grade 4 Teacher Completed SDQ

	May/June 2017		May/June 2018		May/June 2019	
	N	Average Scores	N	Average Scores	N	Average Scores
1. Prosocial Behaviour (↑ is improve)	676	7.4	685	8.0	690	7.7
2. Emotional Symptoms	676	1.5	686	1.3	690	1.3
3. Peer Relationship Problems	676	1.4	686	1.3	690	1.3
4. Conduct Problems	676	1.4	686	1.2	690	1.1
5. Hyperactivity/Inattention	676	3.5	686	3.4	690	3.3
Internalizing (subscales 2 and 3)	676	2.8	686	2.6	690	2.6
Externalizing (subscales 4 and 5)	676	4.9	686	4.6	690	4.4
Total Difficulties (subscales 2,3,4 and 5)	676	7.7	686	7.2	690	7.1

Table 2 below shows average score results from the Strengths and Difficulties Questionnaire (SDQ) among grade 5 to grade 12 students in Rolling River School Division based on teacher completed surveys for Spring 2017, 2018 and 2019. Some average scores did not improve, while others did:

- Average *Prosocial Behavior* scores declined from 7.3 in 2017 to 6.9 in 2018 and then rose again to 7.1 in 2019.
- Average *Emotional Symptoms* scores improved slightly from 2.1 in 2017 to 2.0 in 2018 and 2019.
- Average *Peer Relationship* scores stayed about the same, with scores of 1.6 in 2017 and 2018 and 1.7 in 2019.
- Average *Conduct Problems* scores stayed about the same, with scores of 1.1 in 2017 and 2019, and 1.2 in 2018.

- Average *Hyperactivity/Inattention* scores improved slightly from 3.1 in 2017 to 2.9 in 2018 and 3.0 in 2019.
- Average *Internalizing* scores remained the same with scores of 3.7 in 2017 and 2018, and a slight improvement of 3.6 in 2018.
- Average *Externalizing* scores improved slightly from 4.2 in 2017 to 4.1 in 2018 and 2019.
- Average *Total Difficulties* scores improved from 7.9 in 2017 to 7.7 in 2018 and 7.8 in 2019.

Table 2 - Grade 5-12 SDQ Teacher Completed SDQ

	May/June 2017		May/June 2018		May/June 2019	
	N	Average Scores	N	Average Scores	N	Average Scores
1. Prosocial Behaviour (↑ is improve)	930	7.3	904	6.9	942	7.1
2. Emotional Symptoms	930	2.1	903	2.0	948	2.0
3. Peer Relationship Problems	930	1.6	905	1.6	947	1.7
4. Conduct Problems	930	1.1	906	1.2	947	1.1
5. Hyperactivity/Inattention	929	3.1	906	2.9	948	3.0
Internalizing (subscales 2 and 3)	930	3.7	903	3.6	946	3.7
Externalizing (subscales 4 and 5)	929	4.2	905	4.1	946	4.1
Total Difficulties (subscales 2,3,4 and 5)	929	7.9	902	7.7	943	7.8

Table 3 below shows average score results from the Strengths and Difficulties Questionnaire (SDQ) among grade 5 to grade 12 students in Rolling River School Division based on teacher completed surveys for Spring 2017, 2018 and 2019. Many student rated scores declined since 2017. Students typically rate themselves as having more challenges than parents or teachers, but the increase in difficulties that students perceive is something to note. Self-perception and mental health issues may also enable students to better ascertain the challenges they face, as mental health issues are rising in Manitoba, Canada and throughout the world.

- Average *Prosocial Behavior* scores declined from 7.5 in 2017 to 7.3 in 2018 and 7.2 in 2019.
- Average *Emotional Symptoms* scores worsened from 3.3 in 2017 to 3.4 in 2018 and 3.6 in 2019.
- Average *Peer Relationship* scores worsened slightly with scores of 2.4 in 2017, 2.5 in 2018 and 2.6 in 2019.
- Average *Conduct Problems* scores stayed the same, with scores of 1.8 all three years.
- Average *Hyperactivity/Inattention* scores stayed about the same, with scores of 4.1 in 2017 and 2018, and 4.2 in 2019.
- Average *Internalizing* scores worsened with scores of 5.7 in 2017, rising to 5.9 in 2018, and rising further to 6.2 in 2019.
- Average *Externalizing* scores was about the same with scores of 5.9 in 2017, 5.8 in 2018 and 6.0 in 2019.
- Average *Total Difficulties* scores worsened from 2017 to 2019, with scores of 11.6 in 2017, 11.8 in 2018 and 12.2 in 2019.

Table 3. Grade 5 to 12 Student Completed SDQ

	May/June 2017		May/June 2018		May/June 2019	
	N	Average Scores	N	Average Scores	N	Average Scores
1. Prosocial Behaviour (↑ is improve)	785	7.5	784	7.3	854	7.2
2. Emotional Symptoms	786	3.3	779	3.4	853	3.6
3. Peer Relationship Problems	786	2.4	779	2.5	853	2.6
4. Conduct Problems	787	1.8	783	1.8	852	1.8
5. Hyperactivity/Inattention	786	4.1	778	4.1	853	4.2
Internalizing (subscales 2 and 3)	785	5.7	778	5.9	853	6.2
Externalizing (subscales 4 and 5)	786	5.9	778	5.8	851	6.0
Total Difficulties (subscales 2,3,4 and 5)	785	11.6	778	11.8	851	12.2

- Teacher Completed SDQs are submitted for students from K to Grade 12.
- Student Completed SDQs are submitted by students from Grade 5 to 12.
- Prosocial Behavior: A score *increase* from 2017 to 2018, 2017 to 2019 or 2018 to 2019 indicates improvement.
- All other subscales: A score *decrease* from 2017 to 2018, 2017 to 2019 or 2018 to 2019 indicates improvement.

Comments:

- Teachers completed SDQs indicate the trend for all scores is improvement from 2017 to 2019.
- Student completed SDQs indicate a slight decrease in scores from 2017 to 2019 when compared with teacher scores.

Summary of How Challenges will be Addressed

It is important to recognize that mental health and wellness supports have existed in RRSD for many years. In collaboration with administrators, educators, and support staff, we will continue to provide a comprehensive and systemic approach for mental health supports and mental health education.

- In response to student feedback and data trends, RRSD continues to provide students with the opportunity to tell us what anxiety means to them, what gives them anxiety, how it is affecting them and what staff can do to help.
- Each school will continue to ensure adequate supervision in the bullying hot spots so that staff are able to recognize and intervene if bullying occurs.
- Collaborative team planning to implement tiered practices/interventions for identified vulnerable students
- Staff will continue to integrate literacy in ICT into all content areas to increase student awareness of safety, legal and privacy issues.
- Continue to develop a culture where positive interactions and programming for mental health and well-being are integrated into every aspect of each student's school experience. (PAX, PAX Heroes, mindfulness, Zones of Regulation, yoga).
- Continue to build capacity and expertise through staff professional learning opportunities that focus on evidence-based practices in prevention and intervention at Tier 1, 2 and 3 levels. These include: Updated provincial staff training in Respect in School, Respect in

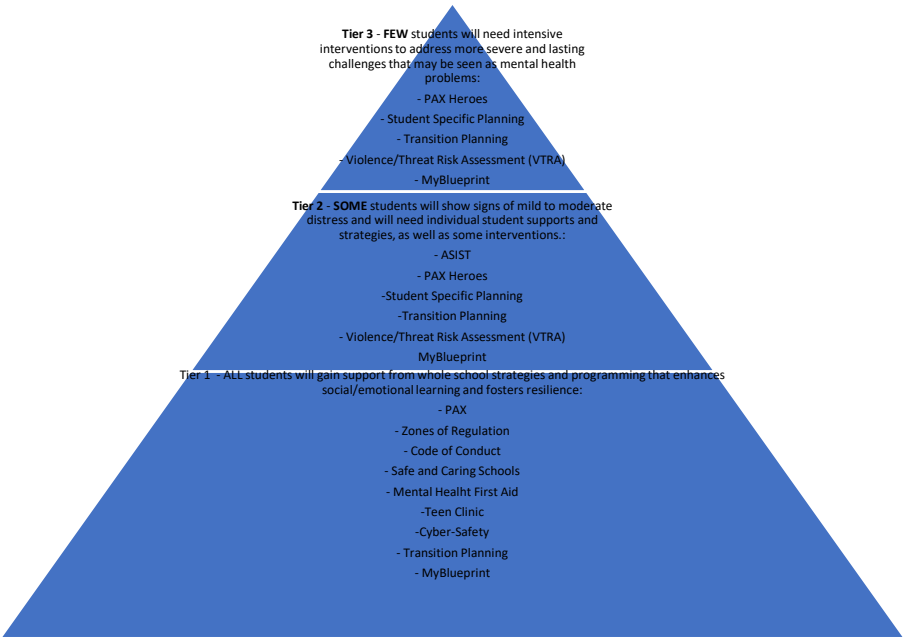
Sport for all coaches, Mental Health First Aid, Non-Violent Crisis Intervention, Violent Threat Risk Assessment (VTRA), and ASIST to name a few.

- Continue to identify students in need of enhanced support and to help them and their families to connect to appropriate care through effective referral systems and pathways.
- Continue to work with West Region Tribal Council Health Department, to provide culturally appropriate supports to students eg. Teen Clinic or in the event of a critical incident.
- Continue to communicate and implement safe and caring school initiatives: RRSD Code of Conduct Policy and Procedures, Emergency Response Plans, Safe and Caring Schools Policy and Procedures, Transition protocols and procedures for all students.
- Continue to implement strategies in each school to reduce stress for all students:
    - Create a learning environment where mistakes are viewed as a natural part of the learning process.
    - Provide predictable schedules and routines in the classroom.
    - Provide advance notice of changes in routine.
    - Provide simple relaxation and movement that involve the whole class.
    - Encourage students to take small steps towards accomplishing a task if they are hesitant.

Source: http://www.edu.gov.on.ca/eng/document/reports/SupportingMinds.pdf

- My Blueprint is an education planning resource that helps students discover their learning and personality styles, interests, and motivational factors. This program is used by students to plan their future. For more information see Rolling River School Division website: https://www.rrsd.mb.ca/
- Monitor the development of the provincial attendance policy for implementation in RRSD.

Continue to support schools to identify and review their Pyramid of Interventions and continuum of supports for Mental Health and Well Being.



5. Cultural Proficiency

Goals:

- The achievement gap between First nations, Metis and Inuit (FNMI) students and all other students is eliminated.
- By June 2023, all schools will report progress toward cultural proficiency in the five elements of a culturally responsive curriculum to help cause equitable outcomes for First Nations, Metis, Inuit (FNMI) Learners.
- Incorporate FNMI content and ways of knowing into curriculum so all learners (both Indigenous and general populations) have knowledge and appreciation of the unique contributions of FNMI peoples in Canada.
- Increase the percentage of students of Indigenous ancestry who enroll in career development programs such as career exploration, work experience and apprenticeship programs. (100% participation)
- Increase the percentage of Indigenous students graduating in grade 12 with one of Applied Mathematics, Pre-Calculus and one of Physics, Chemistry, Biology.
- Promote Indigenous student participation in extra-curricular and leadership programs to inform planning and practices.

Data Sources:

- Cultural Proficiency Rubric
- TTFM Survey
- Report Card Data
- Observation

Cultural Proficiency Rubric:

The rubric is completed annually by the principal and school staff to determine the school's progress toward the 5 elements for Cultural Proficiency. Schools report growth in all five elements moving from Cultural Destructiveness toward Cultural Proficiency from baseline information gathered in 2016-17 (in red) to data collected in 2017-2018 (in green) to data collected in 2018-2019 (in blue):

Five Elements		Cultural Destructiveness	Cultural Incapacity	Cultural Blindness	Cultural Precompetence	Cultural Competence	Cultural Proficiency
Assessing Cultural Knowledge	2016-2017 2017-2018 2018-2019 2021-2022	0/12 0/17 0/13 0/17	0/12 0/17 0/13 0/17	1/12 0/17 0/13 0/17	5/12 2/17 4/13 5/17	6/12 13/17 9/13 12/17	0/12 2/17 0/13 0/17
Valuing Diversity	2016-2017 2017-2018 2018-2019 2021-2022	0/12 0/17 0/13 0/17	0/12 0/17 0/13 0/17	2/12 0/17 0/13 1/17	5/12 5/17 4/13 6/17	5/12 11/17 9/13 10/17	0/12 1/17 0/13 0/17
Managing the Dynamics of Difference	2016-2017 2017-2018 2018-2019 2021-2022	0/12 0/17 0/13 0/17	0/12 0/17 0/13 0/17	1/12 0/17 0/13 0/17	2/12 3/17 3/13 5/17	8/12 14/17 8/13 11/17	1/12 0/17 2/13 1/17
Adapting to Diversity	2016-2017 2017-2018 2018-2019 2021-2022	0/12 0/17 0/13 0/17	0/12 0/17 0/13 0/17	1/12 0/17 0/13 1/17	4/12 4/17 4/13 4/17	6/12 11/17 8/13 11/17	1/12 2/17 1/13 1/17
Institutionalizing	2016-2017 2017-2018 2018-2019	0/12 0/17 0/13	0/12 0/17 0/13	1/12 0/17 0/13	7/12 8/17 6/13	4/12 7/17 4/13	0/12 2/17 3/13

	2021-2022	0/17	0/17	1/17	7/17	8/17	1/17

Red = baseline for 2016-2017 School year Green = 2017-2018 Blue = 2018-2019 Orange = 2021-2022

Note: Detailed descriptors for the 5 elements can be found on page 17 of the Strategic Plan.

Comments:

- In the five elements of a culturally responsive curriculum, all schools report progress toward the goal of cultural proficiency.
- **No Data Collected for 5 Elements of Cultural Proficiency in 2019-2020 or 2020-2021 due to Covid19.**
- The return to data collection in the 2021-2022 school year has helped identify areas of growth for schools.

Tell Them From Me Survey Data

Elementary and Secondary students were asked the following question:

"At school, are you being taught about Indigenous peoples in Canada?"

Year	Elementary Results (Grades 4 to 6)			Secondary Results (Grades 7 to 12)		
	Yes	No	Unsure	Yes	No	Unsure
2015-2016	No Data	No Data	No Data	No Data	No Data	No Data
2016-2017	69%	5%	26%	64%	17%	20%
2017-2018	74%	6%	20%	74%	13%	13%
2018-2019	No Data	No Data	No Data	No Data	No Data	No Data
2019-2020	No Data	No Data	No Data	No Data	No Data	No Data
2020-2021	74%	4%	23%	63%	15%	22%
2021-2022	74%	4%	22%	72%	11%	16%

Comments:

- Survey question was removed without our knowledge when Manitoba Education adapted the survey tool to include career pathway information in 2018-2019.
- Elementary results were consistent with the previous results while more students in secondary responded "Yes" to being taught about Indigenous people in Canada.

Strengths:

- 100% of schools report FNMI content, perspectives, and ways of knowing are integrated into curriculum.
- Professional development opportunities provided by RRSD:
    - 2021-2022 mRLC – Staff participation in "Truth and Reconciliation, Moving to Action" – All schools represented at this PD
    - September 4 and 5 2018, Niigaan Sinclair presented the following:
        - *"Wahkotowin*: *The Road towards Reconciliation*" to all RRSD employees.
        - *"Climbing the Mountain: Educating for Reconciliation"*, with an Educators Guide provided to all teachers and support staff.
    - September 2016, Kevin Lamoureaux and Natasha Pearen (Elementary schools) and Eddy Robinson (Secondary schools) presented. Post-workshop collaborations resulted in posting of 30 lesson plans focused on cultural proficiency (Kindergarten to Grade 12) on division website

        - See link: https://portal.rrsd.mb.ca/RESOURCES/lessonplans/culturalproficiency/Pages/default.aspx
    - September 2016 – All Rolling River School Division teaching staff provided a choice of novels centered around Indigenous history and Reconciliation to activate knowledge leading to school division PD by Kevin Lamoureaux.
    - September 2015, Media Literacy workshop with Ozlem Sensoy raised awareness of the impact on popular culture on integration and identify of our indigenous population.
- Project at Erickson Collegiate for students to gather and archive oral history from elders at Rolling River First Nation to be displayed on the RRSD website for use by all schools. This project was on hold but is planned to restart in the 2021-2022 school year.
- The New Paths for Education Research Project with Erickson Schools is complete, Brandon University Centre for Indigenous and Rural Education Studies, Rolling River First Nation (RRFN), Indigenous and Northern Affairs Canada (INAC) to examine the impact on student achievement and well-being when FNMI content is infused in curriculum and the 7 Ojibwe Good Life Teachings becomes the framework for providing culturally relevant educational experiences. Report shared with RRFN leadership, Erickson schools and RRSD Board of Trustees.
- Following Superintendent work with Rolling River First Nation Leadership, The RRSD Board of Trustees adopted a resolution to incorporate the following updated land acknowledgement into the daily morning opening exercises:

> **"Rolling River School Division schools operate on the original territories of the Anishinaabe, Ininew, Oji-Cree, Dakota, Lakota, Dene and Métis people. Rolling River School Division respects the agreements made in these territories, the relationships and responsibilities they entail, and commit to a spirit of reconciliation for the future."**

Challenge:

- Narrow the achievement gap between First nations, Metis and Inuit (FNMI) students and all other students.

Summary of how challenges will be addressed:

- Continue to act upon achievement gaps and identify students who require targeted supports for literacy and numeracy using the Student Specific Planning process, Response to Intervention Framework, and Learning Sprints.
- Continue to provide professional development for teaching staff to improve their commitment and capacity to integrate FNMI ways of knowing.
- Continue to provide professional development to school-based and divisional support staff to raise awareness and increase knowledge about Indigenous peoples in Canada.
- Continue to use the Walk-Through Tool to provide constructive feedback that ensures teachers are explicitly teaching about Indigenous peoples in Canada.
- Collect additional information to determine why students are indicating "unsure" or "No" on the "*Tell Them From Me"* Survey question. It may be as simple as ensuring that teachers are beginning their lessons by sharing the goals related to that topic/issue.
- Drawing on the resources and pedagogy provided in PD sessions, teachers will engage students in critical literacy/courageous conversations to raise awareness and increase knowledge about Indigenous peoples in Canada from a social justice perspective across all content areas,

- Continue to offer the Manitoba Education elective course Grade 12 Current topics in First Nations, Metis, and Inuit Studies to all 4 high schools which supports the empowerment of students through the exploration of histories, traditions, cultures and world views, and contemporary issues of Indigenous peoples in Canada and worldwide.
- Visual Data Representations in all schools that identify activities and actions by staff and students that infuse Indigenous perspectives and ways of knowing on our Road to Reconciliation.
- Require that teachers, librarians and administrators work together to increase resources in their schools to support infusion of Indigenous knowledge in Manitoba curriculum
- RRSD Participation with Elders and Knowledge Keepers in Schools Initiative with the Indigenous Inclusion Directorate is planned for the 2022-2023 school year.

"Critical literacy is the ability to read texts in an active, reflective manner in order to better understand power, inequality, and injustice in human relationships. For the purposes of critical literacy, text is defined as a 'vehicle through which individuals communicate with one another using the codes and conventions of society'. Accordingly, songs, novels, conversations, pictures, movies, etc. are all considered texts."

Source: Coffey, Heather. *"Creating Racism-Free Schools through Critical/Courageous conversations on Race"* (Manitoba Education: p. 38)

5. Literacy

Performance Target:

- June 2023 performance target is that 80% of RRSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills) on the provincial report card scale in core content areas.

Data Sources:

- Provincial Report Card Data
- Provincial Standards Test Statistical Data

Performance Report toward Strategic Plan goals:

- According to provincial Report Card data, the following numbers represent the percentage of students who received a 3 or 4 on their report card:
- All students on modified course designation are achieving a minimum of three (Good understanding and application of concepts and skills) on the provincial report card scale

Grade 3 Report Card Data (Literacy)

Year	Reading Comprehension	Writing
2016-2017	79%	64%
2017-2018	82%	67%
2018-2019	83%	67%
2019-2020	No Data	No Data
2020-2021	59%	61%
2021-2022	72%	58%

Comments:

- There was a significant drop in grade 3 literacy report card scores in 2020-2021. This will be something to monitor going into next school year.

Grade 8 Report Card Data (Literacy)

Year	Reading Comprehension	Writing
2016-2017	79%	81%
2017-2018	85%	78%
2018-2019	81%	79%
2019-2020	No Data	No Data
2020-2021	84%	82%
2021-2022	82%	82%

Comments:

- RRSD report card data trends indicate approximately 80% of grade 8 students are consistently achieving a 3 or better in reading comprehension and writing on the provincial report card.
- Provincial statistics in the past indicate that RRSD grade 8 students exceed the provincial average in reading and are slightly below in writing.
- Provincial statistics indicate that the gap between indigenous and non-indigenous students is beginning to narrow in reading comprehension but not in writing.

Grade 9 Report Card Data (Literacy)

Year	English Language Arts 10F
2016-2017	71%
2017-2018	61%
2018-2019	69%
2019-2020	No Data
2020-2021	63%
2021-2022	71%
2022-2023	63%

Comments:

- RRSD Report card data indicates a need for further investigation due to inconsistent data.

Grade 12 Report Card Data (Literacy)

Year	ELA (Comprehensive Focus) 40E, 40S ELA (Literary Focus) 40E, 40S ELA (Transactional Focus) 40E, 40S
2016-2017	53%
2017-2018	66%
2018-2019	70%
2019-2020	No Data
2020-2021	77%
2021-2022	68%

Grade 12 Provincial Standards Tests in ELA Average marks

	Jan/June 2016	Jan/June 2017	Jan/June 2018	Jan/June 2019	Jan/June 2020/21/22
Provincial	67.9	68.3	67.8	68.1	**No Data**
Rolling River School Division	70.5	72.8	65.4	70.8	**No Data**
Non-Indigenous	71.5	74.3	65.5	72.8	**No Data**
Indigenous	63.6	66.1	64.2	54.9	**No Data**
Female	74.6	76.1	68.8	77.4	**No Data**
Male	66.3	67.9	62.2	62.3	**No Data**

Comments:

- We will continue our efforts in reducing the gap between Indigenous and Non-Indigenous students in ELA.
- RRSD grade 12 report card data trends indicate an average around 70% achieving good to excellent understanding over the past 3 years.
- RRSD students are performing above the provincial average on standards assessments which are included in the overall grade.
- All students on “M” credit designations are achieving basic to very good/ excellent understanding and application off concepts and skills on the provincial report card scale.

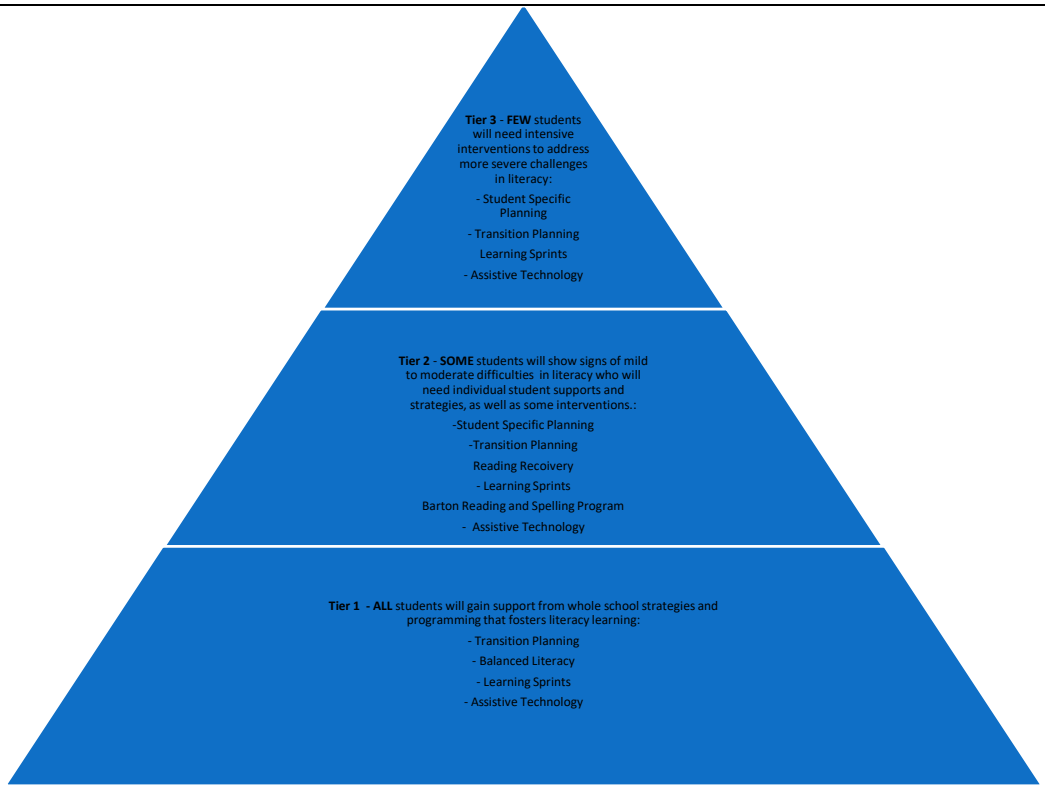
Caveat:

- Pupils receiving EAL service are not reported because their numbers are below 10 students, which would compromise student confidentiality.
- Pupils under the care of CFS are not reported because their numbers are below 10 students, which would compromise student confidentiality.

Summary of how challenges will be addressed:

- The Response to Intervention (RTI) Framework: The instruction and assessment cycle needs to seamlessly provide a learning forum that accelerates each student’s learning. All staff work together to ensure every students success. The bullets below illustrate what will be done to support students’ literacy development and success in the content areas within the RTI framework:

Continue to support schools to identify and review their Pyramid of Interventions and continuum of supports for Literacy



- Implement the RTI model to provide a system of interventions that guarantees each student receives additional time and support for learning, if needed.
- Work with colleagues to build a shared knowledge regarding provincial outcomes, curriculum guides, trends in student achievement, grade level expectations, and expectations for the next course or grade level.
- Professional Learning Communities/Learning Sprints will provide opportunities for collective PD and inquiry which will enable each educator to clarify what all students must know and be able to do as a result of a unit of instruction.
- ELA provincial cohort to support curriculum and pedagogy in the following areas:
- Reading, writing, speaking, listening, viewing, presenting and critical thinking – are evident in all content areas (lesson plans, classroom observations, collaborative groups)
- Technology resources and supports will be provided to schools with real time data about student performance for routine analysis and planning.
- Walk-Through Tool to leverage instruction and build capacity of all teachers in grades K to 12 by providing formative feedback and professional development on student performance data.
- Continue to examine results from Early Development Instrument (EDI) and Early Years Evaluation (EYE) to provide targeted support to vulnerable student populations
- Return to provincial assessments in high school in 2023-2024 will support teachers in their professional learning which will help students achieve better outcomes.

6. Numeracy

Performance Target:

- June 2023 performance target states that 80% of all RRSD students will achieve a minimum of 3 (Good understanding and application of concepts and skills) in the provincial report card categories in Mathematics. (Strands include Number Sense, Patterns and Relations, Shape and Space, and Statistics and Probability) in all grades.

Grade 3 – Mathematics

Year	Knowledge and Understanding	Mental Math and Estimating	Problem-Solving
2016-2017	75%	66%	65%
2017-2018	78%	66%	65%
2018-2019	86%	77%	70%
2019-2020	Suspension of classes	Suspension of classes	Suspension of classes
2020-2021	74%	67%	62%
2021-2022	78%	77%	73%

Grade 4 – Mathematics

Year	Knowledge and Understanding	Mental Math and Estimating	Problem-Solving
2016-2017	80%	73%	72%
2017-2018	82%	79%	77%
2018-2019	82%	78%	73%
2019-2020	Suspension of classes	Suspension of classes	Suspension of classes
2020-2021	82%	84%	78%
2021-2022	67%	69%	63%

Grade 7 – Mathematics

Year	Knowledge and Understanding	Mental Math and Estimating	Problem-Solving
2016-2017	67%	67%	62%
2017-2018	68%	65%	66%
2018-2019	57%	56%	55%
2019-2020	Suspension of classes	Suspension of classes	Suspension of classes
2020-2021	79%	75%	73%
2021-2022	73%	71%	69%

Grade 9 – Mathematics 10F

Year	
2016-2017	60%
2017-2018	66%
2018-2019	67%
2019-2020	Suspension of classes
2020-2021	56%
2021-2022	62%

Grade 12 – Essential Mathematics 40S, 45S

Year	
2016-2017	69%
2017-2018	58%
2018-2019	64%
2019-2020	Suspension of classes
2020-2021	58%
2021-2022	63%

Grade 12 – Applied Mathematics 40S

Year	
2016-2017	68%
2017-2018	66%
2018-2019	59%
2019-2020	Suspension of classes
2020-2021	72%
2021-2022	78%

Grade 12 – Pre-Calculus Mathematics 40S

Year	
2016-2017	60%
2017-2018	56%
2018-2019	68%
2019-2020	Suspension of classes
2020-2021	62%
2021-2022	75%

Grade 12 – Intro to Calculus 45S

Year	
2016-2017	100%
2017-2018	92%
2018-2019	66%
2019-2020	Suspension of classes
2020-2021	100%
2021-2022	100%

Performance Report toward Strategic Plan goals:

- Grade 7 report card data indicated a significant increase in all 3 categories. This is a reflection of teachers working in the mRLC Numeracy Achievement Project. (NAP) Students are being evaluated with fidelity on grade specific outcomes.
- A higher number that usual of grade 9-12 students are in credit recovery and received an ND on their June report card due to incomplete or attendance issues which lowered the overall

percentage of students receiving a 3 or 4. Remote learning and alternate day instruction was difficult for these students.

- Grade 3 provincial report card data shows decreases in student results however the grade 4 results show improved results in 2 areas and consistently good scores in the 3rd area.
- Triangulation of report card data, provincial standards data and NAP data indicate similar results with no inflation of scores.
- According to provincial report card data, students in grade 12 are not meeting the 80%+ performance target in Essential mathematics (58%)
- Grade 12 applied math report card data reveals that 72% of students are performing at or above the target which is a significant improvement.
- June 2021 report card data revealed 62% of students in Pre-Calculus Math 40S are performing at or above the performance target.
- Some decrease in the achievement gap between our indigenous and non-indigenous students still exist. Effort will continue to reduce this gap.

Caveat:

- Pupils receiving EAL service are not reported divisionally or provincially because their numbers are below 10 students, which would compromise student confidentiality.
- Pupils under the care of CFS are not reported divisionally or provincially because their numbers are below 10 students, which would compromise student confidentiality.
- "No data" indicates less than 10 students are enrolled

Grade 12 Provincial Standards Tests in Essential Mathematics Average marks:

	Jan/June 2017	Jan/June 2018	Jan/June 2019	Jan/June 2020/21/22
Provincial	55.8	53.7	55.1	No tests
Rolling River School Division	68.4	60.8	67.0	No tests
Non-Indigenous	70.6	60.3	68.9	No tests
Indigenous	62.0	No data	No data	No tests
Female	69.8	58.5	70.2	No tests
Male	66.7	62.7	63.5	No tests

Grade 12 Provincial Tests in Pre-Calculus Mathematics Average marks:

	Jan/June 2017	Jan/June 2018	Jan/June 2019	Jan/June 2020/21/22
Provincial	68.1	68.0	68.4	No tests
Rolling River School Division	58.6	56.8	65.9	No tests
Non-Indigenous	60.3	57.9	65.9	No tests
Indigenous	No data	No data	No data	No tests
Female	58.0	64.6	62.2	No tests
Male	59.4	No data	No data	No tests

Applied Mathematics:

- January/June 2019 provincial report card data revealed 64% of students in Applied Mathematics 40S are performing at or above the performance target which is higher than the provincial average.

Grade 12 Provincial Tests in Applied Mathematics Average marks:

	Jan/June 2017	Jan/June 2018	Jan/June 2019	Jan/June 2020/21/22
Provincial	56.1	58.1	62.7	No tests
Rolling River School Division	66.7	67.5	64.0	No tests
Non-Indigenous	67.0	67.3	64.0	No tests
Indigenous	No data	No data	No data	No tests
Female	69.3	65.4	63.7	No tests
Male	63.0	69.8	64.6	No tests

Strengths:

- The mRLC Numeracy Project data shows gains in student numeracy achievement and teacher efficacy.

Challenges:

- Provincial Standards Test data and Provincial Report card data indicate there is an achievement gap between indigenous and non-indigenous students.
- It is important to examine multiple sources of information about students' performance. The scores on standards tests must be viewed as complements to other information about student performance. The data is showing that provincial report card data seems inflated when compared with external provincial standards tests. Further investigation is required to determine how come this is the case.

Summary of how challenges will be addressed:

- Continue with Professional Learning Communities (PLC's) focused on student learning in numeracy:
  - Utilizing the Learning Sprints process, Professional Learning Communities/Teams will be established in each school with meeting times scheduled on the school calendar. The teams will identify a student need/goal, essential learning understandings, identify formative assessments to monitor student progress, analyze the student information, and adjust instruction.
  - Professional Learning Communities will analyze and investigate why the discrepancy exists between RRSD report card data and provincial test data to determine trends and questions/outcomes that are causing challenge to students.
- Implement the RTI model to provide a system of interventions that guarantees each student receives additional time and support for learning, if needed.
- Expanded participation in the mRLC numeracy project to include all Grade 4, 5, 6, 7, 8 and 9 math teachers. The project data shows gains in student numeracy achievement and teacher efficacy. The mRLC numeracy achievement project results are as follows:

MRLC	% Meeting /Approaching	% Meeting/Approaching	
	Baseline Control Group 2016	After 2 years in program	Increase
Grade 6	41%	80%	39% (27%+12%)
Grade 9	33%	53%	20% (13% +7%)
	Baseline Control Group 2018	After 1 Year	
Grade 7	19%	45%	29%
Grade 8	39%	54%	18%

Comments:

- Changes of more than 2% are statistically significant indicators of a student achievement shift. Improvement in student achievement is very significant for those in the Numeracy Achievement Project. The shift for teachers has been in teacher math knowledge, instructional pedagogy, confidence and growth mindset. The shift for students is that they want to know their point of error and how to correct it and increase confidence in their skills. This translates in increased enrollment in high school math courses including Applied and Pre-Calculus.
- We continued to expand RRSD participation in the mRLC NAP program for 2022-2023 to include new teachers that have joined our division so all Grade 4-9 teachers have training in this program.

Continue to support schools to identify and review their Pyramid of Interventions and continuum of supports for Numeracy.

7. Report on the following grants:

a) Indigenous Academic Achievement (AAA)

Indigenous Academic Achievement is included in the general literacy and numeracy reporting in section 3 of this report.

b) Literacy and Numeracy

Literacy and Numeracy conclusions regarding early year's learners are included in the general literacy and numeracy reporting in section 3 of this report.

c) English as an Additional Language (EAL)

Pupils receiving EAL service are not reported because their aggregate/grade is below 10 students, which would compromise student confidentiality.

The conclusions regarding EAL learners are included in the general literacy and numeracy reporting in section 3 of this report.

Glossary of Terms

Achievement Gap - Disparity between low and high student achievement measures compounded by race and poverty variables.

Adaptation - a change in the teaching process, materials, assignments or pupil products to assist a pupil to achieve the expected learning outcomes. (*Expected learning outcome means the learning outcomes consistent with the curriculum. Appropriate Educational Programming Regulation 155/2005).*

Bullying – when a person tries to hurt another person, and does it more than once. It can be physical, verbal, or social and can also take place over the internet with emails or text messages. The bully usually has power over the person being bullied, such as being physically bigger or more popular. Sometimes a group of students will bully others.

Baseline Data – data collected to determine the starting point from which we measure change toward a goal.

Career Pathway - A sequence of career courses focused on a mixture of knowledge and applied learning.

Differentiated Instruction - means a method of instruction or assessment that alters the presentation of the curriculum for the purpose of responding to the learning diversity, interests and strengths of pupils.

Disaggregated Data – data that analyzes student performance by demographic groups (eg. males, females, socioeconomic groups).

Equity - All students have equal access to quality staff, courses, activities, services, and resources based on their individual needs.

Formative Assessment – Ongoing classroom assessment that guides day-to-day instruction to improve student performance.

Indicator – A measure that describes performance related to standards of the educational system. An indicator must meet standards such as measuring what is intended to be measured (achievement of curriculum outcomes) and measuring consistently.

Rubric – A set of parameters for scoring or rating student performance on tasks related to curriculum outcomes. Rubrics consist of a fixed measure (e.g. 4-point scale) with clear descriptors for each point on the scale. Sample responses for each point on the scale support valid inferences about performances to be made.

Technology Integration - The classroom use of technology as a tool that promotes the blending of content and technology in lesson design and delivery to accelerate learning.

Standards Based – A descriptor that expresses a clear and direct relationship among any combination of activities, materials, instructional processes, and assessments that relate to each other and to identify (standard) provincial curriculum outcomes.

Strategic Plan: A plan to improve student performance, which includes clear goals, indicators, strategies, relevant data, and roles and responsibilities.

References and Additional Readings

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IXL Math a classroom resource for dynamic and active learning https://ca.ixl.com/promo?partner=google&campaign=1171&adGroup=math&gclid=CLijlrOPzc8CFQULaQodE9YEZg

Standards for Student Services at http://www.edu.gov.mb.ca/k12/specedu/aep/pdf/Standards_for_Student_Services.pdf

If you have any feedback on the Strategic Plan, please forward them to rrsd@rrsd.mb.ca