



**River East
Transcona**
SCHOOL DIVISION

REPORTING & PLANNING FOR STUDENT SUCCESS 2023–24





REPORTING & PLANNING FOR STUDENT SUCCESS

Each year, River East Transcona School Division prepares this report to share with you, our community. It is filled with information related to the educational outcomes of our students. Though it is difficult to put on paper all the results of the incredible learning opportunities our students experienced during the 2022–23 school year, these pages provide highlights in three key areas—literacy, numeracy, and well-being.

As you take time to read this report, you will notice that we are not only interested in sharing our successes with you; it is important that we also reveal the areas that require further growth. These areas are the very ones that provide us with a focus for the following school year, because in RETSD we relentlessly pursue success for all—not only those who may experience it easily and with little assistance or intervention.

Another aspect that cannot be fully represented in these pages is the dedication of our teachers, support staff, and school and system leaders who work tirelessly to fulfil the objectives outlined in our divisional plan. The collective efforts and commitment of everyone involved reflect our shared vision for a vibrant, inclusive, and nurturing learning environment that allows our students to excel and thrive.

As we move forward, we remain dedicated to continuous improvement and fostering a culture of lifelong learning. Your ongoing support and feedback are invaluable in shaping the future direction of River East Transcona School Division. We encourage you to review the enclosed report.

Together, we create opportunities that inspire and prepare our students for their future—and not our past.

Yours in education,

Sandra Herbst
Superintendent/CEO





Our priorities for 2022–23 were:

- Literacy
- Well-being
- Numeracy

LITERACY

Enhance student achievement through authentic and appropriate literacy instruction.

Our goals were:

- By June 2023, kindergarten to Grade 12 students will become literate citizens who use language to communicate, comprehend, and critically think.

How we did:

- We are having success with this goal in some areas, even considering the ongoing pandemic impacts. Most students at all levels are meeting benchmarks in negotiating and composing text in a variety of forms.
- We continue to have concerns with groups of students and to monitor Indigenous students and those in the care of Child and Family Services (CFS). It is not enough to just monitor achievement; we will plan for different and relevant programming that engages students for long-term success in schools, and includes rich, meaningful experiences that move beyond functional and basic literacy.

WELL-BEING

Enhance the climate, culture, and inclusivity in all schools through an authentic and appropriate comprehensive school health framework.

Our goals were:

- By June 2023, students will be safe and caring citizens who are committed to respecting diversity, inclusivity, equity, and sustainability.

How we did:

- When the outcome for the well-being priority is considered, the data shows we are making progress, yet still have work to do. Our goal was assessed with eight indicators targeting areas within early, middle, and senior years. Early years students felt safer at school and travelling to and from school than middle and senior years students.
- The addition of the Sources of Strength training had a positive impact in all schools where it was used.
- Specific indicators measuring academic and social growth of students in the care of CFS, students who identify as Indigenous, students who have a Student-Specific Plan (SSP), students not meeting grade-level outcomes, and students who require intensive mental health supports showed improvement in their overall goals, but not for every student.
- We continue to seek additional interventions, resources, and community supports to assist students who require personalized strategies to be successful.

NUMERACY

Enhance student achievement through authentic and appropriate mathematics instruction.

Our goals were:

- By June 2023, kindergarten to Grade 12 students will become numerate citizens who use mathematics with confidence, accuracy, and efficiency.

How we did:

- We continue to make many positive movements toward our goals. Student confidence in Grades 2, 6, and 9 shows marked increases over the year and tracked students supported by the Early Numeracy Intervention Program are demonstrating significant improvements.
- In looking at disaggregate data, specifically the students on Individual Education Plans (IEP) in Grade 3, much work remains to be done. Achievement levels are below the target set and work will continue to improve outcomes for students with additional needs and those on IEPs. This work will include a deeper examination of the Standards for Appropriate Education and the newly released modification and individualized programming document from Manitoba Education and Early Childhood Learning.

- The Grade 7 middle years aggregate data illustrates a 10 per cent increase from the previous year—certainly a point for celebration. That said, this growth remains slightly off the target set in the outcome and work will continue.
- The long-standing emphasis on problem-solving continues to reflect positive trends in the Grade 8 data with 71 per cent of students scoring a 3 or 4 on the provincial report card. As in the case of the middle years aggregate, this is slightly below the threshold set and work will continue.
- In looking at the outcome related to the mathematics achievement of Grade 8 students in the care of CFS, much work remains to be done. The division understands the intersectionality of the disaggregated factors and will continue to prioritize plans to improve outcomes for underachieving students.
- Mathematical achievement in Grade 12 is a point of celebration in that the course averages are all very close to the targets set. That said, in looking at the Grade 9 data for self-identified Indigenous students, much work remains to be done. Unfortunately, the divisional data reflects a broader trend whereby self-identified learners are not achieving at the level of their peers. Planning for this achievement gap will continue to be a priority in RETSD.

PLANNING FOR 2023–24

Our priorities for 2023–24 will continue to be:

- Literacy
- Well-being
- Numeracy

The factors that influenced our priorities are:

- Provincial priorities, initiatives, expectations, legislation, and regulations
- Budgetary factors
- School plans and priorities
- Current research:
 - The role of technology in learning
 - Literacy development
 - Numeracy
 - Safe schools
- Key divisional data:
 - Staffing patterns, student enrolment, and demographic data
 - Student academic achievement and disaggregated provincial assessment data
 - Socioeconomic indicators
 - Early learning trends

The people involved in setting the priorities were our:

- School-based learning and behaving teams
- School-based planning priority teams
- Divisional committees such as assessment, literacy leadership, mental health, and technology
- School and divisional technology staff
- School administrators
- Consultants
- Research officer
- TELP survey teams
- Digital Literary Leaders (DLLs)
- Senior administration

Our process was:

- Divisional teams and steering committees met on a regularly scheduled basis throughout the school year. DLLs, school administrators, and consultants met regularly in their respective groups.
- The groups used the meeting time to discuss the current plan(s), review progress to date, and identify needs for the future. Additional time in May and June was used to solidify the plan and the accompanying professional learning activities, and to thoroughly reflect upon and evaluate the previous years' progress.
- The division was engaged in ongoing reflection on observations, products/data, and conversations throughout the year to inform our planning, and making adjustments accordingly.

The data we used for our plan included:

- School plan results
- Assessment surveys
- Feedback from teachers and school administrators
- Academic achievement data (both combined and disaggregated) from the Grade 3 assessment and provincial middle years assessment
- Results of the Positive Behavioural Interventions and Supports residency
- Professional development participation rates and feedback slips
- Anecdotal observations and comments by relevant professional staff
- Current research

LITERACY

Enhance student achievement through authentic and appropriate literacy instruction.

Our goals are:

- By June 2024, kindergarten to Grade 12 students will become literate citizens who use language to communicate, comprehend, and critically think. This will be reflected through multiple modes (e.g., print, digital, oral, written) and perspectives that are drawn from multiple data sources (e.g., products, observations, conversations) that are student-specific, strength-based, and ensure learning acceleration and evidence growth over time.

How we'll know we're making progress:

Kindergarten to Grade 12:

- By June 2024, students will demonstrate proficiency in the digital literacy competencies identified for their grade, based on divisional data sources (e.g., technology, discipline events, teacher surveys).
- By June 2024, students will have good or very good levels of understanding of the English language arts (ELA) curriculum, as indicated by 75 per cent or more of the report card marks in all categories.

Early years:

- By June 2024, students in a targeted number of classrooms where teachers belong to a professional learning community will demonstrate growth in comprehension, communication, or critical thinking. This increasing growth will be documented through a sample of ELA portfolios that are assessed in relation to the reading/writing/oral language progressions.
- By June 2024, students who are in the care of CFS in Grade 2 will be at the expanding stage of independence, according to the ELA K–2 grade progressions in both reading and writing.

Middle years:

- By June 2024, students in a targeted number of middle years classrooms where the teachers belong to a professional learning community will demonstrate increasing growth in comprehension, communication, or critical thinking, as documented through a sample of ELA portfolios that are assessed in relation to the results of the provincial middle years assessment.
- By June 2024, students who self-identify as Indigenous will use language in a variety of forms to demonstrate their understanding of science and social studies through a divisional targeted assessment tool.

Senior years:

- By June 2024, a cross-school sample of students will demonstrate increasing transformation over the four grades with writing a variety of texts as described in the ELA curriculum. This initial cross-school sample will give us a control group to measure future growth.
- By June 2024, students with modified course designation will demonstrate use of the ELA strands to advocate for themselves and their community through performance-based divisional assessments.

The data we'll use to show our progress:

Kindergarten to Grade 12:

- Information pulled from teacher librarian end-of-year reports for those doing Makerspace or sTeam projects, including anecdotal information from teachers, reflections of students, and products, such as photographs and videos (MY/SY consultants to support collection of evidence in the plan)
- DLL survey with pre- and post-evidence gathered regarding student growth connected to the digital literacy curriculum

Early years:

- Anecdotal samples from the ELA student portfolios, along with teacher observations and comments, collated in a final data report
- Survey filled out by Grade 2 teachers of students in the care of CFS
- Divisional data, collected on the Early Years Evaluation-Teacher Assessments (EYE-TA) used in kindergarten
- Report card data
- Provincial Grade 3 assessment data

Middle years:

- Anecdotal samples from the ELA student portfolios, along with teacher observations and comments, collated in a final data report
- Conversations with teachers and students throughout the span of project-based learning cross-curricular projects
- Report card data
- Provincial middle years assessment data

Senior years:

- End-of-year survey for teachers
- Anecdotal feedback from the leadership team and senior administration team
- Beginning and end-of-term writing samples (portfolios) from professional learning community teachers
- Grade 9 credit attainment data
- Report card data





WELL-BEING

Enhance the climate, culture, and inclusivity in all schools through an authentic and appropriate comprehensive school health framework.

Our goals are:

- By June 2024, students will be safe and caring citizens who are committed to respecting diversity, inclusivity, equity, and sustainability. This will be reflected through multiple modes (e.g., actions, decisions, beliefs) and perspectives that are drawn from multiple data sources (e.g., products, observations, conversations) that are student-specific, strength-based, and ensure evidence of growth over time.

How we'll know we're making progress:

Kindergarten to Grade 12:

- By June 2024, students will report positively on the safety and inclusivity of their school using the Health Behaviours in School-aged Children survey data.
- By June 2024, students trained in Sources of Strength will indicate they have the skills to assist their peers with their well-being.

Early years:

- By June 2024, 80 per cent of identified students in Grades 4 and 5 in three early years schools will express feeling supported with their academics and well-being.
- By June 2024, 80 per cent of students who identify as Indigenous in three early years schools will demonstrate improved social and academic growth over the course of the year.

Middle years:

- By June 2024, 80 per cent of identified students in Grades 7 and 8 in one middle school who are not meeting grade-level outcomes will have appropriate assessments and intervention plans in place to show improved academic and well-being data over the course of the school year.
- By June 2024, 80 per cent of students with an IEP in one middle school will indicate increased participation in their SSP.

Senior years:

- By June 2024, 80 per cent of students from five schools with Tier III mental health needs will show improved well-being when therapy is received at school.
- By June 2024, 80 per cent of students in the care of CFS will express feeling supported as they transition to the community.

The data we'll use to show our progress:

Kindergarten to Grade 12:

- Student/staff responses on the Tiered Fidelity Index
- Differences in the pre- and post-student self-reporting assessment
- Number of divisional trainers
- Number of students trained
- Student survey results
- Number of interdepartmental meetings

Early years:

- Results of implemented success plans
- Teacher-reported social and academic growth on report card
- Pre- and post-report-card data
- Results of anecdotal reports from SSPs
- Results from resource assessments
- Results from specialized assessments
- Data from well-being assessments
- Data from the Child Outcome Rating Scale
- Results from student survey regarding feeling supported with academics
- Data outlining the number of staff trained and topics covered

Middle years:

- Results of survey of students and families
- Students' feelings from IEP meetings
- Pre- and post-report-card data
- Knowles Centre well-being indicator assessments
- Results from resource assessments
- Results from specialized assessments
- Data from oral reports of students to staff
- Student attendance data over the year
- Staff feedback via interviews

Senior years:

- Data in SSPs—transition goals
- Number of grad plans on Tyler SIS
- Number of Planning Alternative Tomorrows with Hope (PATHs) created
- Results from student survey
- Data showing attendance at therapy sessions
- Standardized assessment data from Knowles Centre reports

NUMERACY

Enhance student achievement through authentic and appropriate mathematics instruction.

Our goals are:

- By June 2024, students in kindergarten to Grade 12 will become numerate citizens who use mathematics with confidence, accuracy, and efficiency. This will be reflected through multiple strands (e.g., number, patterns and relations, shape and space, statistics, probability) and perspectives that are drawn from multiple data sources (e.g., products, observations, conversations) that are student-specific, strength-based, and ensure learning acceleration and evidence of growth over time.

How we'll know we're making progress:

Kindergarten to Grade 12:

- By June 2024, students in Grades 2, 6, and 9 will demonstrate increased confidence as mathematical thinkers, as indicated by pre- and post-observational data on a provided measurement tool.

Early years:

- By June 2024, 75 per cent of Grade 1 students will be meeting the Early Numeracy Intervention Program expectations in the seven competencies, as determined by classroom teacher professional observations.
- By June 2024, 60 per cent of students on an IEP in Grade 3 will have good or very good levels of understanding in mathematics, as indicated by a 3 or 4 on the provincial report in all mathematics categories.

Middle years:

- By June 2024, 65 per cent of all Grade 7 students, including those from disaggregated groups, will be meeting the mid-Grade 7 level of performance in conceptual understanding of number and of some of its representations on the provincial middle years assessment.
- By June 2024, 60 per cent of students in the care of CFS in Grade 8 will have good or very good levels of understanding in mathematics, as indicated in all categories of the provincial report card.

Senior years:

- By June 2024, the proportion of marks over 70 per cent in each of Grade 12 Essentials, Applied, and Pre-Calculus will have increased by five per cent from the previous year and the divisional average in each of the courses will be 78 per cent.
- By June 2024, the number of students who self-identify as Indigenous who are achieving at the two highest report card ranges will have increased by 15 per cent and the number of students at the lowest level will have decreased by 10 per cent in Grade 9 Mathematics.

The data we'll use to show our progress:

Kindergarten to Grade 12:

- Grades 2, 6, and 9 student/teacher sample work of numeracy and confidence growth (qualitative data)
- Mathematical confidence measurement tool data
- Anecdotal accounts from teachers
- Student sample analysis
- Report card marks

Early years:

- Early numeracy teacher surveys/exit slips
- Anecdotal accounts from teachers doing the early numeracy foundations assessment
- Observations and conversations from early numeracy foundations support teachers, administrators, and EY consultants
- Report card marks

Middle years:

- MY report card marks
- Provincial middle years assessment results
- Achievement data of students on IEPs
- Anecdotal feedback and reporting from teachers

Senior years:

- SY report card marks
- Continued use of the SY Grade 9 credit attainment data
- Engagement and change observations related to assessment strategy implementation
- Achievement data of students on IEPs
- Anecdotal feedback and reporting from SY teacher teams

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Leçon 4 - Factorielle
→ P. 155 12, 14-16
→ Devoir Factorisation 2

Leçon 5 - Trinômes $a = 1$
→ P. 166 10, 13-15
→ Devoir Factorisation 3

Leçon 6 - Trinômes $a \neq 1$
→ Devoir Factorisation 4
→ P. 177 # 13, 15

Leçon 7 - diff de carrés
→ Devoir Factorisation 5



creating student success

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