



**River East
Transcona**
SCHOOL DIVISION



THE ROAD TO SUCCESS
2023-25

THE ROAD TO SUCCESS • 2023–25

A Message from the Senior Administration Team

There's an expression, attributed to many, stating, "The road to success is always under construction." This sentiment perfectly captures the ongoing, dynamic nature of the work we do in River East Transcona School Division (RETSD) to support and create student success.

Each year, we reflect on the previous year's goals, examine data on our accomplishments and areas needing more attention, and use this understanding to build a stronger foundation for the year ahead. It's a deliberate, collaborative process, ensuring our programming and practices evolve, improve, and adapt to meet the changing needs of all RETSD students.

Our division is guided by the priorities of **numeracy**, **literacy**, and **well-being**—key areas foundational to the success of every student. These priorities aren't just words; they're lived experiences in our classrooms, hallways, and communities. They shape the learning opportunities we provide and the relationships we build with students and families.

None of this work would be possible without the dedication, professionalism, and care of our 3,500 employees. Regardless of their role—teachers, administrators, support staff, maintenance teams, bus drivers, and everyone in between—they come together to ensure the success and well-being of every student in RETSD.

We invite you to explore this document to learn more about how our focus on these priorities and our collective commitment to excellence and equity are making a positive, lasting impact. Together, we're building a brighter future for all students!

LOOKING BACK

Our priorities for the 2023–24 school year were:

- Literacy
- Well-Being
- Numeracy

LITERACY

Enhancing student achievement through authentic and appropriate literacy instruction.

Our Goal

By June 2024, K–12 students will become literate citizens who use language to communicate, comprehend, and think critically.

How We Did

K–12 students' digital literacy skills showed improvement, especially in creativity and innovation. In areas like communication, research, and problem-solving, skills are progressing towards our goals but need more work. Report card marks in English language arts (ELA) exceeded our targets in all categories except early years English, where we plan to focus on improvements.

Surpassing the Standard

In RETSD, 70.1% of Grade 8 students understood a variety of grade-level texts, compared to the provincial average of 64.6%.

Middle years students from targeted classrooms and early years students in the care of a child and family services (CFS) agency demonstrated growth in ELA skills, like making predictions, articulating ideas, identifying different perspectives, and making connections between themselves, texts, and the world.

In RETSD, 70.1 per cent of Grade 8 students understood a variety of grade-level texts, compared to the provincial average of 64.6 per cent.

A cross-school sample of Grade 9 students expressed themselves well when speaking; however, they could improve in writing.

Students involved in Project LIFE took part in group projects to develop sales pitch presentations and prepare for job interviews wherein they shared their strengths and their required accommodations. They showed strong growth, and companies remarked that they were well-prepared.

Skills for LIFE

Students involved in Project LIFE worked in groups to develop a sales pitch and hone their job interview skills. The companies they pitched to were very impressed!



“The Reading Apprenticeship approach provides richer, student-centred learning opportunities and isn’t one-size-fits-all. Instead of asking, ‘What do you understand about this text?’ we build literacy by asking, ‘How do you understand this text?’”

—Jeffrey Sinnock, literacy support teacher

Level Up

RETSD offers Advanced Placement courses in all six of our senior years schools, giving students an opportunity to pursue university-level studies while still in Grade 12.



WELL-BEING

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

Our Goal

By June 2024, students will be safe and caring citizens who are committed to respecting diversity, inclusivity, equity, and sustainability.

How We Did

Sources of Strength training has continued to yield positive results in all participating schools. Trained student leaders found success supporting their peers' well-being, which has increased their own sense of belonging and impact within their schools.

We aimed for 80 per cent of Indigenous students in three early years schools to show social and academic growth. We found that 95 per cent of students showed improved engagement with trusted adults, stronger peer relationships, and improvements in reading, while 100 per cent showed growth in numeracy and writing.

We exceeded our goal to put assessments and intervention plans in place for at least 80 per cent of Grade 7 and 8 students in one school who weren't meeting grade-level expectations, supporting 85 per cent of students. Additionally, 85 per cent demonstrated academic growth in at least one subject.

We also exceeded our goal of enhancing the well-being of at least 80 per cent of senior years students with intensive mental health needs, achieving a positive response from 93.65 per cent of students in client satisfaction surveys.

However, there is still work to be done. We fell short of our goal to increase feelings of safety and inclusivity among K–12 students. To address this, a divisional team is developing action plans that will include Positive Behavioural Interventions and Supports (PBIS) across schools.

Win-Win Situation

Student leaders trained in Sources of Strength have been successful in supporting their peers' well-being. This has also strengthened the leaders' own sense of belonging.



K is for Kindergarten

RETSD offers free programs and resources to help children and their parents prepare for the adventure of kindergarten.

“If we want children to be successful, schools need to remove barriers, which are often more than physical. It’s essential to ensure our students’ social and emotional needs are being supported. When ALL needs are met, self-esteem, engagement, and attendance improve, and success follows. When this happens, we’ve done our job.”

*—Marjorie Millman, principal,
Kildonan-East Collegiate*

Exceeding Our Goal

RETSD exceeded our goal of enhancing the well-being of at least 80% of senior years students with intensive mental health needs, achieving a positive response from 93.65% of students.



NUMERACY

Enhancing student achievement through authentic and appropriate mathematics instruction.

Our Goal

By June 2024, K–12 students will become numerate citizens who use mathematics with confidence, accuracy, and efficiency.

How We Did

The early years data shows the most positive results. Teachers assessed confidence in Grades 2, 6, and 9 students in the fall and spring, and, across all grade levels, teachers reported confidence increases.

Teachers assessed skills in Grade 1 students in the fall and spring, and 95 per cent of teachers reported growth in students identified as struggling; those identified as showing no growth were generally on student-specific plans. However, work remains to be done, as the number of Grade 3 students who achieved good and very good understanding marks fell below our goal.

Grade 7 students in the care of a CFS agency achieved marks that varied depending on the task at hand. While we didn't meet our goal in this area, their marks are within grade-level achievement, and teachers have learned that students' problem-solving skills need additional focus.

We've seen positive results with Grade 9 students who identify as Indigenous. In the 2022–23 school year, 27 per cent of Grade 9 students who identify as Indigenous scored at the two highest report card ranges, and, in 2023–24, this increased to 38 per cent. That said, in 2022–23, 21 per cent scored in the lowest category, and that increased to 24 per cent in 2023–24.

In all six senior years schools, the proportion of students who had marks higher than 70 per cent declined, unfortunately, so further attention is required as we plan for the 2024–25 school year.

Impressive Growth

Teachers assessed skills in Grade 1 students in the fall and spring, and 95% of teachers reported growth in students identified as struggling.

Confidence Boost

Teachers assessed confidence in Grades 2, 6, and 9 students in the fall and spring, and, across all grade levels, teachers reported confidence increases.



“I’m thrilled to see our early years teachers in RETSD using problem-solving, number talks, play, and games to engage our youngest learners in seven early numeracy competencies essential to their future success in mathematics.”
—Lori Brooks, early years consultant

Encouraging Results

In 2022–23, 27% of Grade 9 students who identify as Indigenous scored at the two highest report card ranges, and, in 2023–24, this increased to 38%.



LOOKING AHEAD

Our priorities for the 2024–25 school year continue to be:

- Literacy
- Well-Being
- Numeracy

While possessing unique elements, these priorities are interwoven and should be treated as a set designed to support students in reaching Mino-Pimatisiwin (The Good Life). This is embodied by living a well-balanced life in which all four components of a human are being addressed: emotional, physical, mental, and spiritual.

What Shapes Our Priorities

- Budgetary factors
- Current research:
 - o Global competencies literature
 - o Literacy developments
 - o Numeracy trends and developments
 - o The role of technology in learning
- Four core provincial documents:
 - o Framework for Learning
 - o Global Competencies
 - o Mamàhtawisiwin
 - o Standards for Appropriate Education
- Increasing enrolment
- Information communication technology needs

- Key divisional data:
 - o Early learning trends
 - o Socioeconomic indicators
 - o Staffing patterns, student enrolment, and demographic data
 - o Student academic achievement, disaggregated provincial assessment data, report card data, and perceptual data
- Newcomer students
- Provincial priorities, initiatives, expectations, legislation, and regulations
- Safe schools and well-being
- School plans and priorities

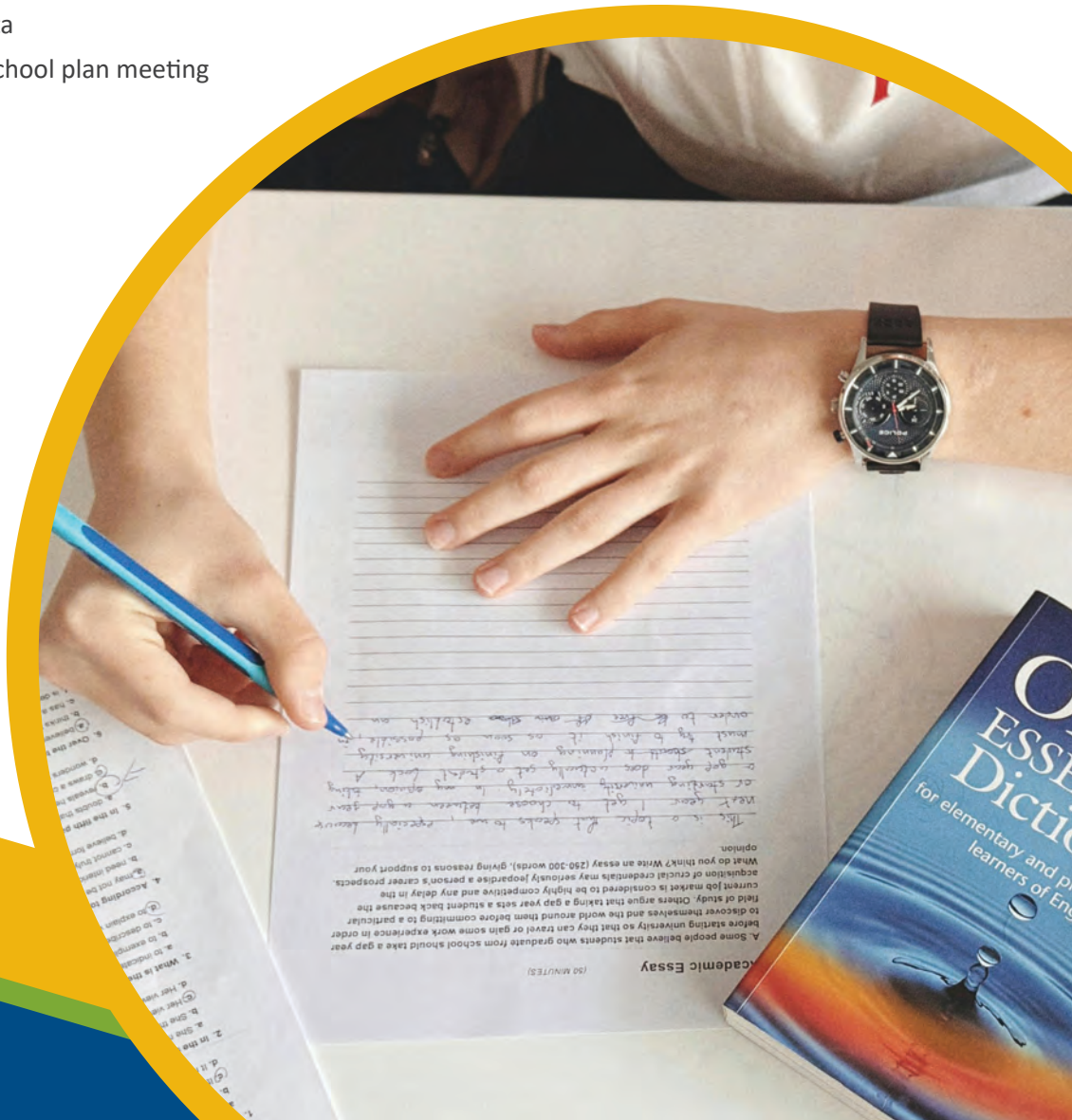
Who Sets Our Priorities

- Consultants and divisional specialist teachers
- Divisional committees
- Managers and directors
- School administrators
- School-based planning priority teams
- Senior administration



Data Used for Our Plan

- Academic achievement data (both combined and disaggregated) from the Grade 3 assessment, middle years assessment, and Grade 12 provincial assessment
- Anecdotal observations and comments by relevant professional staff
- Current research
- Feedback from teachers and school administrators
- PBIS data
- Professional development participation rates and feedback/exit slips
- Provincial report card data
- School plan results and school plan meeting conversations
- Various surveys



LOOKING AHEAD—IN DEPTH

The following includes more detailed information about our priorities for the 2024–25 school year—literacy, well-being, and numeracy—including the exact goals we’ve set for our division, how we’ll know we’re making progress, and the data we’ll use to show it. This annual and ongoing process helps us evaluate the effectiveness of the tools, strategies, and resources we employ in our ongoing efforts to create student success.

LITERACY

Enhance student achievement through authentic and appropriate literacy instruction to help all RETSD students at all grade levels develop skills, attitudes, and knowledge to live Mino-Pimatisiwin (The Good Life).

Our Goals

By June 2025, kindergarten to Grade 12 students will become literate citizens who use language to communicate, comprehend, and think critically.

Signs of Progress

Kindergarten to Grade 12:

- By June 2025, identified teachers will demonstrate an understanding of the digital literacy continuum and be able to accurately assess students using the tool.
- By June 2025, all teachers will have a good understanding of how literacy is enacted in the curriculums they teach.

Early years:

- By June 2025, students in a targeted number of classrooms where the teachers belong to a professional learning community will demonstrate growth in critical thinking. This increasing growth will be documented through a sample of cross-curricular portfolios that are assessed in relation to the reading, writing, and oral language progressions.

- By June 2025, 70 per cent of Grade 2 students in two focus schools will be within the Grade 2 range in reading, writing, and oral communication as outlined in the ELA K–2 progressions.

Middle years:

- By June 2025, all middle years schools will have teachers involved in Reading Apprenticeship training and have a leadership plan to advance the learning into the entire school.
- By June 2025, students in a targeted number of middle years classrooms where the teachers belong to a professional learning community will demonstrate increasing growth in critical thinking as documented through a sample of ELA portfolios that are assessed in relation to the results of the middle years provincial assessment.

Senior years:

- By June 2025, identified teachers from each senior years school will be introduced to Reading Apprenticeship.
- By June 2025, a cross-school sample of students from Grades 9–12 will demonstrate increasing growth in critical thinking in literacy.
- By June 2025, Grade 10 students in three senior years schools will be observed to have increased their access and use of literacy supports across the curriculum (e.g., Sora, translator apps, speech to text).



Data to Show Our Progress

- Early literacy data
- Grade 9 credit attainment data
- Provincial assessment marks in early years and middle years
- Report card marks in ELA
- Report from ELA task force
- Report from senior years librarians
- Report on digital literacy



WELL-BEING

Enhance the climate, culture, and inclusivity in all schools through an authentic and appropriate comprehensive school health framework that provides access to supports for the whole child. This framework will assist every child to develop the skills, attitudes, and knowledge to live Mino-Pimatisiwin (The Good Life).

Our Goals

By June 2025, students in RETSD 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.

Signs of Progress

Kindergarten to Grade 12:

- By June 2025, there will be a 10 per cent increase in attendance by students who have chronic absenteeism.
- By June 2025, 81 per cent of students identified to take part in an age-appropriate divisional survey will be able to identify the strategies they are using to support their physical, emotional, mental, and spiritual well-being.

Early years:

- By June 2025, via a divisional survey tool, 70 per cent of caregivers at three identified schools will express that they have had a voice and feel they can reach out to and feel supported by the school community.

- By June 2025, 80 per cent of students at a sampling of early years schools will be able to express their holistic well-being using a tool and engage in co-regulation with supportive staff.

Middle years:

- By June 2025, all teaching staff at all middle years schools will use classroom profiles to inform their instruction for all students in areas of academics, behaviour, attendance, and mental health and plan for tiered supports as needed.
- By January 2025, all middle years schools will have created a student-focused well-being plan reflecting plans and actions to ensure a school culture that fosters a middle years philosophy incorporating Indigenous teachings.

Senior years:

- By June 2025, students polled across three senior years schools will be able to advocate for and actively participate in developing programs that will increase connection and engagement and support a positive school culture where student voice and agency is valued.
- By June 2025, identified students accessing Tier 2 and 3 mental health and/or substance use supports will show improvement in their well-being, as demonstrated by engagement.



Data to Show Our Progress

- Attendance data
- Class profiles
- Discipline referrals
- Evidence of class profiles for all classes
- PBIS/IAA involvement and engagement
- Surveys
- Tiered fidelity index data



NUMERACY

Enhance student achievement through authentic and appropriate mathematics instruction and assessment to help all RETSD students at all grade levels develop the skills, attitudes, and knowledge to live Mino-Pimatisiwin (The Good Life).

Our Goals

By June 2025, students in RETSD 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.

Signs of Progress

Kindergarten to Grade 12:

- By June 2025, 75 per cent of surveyed stakeholders (e.g., students, teachers, administration) in K–12 will demonstrate an understanding of our divisional vision of excellent mathematics instruction and assessment.

Early years:

- By June 2025, 75 per cent of randomly sampled early years classrooms will be consistently engaged in a social and active math classroom guided by the key elements of our Global Competencies: creativity, critical thinking, collaboration, communication, citizenship, and connecting to self.

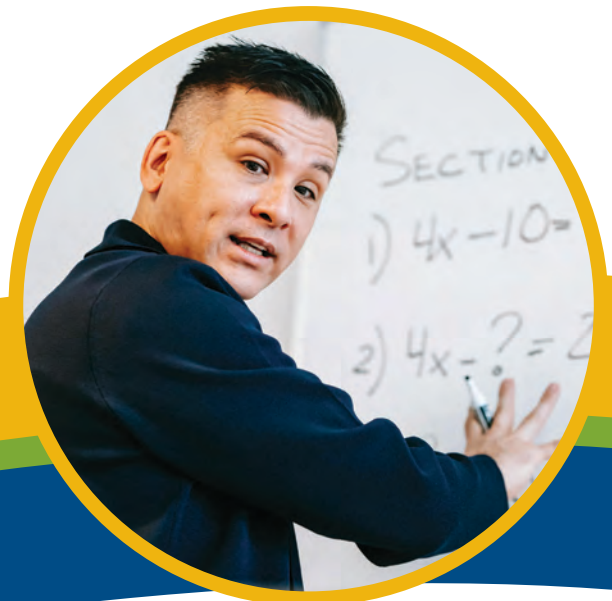
- By June 2025, 75 per cent of identified teachers at three early years schools will demonstrate strong content knowledge through clear and purposeful lesson planning.

Middle years:

- By June 2025, 75 per cent of randomly sampled middle years classrooms will be consistently engaged in a social and active math classroom guided by the key elements of our Global Competencies.
- By June 2025, 75 per cent of identified teachers at three middle years schools will demonstrate strong content knowledge through clear and purposeful lesson planning.

Senior years:

- By June 2025, 75 per cent of randomly sampled senior years students will be consistently engaged in a social and active math classroom guided by the key elements of our Global Competencies.
- By June 2025, 75 per cent of identified teachers at three senior years schools will demonstrate strong content knowledge through clear and purposeful lesson planning.
- By June 2025, 75 per cent of graduating students will demonstrate a good to very good understanding (final grades between 70–100 per cent) in their mathematics course.



Data to Show Our Progress

- Achievement data of students on IEPs
- Anecdotal feedback and reporting from teachers
- Engagement and change observations related to assessment strategy implementation
- Mathematical critical thinking tool data
- Provincial middle years assessment results
- Report card marks
- Student/teacher sample work of numeracy and critical thinking growth





Purpose

To educate students to be inspired, skilled, responsible citizens.

Mission

We provide inclusive, innovative, and engaging educational programming in a safe and caring environment

Values

At RETSD, we value a culture of:

Integrity: trust, honesty, and accountability

Equity: where everyone has what they need to be successful

Excellence: high expectations in pursuit of continuous improvement

Respect and Responsibility: partnerships and contributions of students, staff, families, and the community



creating student success

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