LORD SELKIRK SCHOOL DIVISION

Educational Care & Excellence

ANNUAL REPORT ON CONTINUOUS IMPROVEMENT

2021-2022 Report
2022-2023 Plan

LSSD Foundational Statements and Goals

Lord Selkirk School Division
Educational Care and Excellence

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

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

Learning is the fundamental purpose of our schools. With a focus on student success for all, Lord Selkirk School Division develops plans at the Board, Senior Administration, and School levels. All plans align with provincial and divisional priorities. The following are areas of focus, priorities and performance targets for 2018 – 2022.

The divisional areas of focus in Lord Selkirk School Division encompass:
- Indigenous Education
- French Immersion
- Division and School Planning – Numeracy, Literacy, and UDL
- Mental Health Well-Being and Well-Becoming

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

The performance targets selected by the Board of Trustees include:
- The six-year division graduation rate will increase to 90% by 2021 (*extended to 2022*).
- In each grade 9-12 core subject, reduce the number of students who have 10 or more absences by 10% in a semester or school year (*extended to 2022*).

Divisional Areas of Focus 2021-2022

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

Factors that influenced priorities include:

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

- School plans, priorities and results
- Early learning trends

Indigenous Education

- Maintain and continue to develop partnership with Brokenhead Ojibway Nation through the Manitoba First Nations School System.
- Support transition of students into the High School at Lord Selkirk Regional Comprehensive Secondary High School.
- Provide learning opportunities in LSSD that are responsive and relevant to all students.
- Carry out a PATH with Divisional IAA Indigenous Academic Achievement committee to enhance Indigenous education in the schools.
- Celebrate Indigenous grads at PASS, an annual event that was initiated in 2000.
- Continue to maintain the existing partnerships developed with community members and groups, such as Selkirk Friendship Centre.

French Immersion

- Provide varied and shared learning contexts through academic learning, social interaction and cultural experiences between schools and grade levels.
- French Immersion programming is supported by the division for professional learning and leadership with support from Cultural Perspectives lead teacher.

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

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

Mental Health Well-being and Well-becoming

- Divisional committee formed including Student Services Director, Superintendent, Psychologist, LSTA President, IERHA representative, Learning Support Teacher and Principals.
- All divisional staff participated in a mental health professional development session with Kevin Cameron on September 24th, 2021.
  - The focus was on ***The Effects of Quarantine on Post-Pandemic Mental Health***

Overview

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

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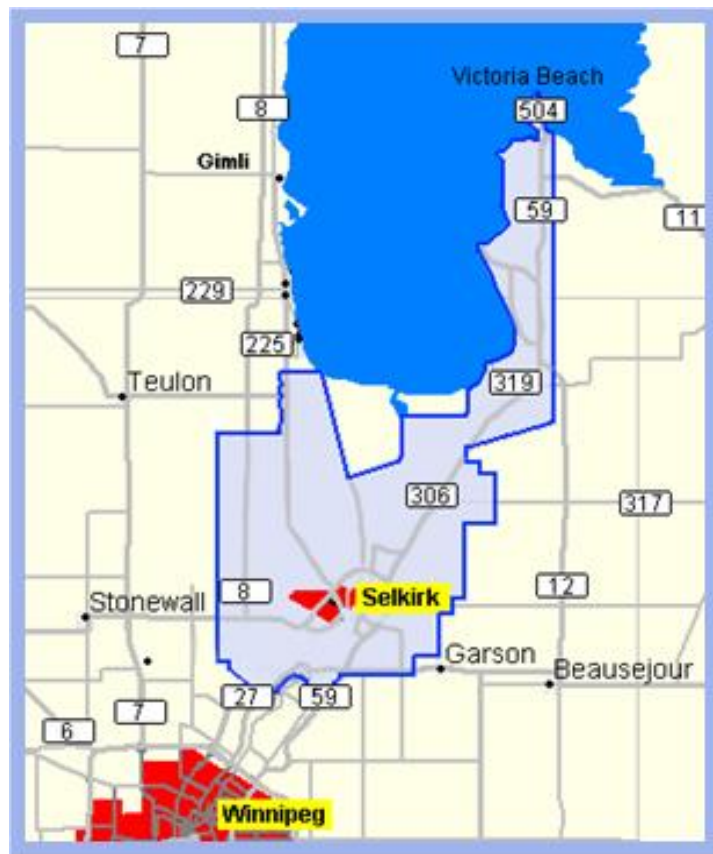
Senior Administrative Team

Our Divisional Admin Team consists of the following:
- Superintendent/CEO
- Assistant Superintendent
- Secretary-Treasurer
- Manager of Finance

- Manager of Human Resources
- Manager of Information Technology
- Manager of Maintenance
- Manager of Transportation
- Executive Administrative Assistant

Division Staffing Profile

Positions	Full-time Equivalents 2021-22 year
Principals	14.25
Vice-Principals	9.5
Teachers	258.50
School Counsellors	14
Learning Support Teachers	22.25
Educational Assistants	164
Speech Language Pathologists	3.5
Reading Clinicians	1.0
Occupational Therapists	1.5
Physiotherapists	0.75
Psychologists	3.50
Social Workers	5.50
Other professional staff: • Director - Student Services • Assistant Director- Student Services • Lead Teachers • Reading Recovery Teacher Leader • Career Coordinator/Dual Credit	1.0 1.0 0 1.0 1.0

Disaggregated data for students designated as English as an Additional Language (EAL) and self-declared Indigenous students - September 2021:

Disaggregation	No. of Students	Percentage of Student Population
English as an Additional Language	161	161/3806 = 4.2%
Self-declared Indigenous	1143	1143/3806 = 30%

Children in Care

September 30, 2021 data indicates a division total of 211 pupils in care of Child and Family Services averaging from 1% of a school population up to 17%.

Education for Sustainable Development

Current initiatives include:

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

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

Divisional Plan for Attendance

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

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

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

Attendance data is from LSSD Student Information System. The following data sets highlight total and average absenteeism rates for the 2021-2022 school year.

Attendance

Average Absences Per Student

Description: Following graph represents the average number of absences per student from September 1, 2021 to June 30, 2022. The divisional average is representation of the *average number of days missed by students across the division.*

Average Days Missed
(Sep 01, 2021 - Jan 31, 2022)

Division Average (8.34)

Average Days Missed
(FEB 01, 2022 - JUN 30, 2022)

Division Average (11.27)
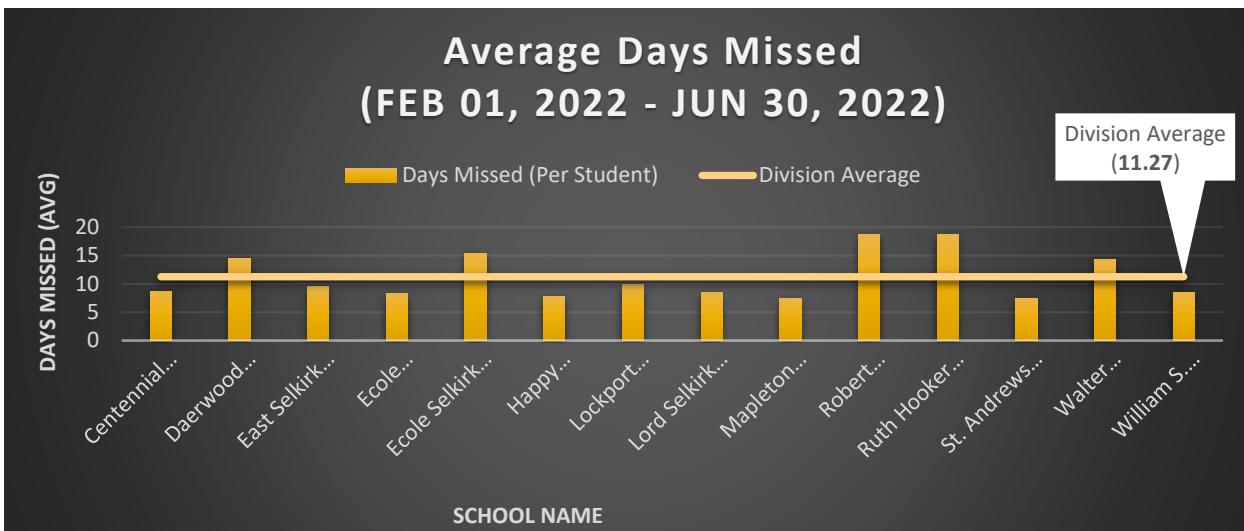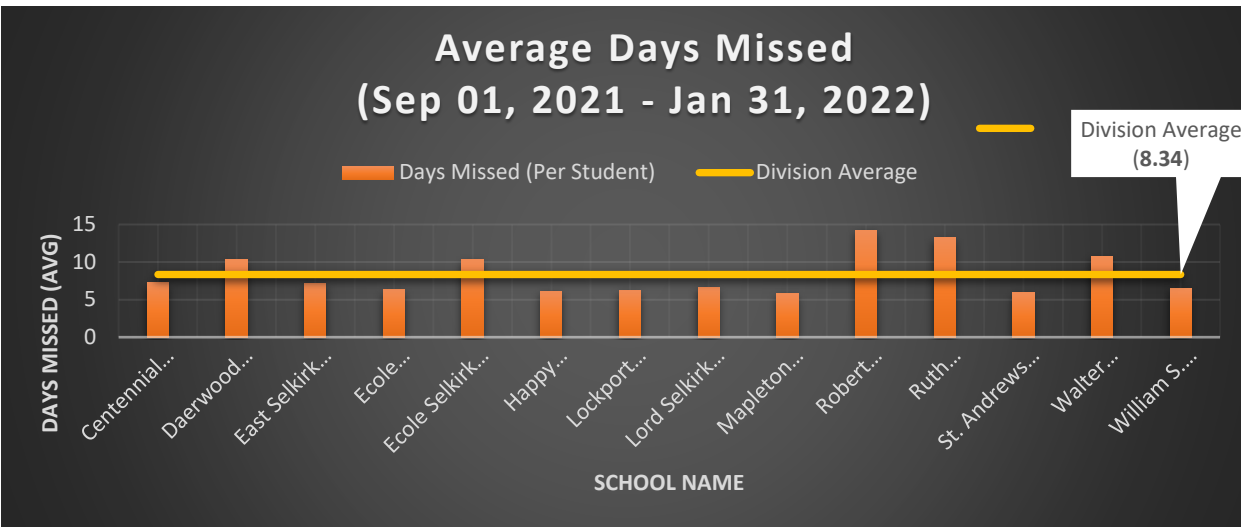
Absence Breakdown

Description: This pie chart represents the total percentage of average student absences from September 2021 to January 2022 to each school is responsible for. For example, Robert Smith School (12%) and Ruth Hooker School (11%) has less students compare to Lord Selkirk Regional but a higher number of absences per student, it represents 12% and 11% of total absences while Lord Selkirk Regional (6%), which has more total students but less average absences per student only it represents 6% of the total average student absences.

DAYS MISSED (PER STUDENT) SEP 02, 2021 TO JAN 31,2022
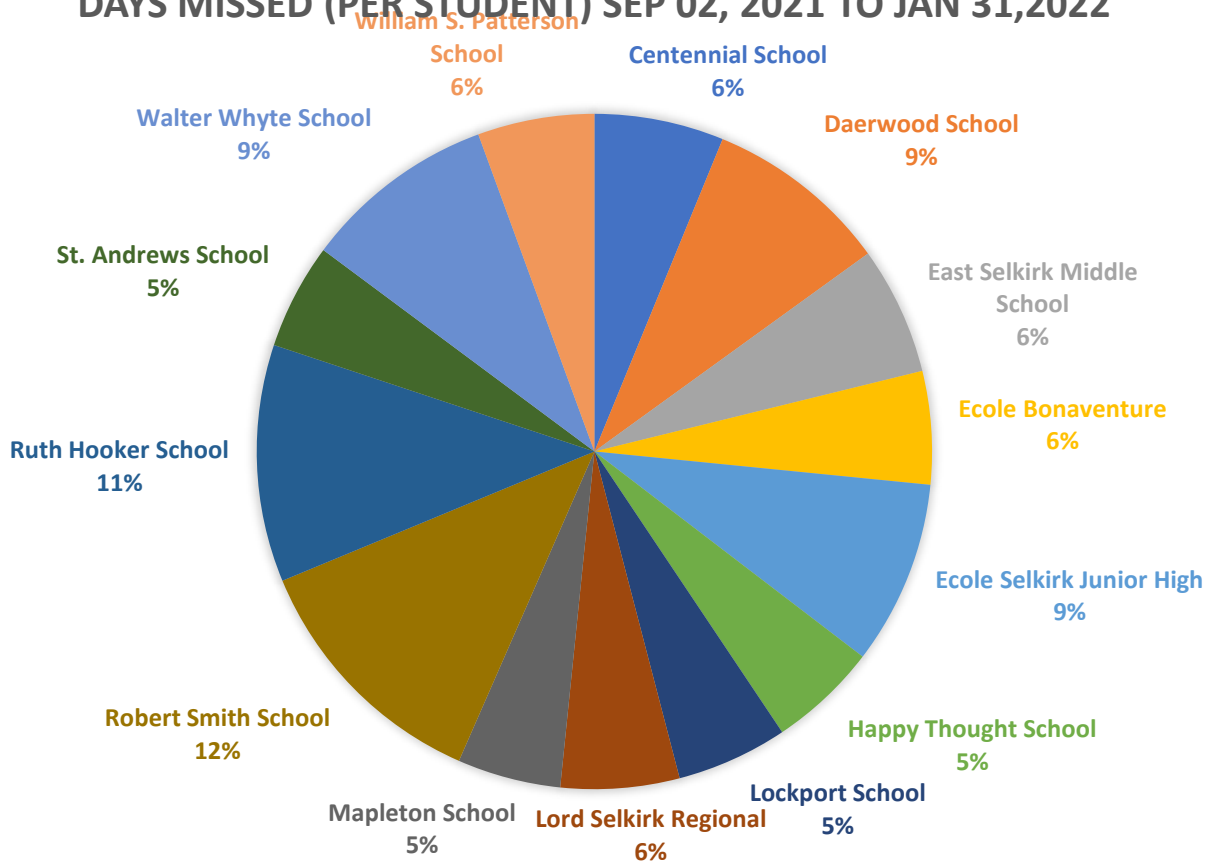
William S. Patterson School 6%
Centennial School 6%
Daerwood School 9%
Walter Whyte School 9%
East Selkirk Middle School 6%
St. Andrews School 5%
Ecole Bonaventure 6%
Ruth Hooker School 11%
Ecole Selkirk Junior High 9%
Robert Smith School 12%
Happy Thought School 5%
Lockport School 5%
Mapleton School 5%
Lord Selkirk Regional 6%

Description: This pie chart represents the total percentage of average student absences from February 2022 to June 2022 to each school is responsible for. For example, Robert Smith School (12%), Ruth Hooker School (12%) and Ecole Selkirk Jr. High (10%) has less students compare to Lord Selkirk Regional but a higher number of absences per student, it represents 12%, 12% and 10% of total absences while Lord Selkirk Regional (5%), which has more total students but less average absences per student only it represents 5% of the total average student absences.

DAYS MISSED (PER STUDENT) FEB 01 TO JUN 30 , 2022

- William S. Patterson School 5%
- Centennial School 6%
- Walter Whyte School 9%
- Daerwood School 9%
- St. Andrews School 5%
- East Selkirk Middle School 6%
- Ruth Hooker School 12%
- Ecole Bonaventure 5%
- Ecole Selkirk Junior High 10%
- Robert Smith School 12%
- Happy Thought School 5%
- Mapleton School 5%
- Lockport School 6%
- Lord Selkirk Regional 5%
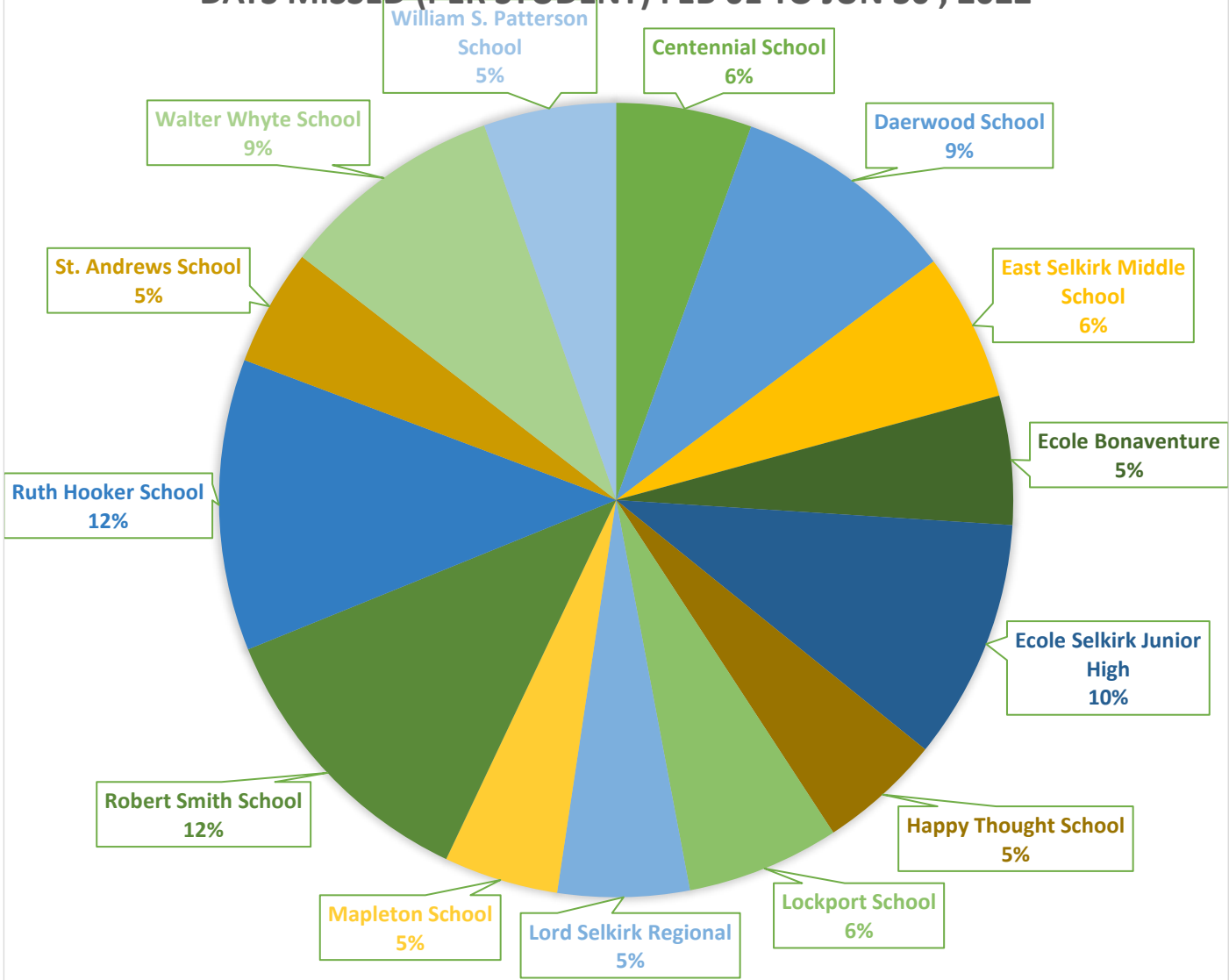
Average Student Absences (Per Month)

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

Average Student Absences (Per Month)

	Centennial School	Daerwood School	East Selkirk Middle School	Ecole Bonaventure	Ecole Selkirk Junior High	Happy Thought School	Lockport School	Lord Selkirk Regional	Mapleton School	Robert Smith School	Ruth Hooker School	St. Andrews School	Walter Whyte School	William S. Patterson School
JAN	1.21	1.96	1.08	1.08	1.42	1.14	0.91	0.71	0.46	2.36	1.91	1.17	2.21	1.21
DEC	1.44	2.19	1.60	1.48	2.74	1.37	1.70	1.91	1.44	3.23	3.31	1.61	2.34	1.15
NOV	2.18	2.09	1.45	1.35	2.37	1.20	1.53	1.63	1.71	3.31	3.12	1.22	2.11	1.58
OCT	1.46	2.75	1.58	1.21	2.42	1.47	1.34	1.60	1.25	3.38	2.93	1.19	1.97	1.81
SEP	0.96	1.32	1.45	1.20	1.34	0.92	0.73	0.78	0.92	1.96	1.99	0.72	2.16	0.77

School Name

Average Student Absences (Per Month)

	Centennial School	Daerwood School	East Selkirk Middle School	Ecole Bonaventure	Ecole Selkirk Junior High	Happy Thought School	Lockport School	Lord Selkirk Regional	Mapleton School	Robert Smith School	Ruth Hooker School	St. Andrews School	Walter Whyte School	William S. Patterson School
JUN	2.06	3.10	2.06	1.45	4.14	1.58	3.02	1.37	1.84	5.18	4.27	1.53	3.02	1.53
MAY	2.52	3.10	2.34	2.27	3.65	2.02	2.43	2.25	1.91	4.48	4.46	1.75	3.31	2.28
APR	1.75	3.13	1.92	1.89	3.03	1.65	1.79	1.74	1.40	3.69	3.82	1.76	2.82	1.90
MAR	1.41	2.79	1.63	1.26	2.47	1.28	3.02	1.91	1.22	2.91	3.41	1.43	2.82	1.49
FEB	0.97	2.42	1.55	1.40	2.17	1.34	1.15	1.18	0.98	2.41	2.76	1.03	2.42	1.29

School Name
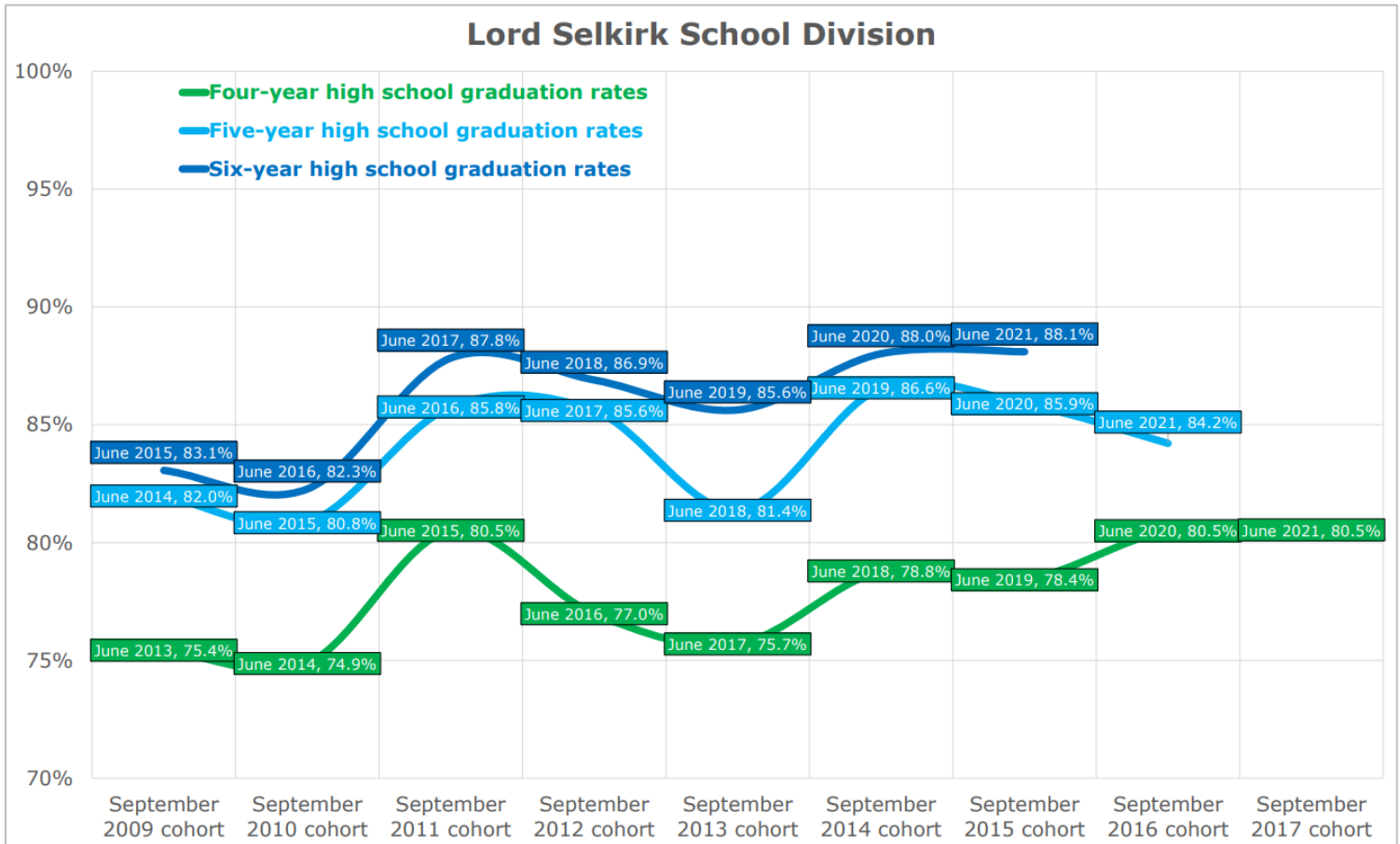
Graduation Rates

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

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

The six-year division graduation rate will increase to 90% by 2021. The June 2021 six-year graduation rate in LSSD was 88.1% (as reflected in the chart below). **This Board priority has been extended to 2022.**

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

- **Four-year graduation rate: 80.5%**
- **Five-year graduation rate: 84.2%**
- **Six-year graduation rate: 88.1%**

Data Source: MB Education

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

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

Note: These figures reflect attrition rates based on Statistics Canada's estimates of population, deaths, and mobility/migration for 2022. Thus, simply multiplying starting cohort sizes by graduation rates will not yield the number of graduates.

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

Note: These figures reflect attrition rates based on Statistics Canada's estimates of population, deaths, and mobility/migration for 2022. Thus, simply multiplying starting cohort sizes by graduation rates will not yield the number of graduates.

Six-Year High School Graduation Rates

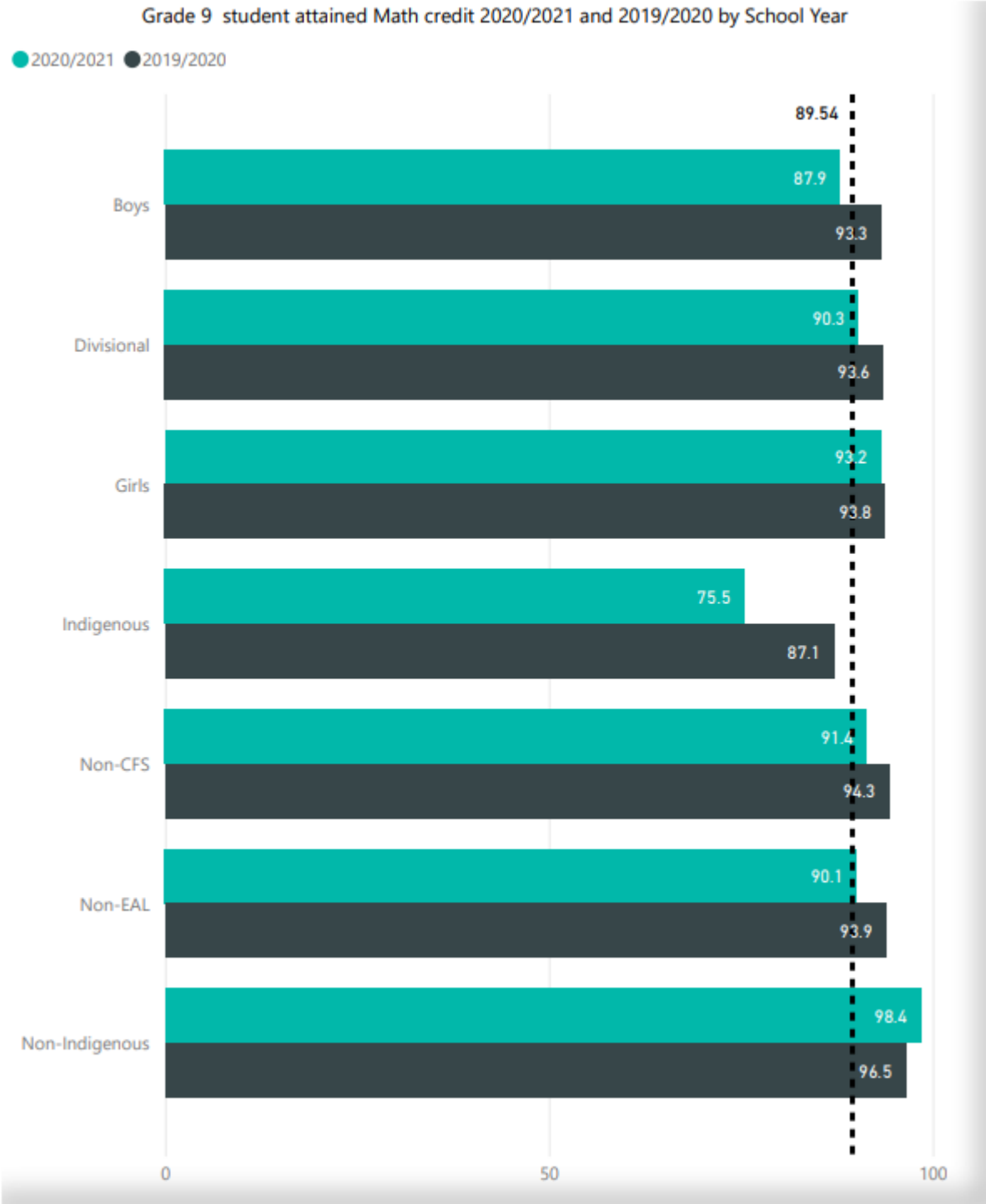| Grade 9 Starting Cohort Year	September 2009	September 2010	September 2011	September 2012	September 2013	September 2014	September 2015
Six-Year Graduation Year	June 2015	June 2016	June 2017	June 2018	June 2019	June 2020	June 2021
Provincial	81.9%	83.0%	83.3%	84.0%	85.4%	86.8%	88.3%
Girls	84.1%	84.9%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

Note: These figures reflect attrition rates based on Statistics Canada's estimates of population, deaths, and mobility/migration for 2022. Thus, simply multiplying starting cohort sizes by graduation rates will not yield the number of graduates.

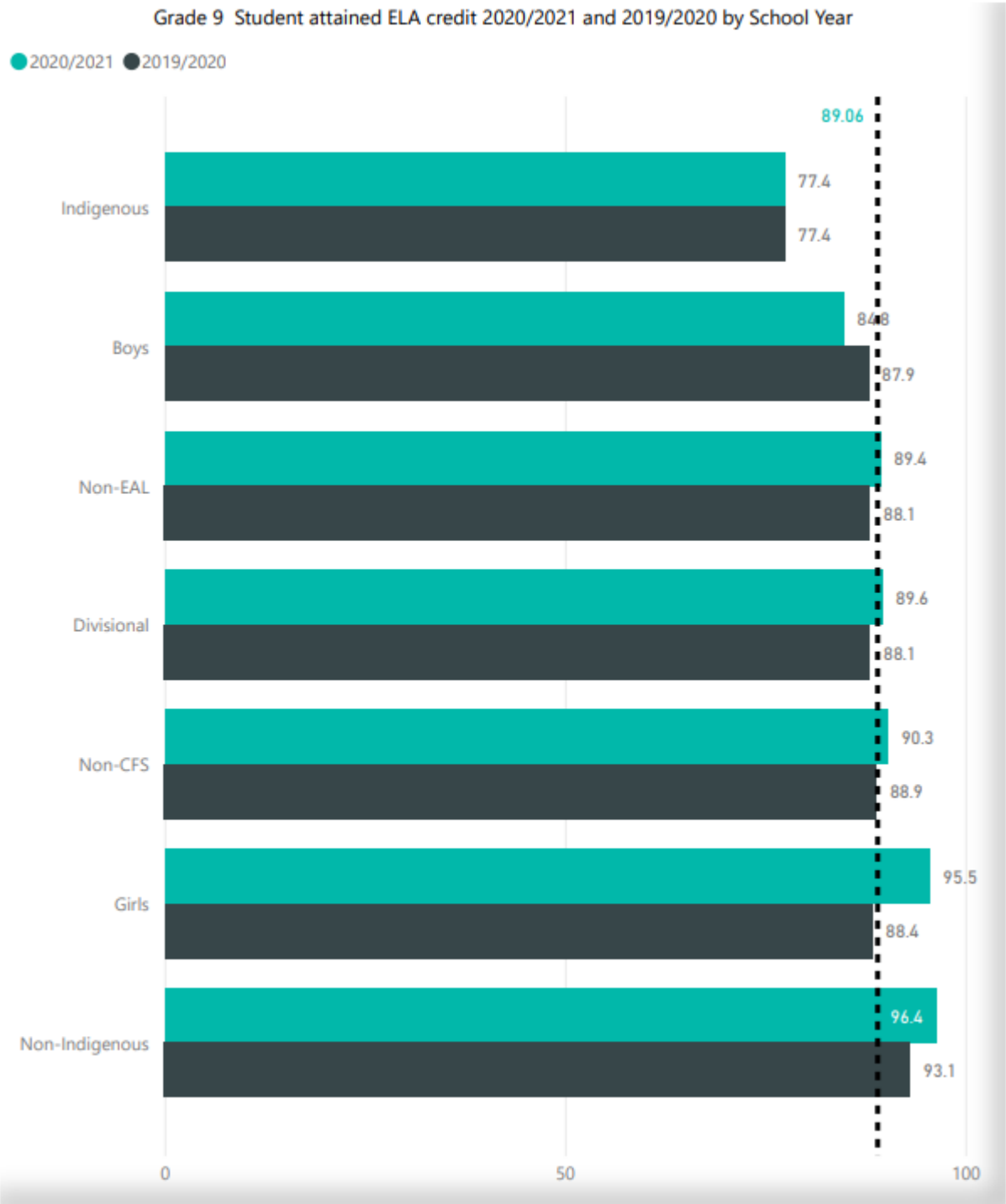## GRADE 9 ENROLLMENT AND CREDIT ATTAINMENT:

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

LSSD_Grade 9 Enrollment from 2017 - 2021
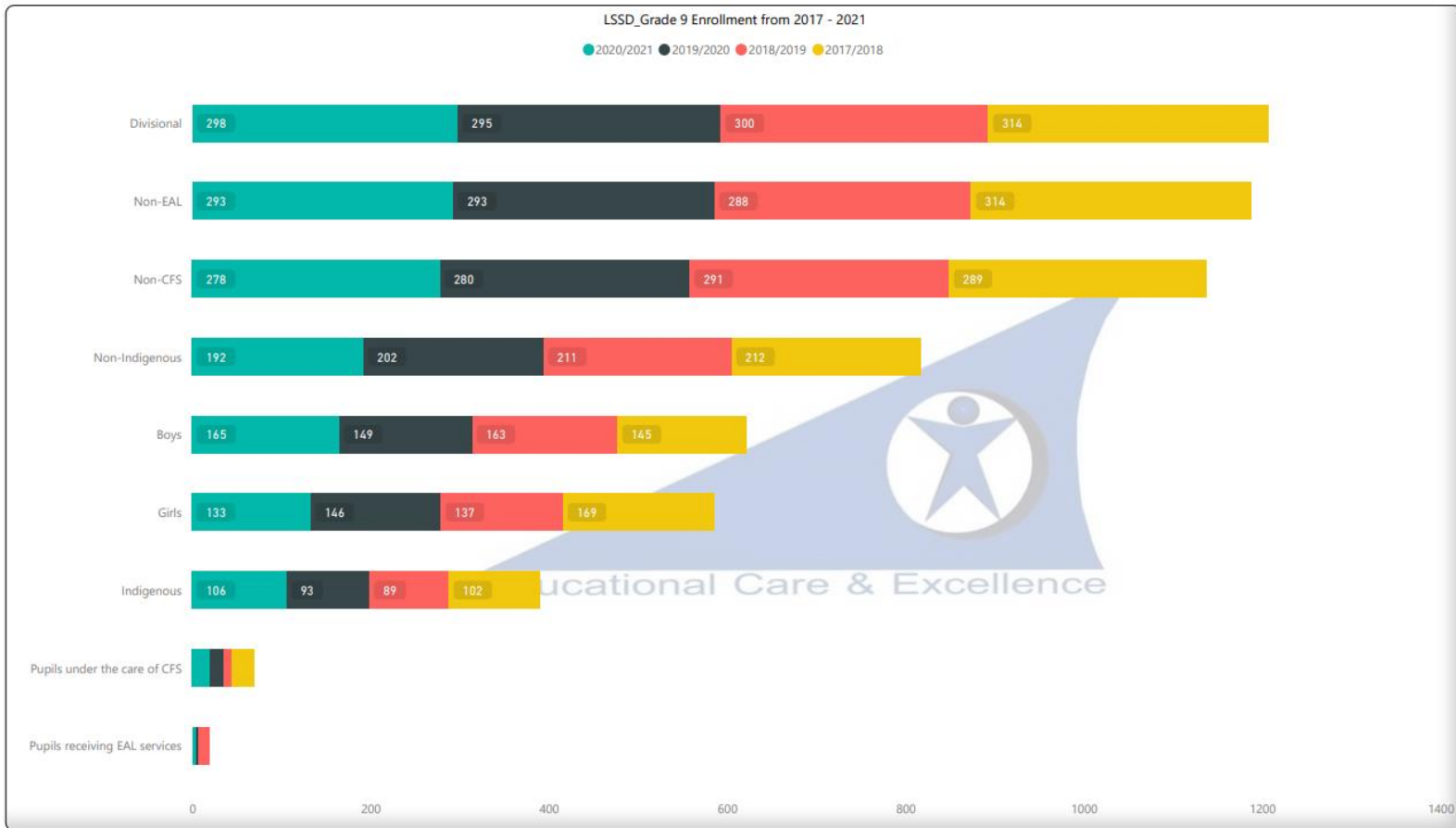
The following chart indicates Grade 9 student Math credits attained in the 2019-2020 school year in comparison to the 2020-2021 school year.

Grade 9 student attained Math credit 2020/2021 and 2019/2020 by School Year

● 2020/2021 ● 2019/2020

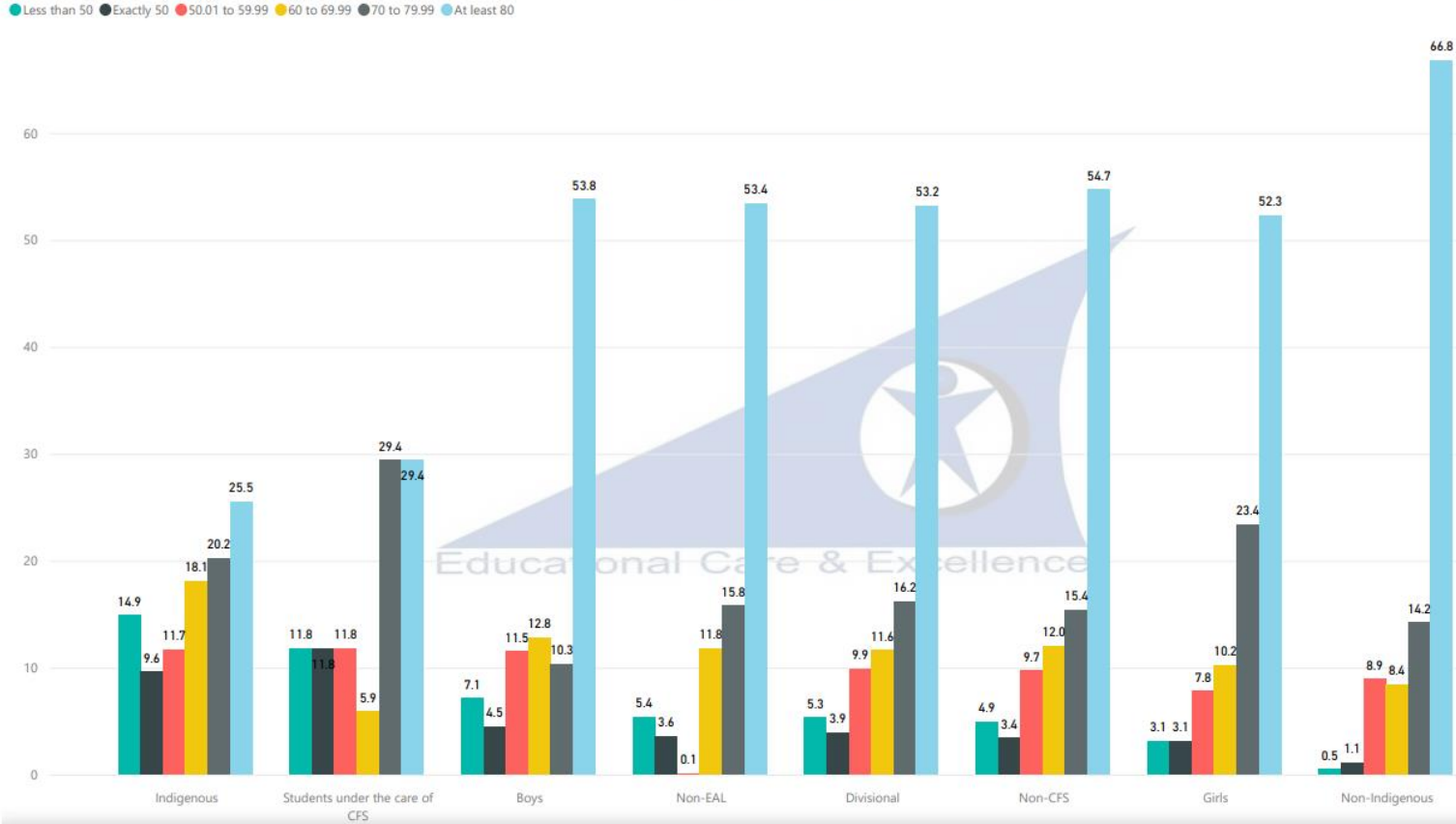| School Year	2020/2021	2019/2020
Boys	87.9	93.3
Divisional	90.3	93.6
Girls	93.2	93.8
Indigenous	75.5	87.1
Non-CFS	91.4	94.3
Non-EAL	90.1	93.9
Non-Indigenous	98.4	96.5

89.54

The following chart indicates Grade 9 student ELA credits attained in the 2019-2020 school year in comparison to the 2020-2021 school year.

Grade 9 Student attained ELA credit 2020/2021 and 2019/2020 by School Year

● 2020/2021 ● 2019/2020

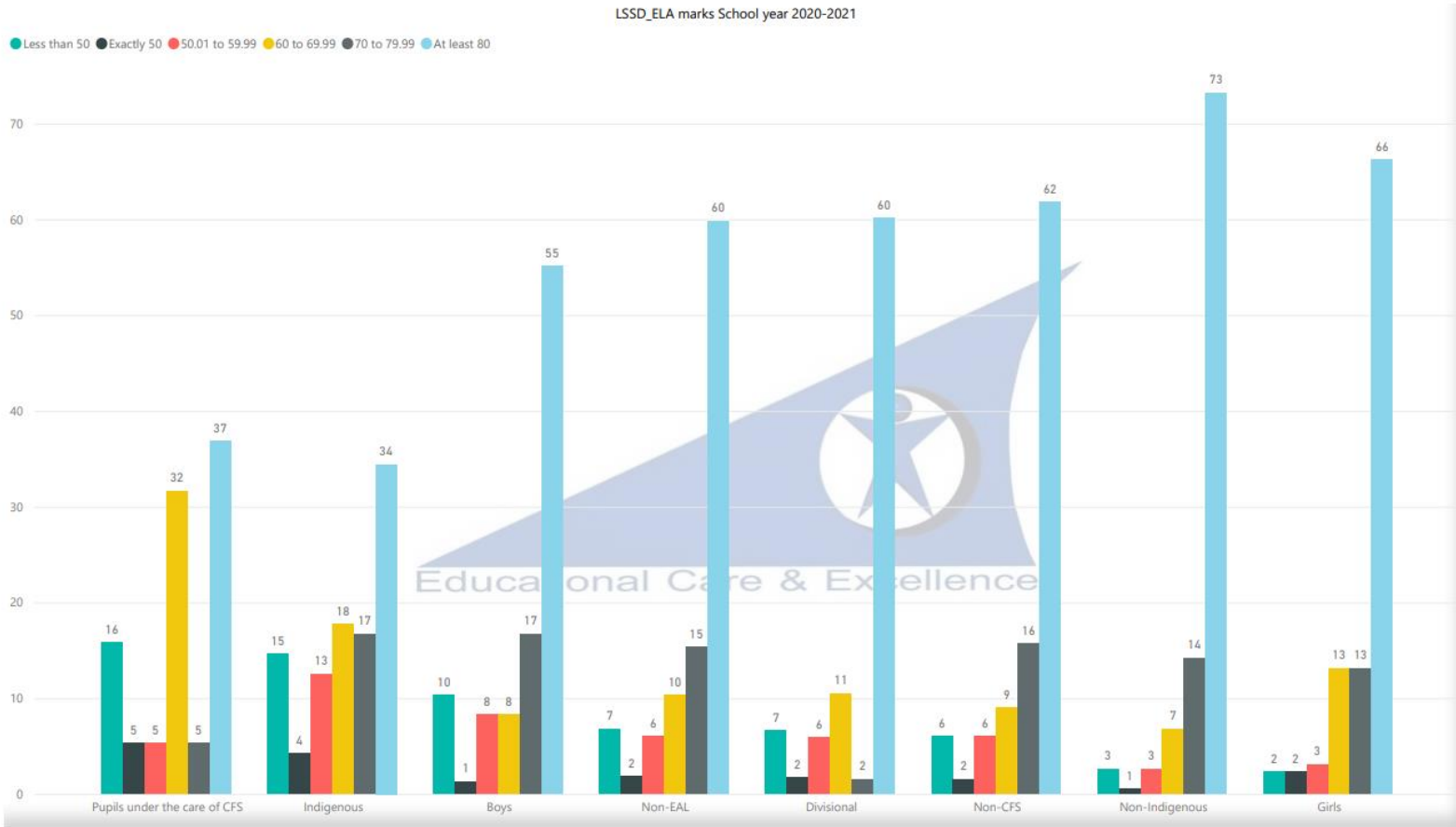| Category	2020/2021	2019/2020
Indigenous	77.4	77.4
Boys	84.8	87.9
Non-EAL	89.4	88.1
Divisional	89.6	88.1
Non-CFS	90.3	88.9
Girls	95.5	88.4
Non-Indigenous	96.4	93.1

Reference line: 89.06

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

LSSD_Math marks School year 2020-2021

Legend: ● Less than 50 ● Exactly 50 ● 50.01 to 59.99 ● 60 to 69.99 ● 70 to 79.99 ● At least 80

Indigenous: 14.9, 9.6, 11.7, 18.1, 20.2, 25.5
Students under the care of CFS: 11.8, 11.8, 11.8, 5.9, 29.4, 29.4
Boys: 7.1, 4.5, 11.5, 12.8, 10.3, 53.8
Non-EAL: 5.4, 3.6, 0.1, 11.8, 15.8, 53.4
Divisional: 5.3, 3.9, 9.9, 11.6, 16.2, 53.2
Non-CFS: 4.9, 3.4, 9.7, 12.0, 15.4, 54.7
Girls: 3.1, 3.1, 7.8, 10.2, 23.4, 52.3
Non-Indigenous: 0.5, 1.1, 8.9, 8.4, 14.2, 66.8

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

LSSD_ELA marks School year 2020-2021

Legend: Less than 50 | Exactly 50 | 50.01 to 59.99 | 60 to 69.99 | 70 to 79.99 | At least 80

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

LORD SELKIRK SCHOOL DIVISION
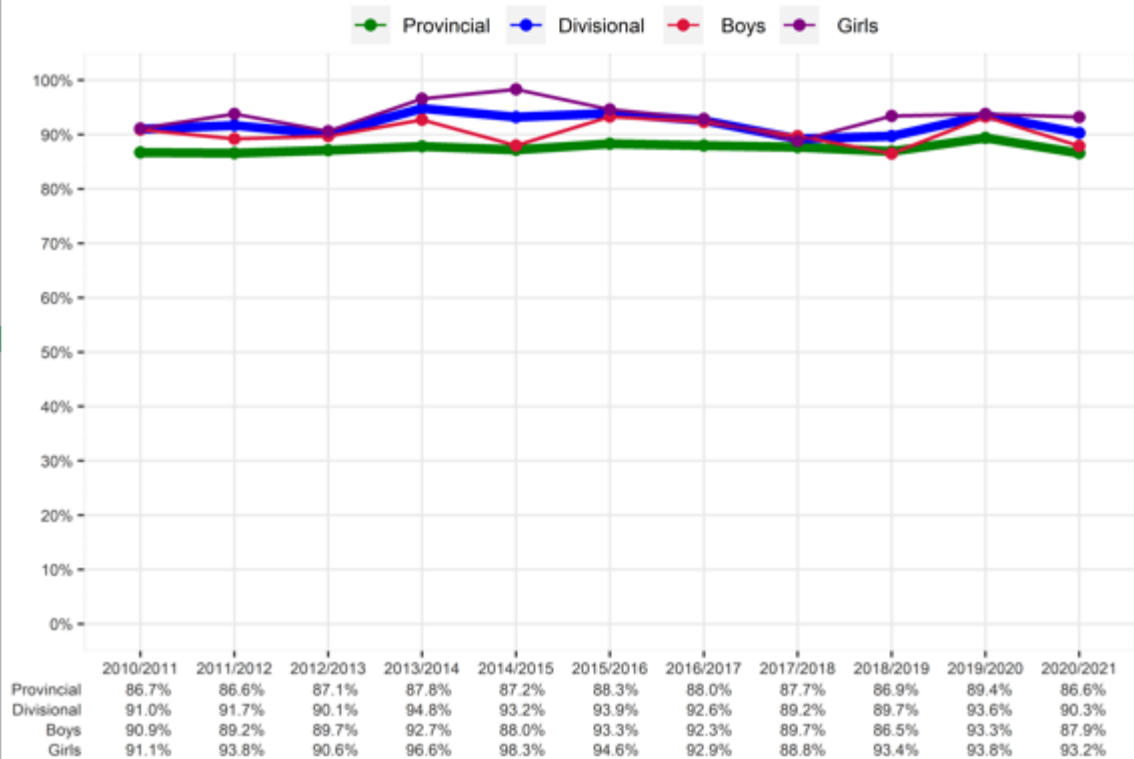
School Year	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Provincial	86.7%	86.6%	87.1%	87.8%	87.2%	88.3%	88.0%	87.7%	86.9%	89.4%	86.6%
Divisional	91.0%	91.7%	90.1%	94.8%	93.2%	93.9%	92.6%	89.2%	89.7%	93.6%	90.3%
Boys	90.9%	89.2%	89.7%	92.7%	88.0%	93.3%	92.3%	89.7%	86.5%	93.3%	87.9%
Girls	91.1%	93.8%	90.6%	96.6%	98.3%	94.6%	92.9%	88.8%	93.4%	93.8%	93.2%
Indigenous	81.2%	82.4%	78.8%	90.2%	86.0%	87.0%	87.0%	81.4%	89.9%	87.1%	75.5%
Non-Indigenous	94.6%	94.7%	94.5%	97.2%	96.3%	96.8%	94.9%	92.9%	89.6%	96.5%	98.4%
Non-EAL	91.0%	91.7%	90.1%	94.8%	93.1%	93.9%	92.5%	89.2%	90.3%	93.9%	90.1%
Pupils receiving EAL services	*	n/a	*	n/a	*	n/a	*	n/a	75.0%	*	*
Non-CFS	91.1%	92.7%	90.1%	94.9%	93.4%	94.2%	93.1%	91.0%	89.3%	94.3%	91.4%
Pupils under the care of CFS	*	*	92.3%	92.9%	88.2%	90.0%	83.3%	68.0%	*	80.0%	75.0%

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

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

LORD SELKIRK SCHOOL DIVISION

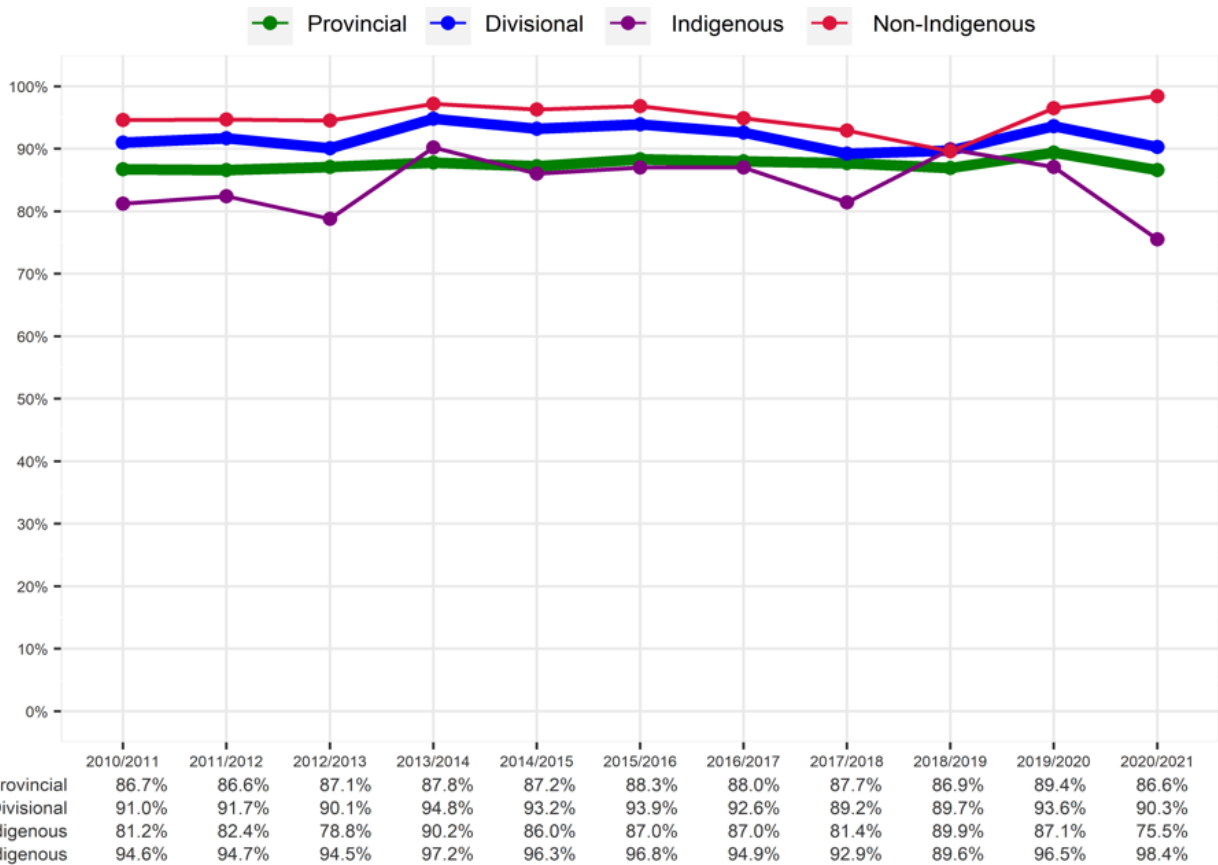|	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Provincial	86.7%	86.6%	87.1%	87.8%	87.2%	88.3%	88.0%	87.7%	86.9%	89.4%	86.6%
Divisional	91.0%	91.7%	90.1%	94.8%	93.2%	93.9%	92.6%	89.2%	89.7%	93.6%	90.3%
Boys	90.9%	89.2%	89.7%	92.7%	88.0%	93.3%	92.3%	89.7%	86.5%	93.3%	87.9%
Girls	91.1%	93.8%	90.6%	96.6%	98.3%	94.6%	92.9%	88.8%	93.4%	93.8%	93.2%

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

LORD SELKIRK SCHOOL DIVISION

School Year	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Provincial	88.6%	89.4%	88.9%	89.0%	89.3%	90.2%	89.7%	89.5%	88.8%	90.0%	88.4%
Divisional	90.2%	92.6%	90.1%	93.2%	94.0%	93.9%	91.1%	88.2%	89.0%	88.1%	89.6%
Boys	88.9%	89.2%	89.7%	90.7%	90.3%	93.3%	89.5%	86.9%	85.3%	87.9%	84.8%
Girls	91.7%	95.3%	90.6%	95.4%	97.7%	94.6%	92.9%	89.3%	93.4%	88.4%	95.5%
Indigenous	79.2%	82.4%	76.8%	87.5%	86.9%	84.8%	83.0%	80.4%	83.1%	77.4%	77.4%
Non-Indigenous	94.2%	95.8%	95.3%	96.2%	97.1%	97.7%	94.5%	92.0%	91.5%	93.1%	96.4%
Non-EAL	90.2%	92.6%	90.1%	93.2%	94.0%	93.9%	91.0%	88.2%	88.9%	88.1%	89.4%
Pupils receiving EAL services	*	n/a	*	n/a	*	n/a	*	n/a	91.7%	*	*
Non-CFS	90.2%	93.3%	90.4%	93.6%	94.3%	93.8%	92.1%	90.3%	89.0%	88.9%	90.3%
Pupils under the care of CFS	*	*	84.6%	85.7%	88.2%	95.0%	72.2%	64.0%	*	73.3%	80.0%

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

| | Provincial | Divisional | Indigenous | Non-Indigenous |

Note: The provincial fig
Missing data poir
(*) Data represent
(n/a) 'Zero' studer

	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Provincial	86.7%	86.6%	87.1%	87.8%	87.2%	88.3%	88.0%	87.7%	86.9%	89.4%	86.6%
Divisional	91.0%	91.7%	90.1%	94.8%	93.2%	93.9%	92.6%	89.2%	89.7%	93.6%	90.3%
Indigenous	81.2%	82.4%	78.8%	90.2%	86.0%	87.0%	87.0%	81.4%	89.9%	87.1%	75.5%
Non-Indigenous	94.6%	94.7%	94.5%	97.2%	96.3%	96.8%	94.9%	92.9%	89.6%	96.5%	98.4%

The following chart indicates the percentage of first-time Grade 9 students who attained an English Language Arts credit by year-end

LORD SELKIRK SCHOOL DIVISION

School Year	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Provincial	88.6%	89.4%	88.9%	89.0%	89.3%	90.2%	89.7%	89.5%	88.8%	90.0%	88.4%
Divisional	90.2%	92.6%	90.1%	93.2%	94.0%	93.9%	91.1%	88.2%	89.0%	88.1%	89.6%
Boys	88.9%	89.2%	89.7%	90.7%	90.3%	93.3%	89.5%	86.9%	85.3%	87.9%	84.8%
Girls	91.7%	95.3%	90.6%	95.4%	97.7%	94.6%	92.9%	89.3%	93.4%	88.4%	95.5%
Indigenous	79.2%	82.4%	76.8%	87.5%	86.9%	84.8%	83.0%	80.4%	83.1%	77.4%	77.4%
Non-Indigenous	94.2%	95.8%	95.3%	96.2%	97.1%	97.7%	94.5%	92.0%	91.5%	93.1%	96.4%
Non-EAL	90.2%	92.6%	90.1%	93.2%	94.0%	93.9%	91.0%	88.2%	88.9%	88.1%	89.4%
Pupils receiving EAL services	*	n/a	*	n/a	*	n/a	*	n/a	91.7%	*	*
Non-CFS	90.2%	93.3%	90.4%	93.6%	94.3%	93.8%	92.1%	90.3%	89.0%	88.9%	90.3%
Pupils under the care of CFS	*	*	84.6%	85.7%	88.2%	95.0%	72.2%	64.0%	*	73.3%	80.0%

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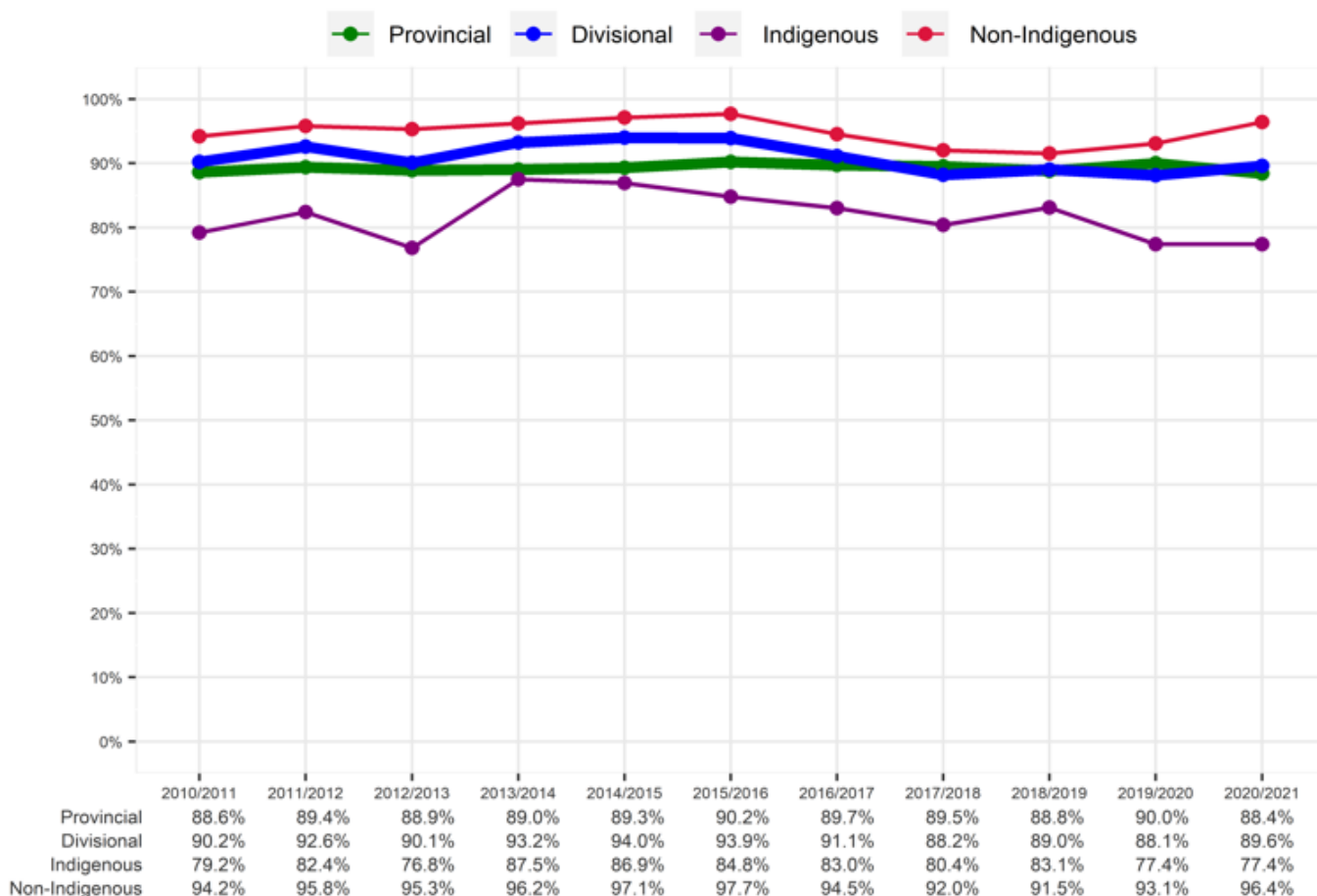(n/a) 'Zero' students in this category

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

LORD SELKIRK SCHOOL DIVISION

	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Provincial	88.6%	89.4%	88.9%	89.0%	89.3%	90.2%	89.7%	89.5%	88.8%	90.0%	88.4%
Divisional	90.2%	92.6%	90.1%	93.2%	94.0%	93.9%	91.1%	88.2%	89.0%	88.1%	89.6%
Boys	88.9%	89.2%	89.7%	90.7%	90.3%	93.3%	89.5%	86.9%	85.3%	87.9%	84.8%
Girls	91.7%	95.3%	90.6%	95.4%	97.7%	94.6%	92.9%	89.3%	93.4%	88.4%	95.5%

	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Provincial	88.6%	89.4%	88.9%	89.0%	89.3%	90.2%	89.7%	89.5%	88.8%	90.0%	88.4%
Divisional	90.2%	92.6%	90.1%	93.2%	94.0%	93.9%	91.1%	88.2%	89.0%	88.1%	89.6%
Indigenous	79.2%	82.4%	76.8%	87.5%	86.9%	84.8%	83.0%	80.4%	83.1%	77.4%	77.4%
Non-Indigenous	94.2%	95.8%	95.3%	96.2%	97.1%	97.7%	94.5%	92.0%	91.5%	93.1%	96.4%

The following chart indicates the 2020-2021 Grade 9 Math marks based on the percentage of students at different mark intervals/stages:

LORD SELKIRK SCHOOL DIVISION

	Number of students	Percentage of students at each marks interval					
		Less than 50	Exactly 50	50.01 to 59.99	60 to 69.99	70 to 79.99	At least 80
Provincial	13,550	7.2%	4.3%	9.9%	14.1%	17.7%	46.8%
Divisional	284	5.3%	3.9%	9.9%	11.6%	16.2%	53.2%
Boys	156	7.1%	4.5%	11.5%	12.8%	10.3%	53.8%
Girls	128	3.1%	3.1%	7.8%	10.2%	23.4%	52.3%
Indigenous	94	14.9%	9.6%	11.7%	18.1%	20.2%	25.5%
Non-Indigenous	190	0.5%	1.1%	8.9%	8.4%	14.2%	66.8%
Non-EAL	279	5.4%	3.6%	10.0%	11.8%	15.8%	53.4%
Pupils receiving EAL services	5	*	*	*	*	*	*
Non-CFS	267	4.9%	3.4%	9.7%	12.0%	15.4%	54.7%
Pupils under the care of CFS	17	11.8%	11.8%	11.8%	5.9%	29.4%	29.4%

The following chart indicates the 2020-2021 English Language Arts Grade 9 marks based on the percentage of students at different mark intervals/stages:

LORD SELKIRK SCHOOL DIVISION

	Number of students	Percentage of students at each marks interval					
		Less than 50	Exactly 50	50.01 to 59.99	60 to 69.99	70 to 79.99	At least 80
Provincial	13,776	6.7%	3.8%	9.0%	13.2%	18.2%	49.0%
Divisional	286	6.6%	1.7%	5.9%	10.5%	15.0%	60.1%
Boys	156	10.3%	1.3%	8.3%	8.3%	16.7%	55.1%
Girls	130	2.3%	2.3%	3.1%	13.1%	13.1%	66.2%
Indigenous	96	14.6%	4.2%	12.5%	17.7%	16.7%	34.4%
Non-Indigenous	190	2.6%	0.5%	2.6%	6.8%	14.2%	73.2%
Non-EAL	281	6.8%	1.8%	6.0%	10.3%	15.3%	59.8%
Pupils receiving EAL services	5	*	*	*	*	*	*
Non-CFS	267	6.0%	1.5%	6.0%	9.0%	15.7%	61.8%
Pupils under the care of CFS	19	15.8%	5.3%	5.3%	31.6%	5.3%	36.8%

K-6 Report Card Data – March 2022 Assessments

ELA

Writing	1	2	3	4
Grade 1	11%	25%	45%	18%
Grade 2	9%	26%	41%	20%
Grade 3	8%	24%	48%	17%
Grade 4	6%	34%	42%	15%
Grade 5	3%	21%	46%	26%
Grade 6	3%	17%	55%	23%
Divisional Average (K-6)	7 %	25%	46%	20%

Reading Comprehension	1	2	3	4
Grade 1	14%	23%	32%	40%
Grade 2	13%	20%	19%	43%
Grade 3	9%	12%	28%	49%
Grade 4	6%	15%	39%	38%
Grade 5	1%	13%	41%	40%
Grade 6	3%	15%	39%	39%
Divisional Average (K-6)	8%	16%	33%	40%

K-6 Report Card Data – March 2022 Assessments

Math

Knowledge & Understanding	1	2	3	4
Grade 1	5%	19%	38%	36%
Grade 2	5%	21%	39%	32%
Grade 3	5%	19%	41%	32%
Grade 4	3%	21%	43%	32%
Grade 5	4%	17%	43%	33%
Grade 6	4%	14%	42%	38%
Divisional Average (K-6)	**4%**	**18%**	**41%**	**34%**

Mental Math & Estimation	1	2	3	4
Grade 1	5%	23%	41%	30%
Grade 2	7%	20%	36%	34%
Grade 3	5%	25%	42%	25%
Grade 4	4%	25%	42%	27%
Grade 5	4%	16%	48%	28%
Grade 6	3%	20%	38%	36%
Divisional Average (K-6)	**5%**	**22%**	**41%**	**30%**

K-6 Report Card Data – March 2022 Assessments

Math

Problem Solving	1	2	3	4
Grade 1	5%	26%	39%	29%
Grade 2	7%	21%	40%	28%
Grade 3	6%	22%	47%	20%
Grade 4	5%	26%	47%	19%
Grade 5	5%	21%	41%	29%
Grade 6	3%	25%	45%	24%
Divisional Average (K-6)	**5%**	**23%**	**43%**	**25%**

Grade 3 & 4 Assessment Results 2021-2022

This assessment is done at the start of the year by the classroom teacher. The purpose is to inform planning for the year. The province has provided data to share the percentage of students who met expectations in the numeracy sub-competencies and in the reading sub-competencies from Fall 2021 to Fall of 2022.

Summary Results - Grade 3 and 4 Assessment 2021 - 2022

	Division Students/Élèves		Province Students/Élèves	
	Num/Nom	Perc/Pourc	Num/Nom	Perc/Pourc
LORD SELKIRK SCHOOL DIVISION				
Grade 3 Entry - Reading in English - English Program				
Student reads grade-appropriate texts				
Student reflects on and sets reading goals				
Needs Ongoing Help	30	11.6%	1816	15.8%
Approaching Expectations	58	22.4%	2911	25.4%
Meeting Expectations	166	64.1%	6341	55.3%
Out of Range - below	5	1.9%	396	3.5%
Student uses strategies during reading to make sense of texts				
Needs Ongoing Help	31	12.0%	1992	17.4%
Approaching Expectations	52	20.1%	2770	24.2%
Meeting Expectations	171	66.0%	6296	54.9%
Out of Range - below	5	1.9%	406	3.5%
Student demonstrates comprehension				
Needs Ongoing Help	28	10.8%	1804	15.7%
Approaching Expectations	56	21.6%	2926	25.5%
Meeting Expectations	171	66.0%	6362	55.5%
Out of Range - below	4	1.5%	372	3.2%

(Grade 3 Reading in English- English Program)

Grade 3 & 4 Assessment Results 2021-2022

(Grade 3 Reading in English- French Immersion Program)

Summary Results - Grade 3 and 4 Assessment 2021 - 2022

	Division Students/Élèves		Province Students/Élèves	
	Num/Nom	Perc/Pourc	Num/Nom	Perc/Pourc
LORD SELKIRK SCHOOL DIVISION				
Grade 3 Entry - Reading in English - French Immersion Program				
Student reads grade-appropriate texts				
Student reflects on and sets reading goals				
Needs Ongoing Help	3	7.7%	183	6.9%
Approaching Expectations	13	33.3%	560	21.1%
Meeting Expectations	23	59.0%	1903	71.6%
Out of Range - below	0	0.0%	12	0.5%
Student uses strategies during reading to make sense of texts				
Needs Ongoing Help	5	12.8%	246	9.3%
Approaching Expectations	14	35.9%	551	20.7%
Meeting Expectations	20	51.3%	1850	69.6%
Out of Range - below	0	0.0%	11	0.4%
Student demonstrates comprehension				
Needs Ongoing Help	3	7.7%	184	6.9%
Approaching Expectations	14	35.9%	566	21.3%
Meeting Expectations	22	56.4%	1897	71.4%
Out of Range - below	0	0.0%	11	0.4%

Grade 3 & 4 Assessment Results 2021-2022

(Grade 4 Reading in French- French Immersion Program)

Summary Results - Grade 3 and 4 Assessment 2021 - 2022

	Division Students/Élèves		Province Students/Élèves	
	Num/Nom	Perc/Pourc	Num/Nom	Perc/Pourc
LORD SELKIRK SCHOOL DIVISION				
Grade 4 Entry - Reading in French - French Immersion Program				
Student reads grade-appropriate texts				
Student reflects on and sets reading goals				
Needs Ongoing Help	4	12.9%	193	7.7%
Approaching Expectations	7	22.6%	664	26.6%
Meeting Expectations	20	64.5%	1625	65.0%
Out of Range - below	0	0.0%	17	0.7%
Student uses strategies during reading to make sense of texts				
Needs Ongoing Help	5	16.1%	355	14.2%
Approaching Expectations	18	58.1%	711	28.5%
Meeting Expectations	8	25.8%	1414	56.6%
Out of Range - below	0	0.0%	19	0.8%
Student demonstrates comprehension				
Needs Ongoing Help	3	9.7%	328	13.1%
Approaching Expectations	16	51.6%	690	27.6%
Meeting Expectations	12	38.7%	1464	58.6%
Out of Range - below	0	0.0%	17	0.7%

Grade 3 & 4 Assessment Results 2021-2022

(Grade 3 Numeracy- English Program)

Summary Results - Grade 3 and 4 Assessment 2021 - 2022

	Division Students/Élèves Num/Nom	Division Students/Élèves Perc/Pourc	Province Students/Élèves Num/Nom	Province Students/Élèves Perc/Pourc
LORD SELKIRK SCHOOL DIVISION				
Numeracy - Grade 3 Entry - English Program				
Algebraic Reasoning Skills				
Student predicts an element in a repeating pattern.				
Needs Ongoing Help	21	8.1%	1336	11.7%
Approaching Expectations	88	34.0%	4072	35.5%
Meeting Expectations	148	57.1%	5777	50.4%
Out of Range - below	2	0.8%	279	2.4%
Student understands that the equal symbol represents an equality of the terms found on either side of the symbol.				
Needs Ongoing Help	39	15.1%	2112	18.4%
Approaching Expectations	74	28.6%	3693	32.2%
Meeting Expectations	142	54.8%	5374	46.9%
Out of Range - below	4	1.5%	285	2.5%
Number Sense				
Student understands that a given whole number may be represented in a variety of ways (to 100).				
Needs Ongoing Help	30	11.6%	1564	13.6%
Approaching Expectations	50	19.3%	2722	23.7%
Meeting Expectations	176	68.0%	6892	60.1%
Out of Range - below	3	1.2%	286	2.5%
Student uses mental math strategies to determine answers to addition and subtraction questions to 18.				
Needs Ongoing Help	30	11.6%	1851	16.1%
Approaching Expectations	68	26.3%	3183	27.8%
Meeting Expectations	157	60.6%	6133	53.5%
Out of Range - below	4	1.5%	297	2.6%

Grade 3 & 4 Assessment Results 2021-2022

(Grade 3 Numeracy- French Immersion Program)

Summary Results - Grade 3 and 4 Assessment 2021 - 2022

	Division Students/Élèves		Province Students/Élèves	
	Num/Nom	Perc/Pourc	Num/Nom	Perc/Pourc
LORD SELKIRK SCHOOL DIVISION				
Numeracy - Grade 3 Entry - French Immersion Program				
Algebraic Reasoning Skills				
Student predicts an element in a repeating pattern.				
Needs Ongoing Help	3	7.7%	117	4.4%
Approaching Expectations	26	66.7%	894	33.6%
Meeting Expectations	10	25.6%	1645	61.9%
Out of Range - below	0	0.0%	2	0.1%
Student understands that the equal symbol represents an equality of the terms found on either side of the symbol.				
Needs Ongoing Help	5	12.8%	220	8.3%
Approaching Expectations	14	35.9%	790	29.7%
Meeting Expectations	20	51.3%	1646	61.9%
Out of Range - below	0	0.0%	2	0.1%
Number Sense				
Student understands that a given whole number may be represented in a variety of ways (to 100).				
Needs Ongoing Help	6	15.4%	143	5.4%
Approaching Expectations	16	41.0%	580	21.8%
Meeting Expectations	17	43.6%	1930	72.6%
Out of Range - below	0	0.0%	5	0.2%
Student uses mental math strategies to determine answers to addition and subtraction questions to 18.				
Needs Ongoing Help	5	12.8%	215	8.1%
Approaching Expectations	17	43.6%	734	27.6%
Meeting Expectations	17	43.6%	1705	64.1%
Out of Range - below	0	0.0%	4	0.2%

Middle Years Assessment Results 2021-2022
(Grade 7 Number Sense and Number Skills
English Program)

Summary Results - Middle Years Assessment 2021 - 2022

	Division Students/Élèves		Province Students/Élèves	
	Num/Nom	Perc/Pourc	Num/Nom	Perc/Pourc

LORD SELKIRK SCHOOL DIVISION

Grade 7 Number Sense and Number Skills - English Program

Number Sense: Student has a conceptual understanding of number and of some of its representations.

Student orders fractions.

	Num/Nom	Perc/Pourc	Num/Nom	Perc/Pourc
Not Meeting Mid-Grade 7 Level of Performance	15	5.7%	1576	12.9%
Approaching Mid-Grade 7 Level of Performance	79	29.8%	3420	28.0%
Meeting Mid-Grade 7 Level of Performance	163	61.5%	6678	54.7%
Out of Range - below	8	3.0%	544	4.5%

Student orders decimal numbers.

	Num/Nom	Perc/Pourc	Num/Nom	Perc/Pourc
Not Meeting Mid-Grade 7 Level of Performance	16	6.0%	1188	9.7%
Approaching Mid-Grade 7 Level of Performance	63	23.8%	2845	23.3%
Meeting Mid-Grade 7 Level of Performance	178	67.2%	7671	62.8%
Out of Range - below	8	3.0%	514	4.2%

Student understands that a given number may be represented in a variety of ways.

	Num/Nom	Perc/Pourc	Num/Nom	Perc/Pourc
Not Meeting Mid-Grade 7 Level of Performance	24	9.1%	1437	11.8%
Approaching Mid-Grade 7 Level of Performance	63	23.8%	2863	23.4%
Meeting Mid-Grade 7 Level of Performance	170	64.2%	7398	60.6%
Out of Range - below	8	3.0%	520	4.3%

Number Skills: Student solves mathematical problems using knowledge of number patterns and mental math strategies.

Student uses number patterns to solve mathematical problems.

	Num/Nom	Perc/Pourc	Num/Nom	Perc/Pourc
Not Meeting Mid-Grade 7 Level of Performance	46	17.4%	1982	16.2%
Approaching Mid-Grade 7 Level of Performance	107	40.4%	4076	33.4%
Meeting Mid-Grade 7 Level of Performance	104	39.2%	5610	45.9%
Out of Range - below	8	3.0%	550	4.5%

Student uses a variety of strategies to calculate and explain a mental math problem.

	Num/Nom	Perc/Pourc	Num/Nom	Perc/Pourc
Not Meeting Mid-Grade 7 Level of Performance	53	20.0%	1858	15.2%
Approaching Mid-Grade 7 Level of Performance	75	28.3%	3574	29.3%
Meeting Mid-Grade 7 Level of Performance	130	49.1%	6247	51.1%
Out of Range - below	7	2.6%	539	4.4%

Middle Years Assessment Results 2021-2022

(Grade 7 Number Sense and Number Skills

French Immersion Program)

Summary Results - Middle Years Assessment 2021 - 2022

	Division Students/Élèves Num/Nom	Perc/Pourc	Province Students/Élèves Num/Nom	Perc/Pourc
LORD SELKIRK SCHOOL DIVISION				
Grade 7 Number Sense and Number Skills - French Immersion Program				
Number Sense: Student has a conceptual understanding of number and of some of its representations.				
Student orders fractions.				
Not Meeting Mid-Grade 7 Level of Performance	1	4.3%	97	4.7%
Approaching Mid-Grade 7 Level of Performance	10	43.5%	518	25.2%
Meeting Mid-Grade 7 Level of Performance	12	52.2%	1432	69.6%
Out of Range - below	0	0.0%	11	0.5%
Student orders decimal numbers.				
Not Meeting Mid-Grade 7 Level of Performance	1	4.3%	66	3.2%
Approaching Mid-Grade 7 Level of Performance	15	65.2%	447	21.7%
Meeting Mid-Grade 7 Level of Performance	7	30.4%	1534	74.5%
Out of Range - below	0	0.0%	11	0.5%
Student understands that a given number may be represented in a variety of ways.				
Not Meeting Mid-Grade 7 Level of Performance	1	4.3%	64	3.1%
Approaching Mid-Grade 7 Level of Performance	10	43.5%	416	20.2%
Meeting Mid-Grade 7 Level of Performance	12	52.2%	1571	76.3%
Out of Range - below	0	0.0%	7	0.3%
Number Skills: Student solves mathematical problems using knowledge of number patterns and mental math strategies.				
Student uses number patterns to solve mathematical problems.				
Not Meeting Mid-Grade 7 Level of Performance	3	13.0%	180	8.7%
Approaching Mid-Grade 7 Level of Performance	8	34.8%	708	34.4%
Meeting Mid-Grade 7 Level of Performance	12	52.2%	1159	56.3%
Out of Range - below	0	0.0%	11	0.5%
Student uses a variety of strategies to calculate and explain a mental math problem.				
Not Meeting Mid-Grade 7 Level of Performance	3	13.0%	116	5.6%
Approaching Mid-Grade 7 Level of Performance	12	52.2%	599	29.1%
Meeting Mid-Grade 7 Level of Performance	8	34.8%	1333	64.8%
Out of Range - below	0	0.0%	10	0.5%

Middle Years Assessment Results 2021-2022

(Grade 8 Reading Comprehension and Expository English Program)

Summary Results - Middle Years Assessment 2021 - 2022

	Division Students/Élèves		Province Students/Élèves	
	Num/Nom	Perc/Pourc	Num/Nom	Perc/Pourc

LORD SELKIRK SCHOOL DIVISION

Grade 8 Reading Comprehension and Expository Writing - English Program

Student comprehends a variety of grade-level texts (fiction and non-fiction).

Student understands key ideas and messages in a variety of texts.

	Num/Nom	Perc/Pourc	Num/Nom	Perc/Pourc
Not Meeting Mid-Grade 8 Level of Performance	26	11.7%	1069	8.8%
Approaching Mid-Grade 8 Level of Performance	63	28.3%	2748	22.6%
Meeting Mid-Grade 8 Level of Performance	133	59.6%	7878	64.7%
Out of Range - below	1	0.4%	479	3.9%

Student interprets a variety of texts.

Not Meeting Mid-Grade 8 Level of Performance	28	12.6%	1240	10.2%
Approaching Mid-Grade 8 Level of Performance	62	27.8%	2877	23.6%
Meeting Mid-Grade 8 Level of Performance	132	59.2%	7579	62.3%
Out of Range - below	1	0.4%	478	3.9%

Student responds critically to a variety of texts.

Not Meeting Mid-Grade 8 Level of Performance	40	17.9%	1624	13.3%
Approaching Mid-Grade 8 Level of Performance	61	27.4%	3427	28.2%
Meeting Mid-Grade 8 Level of Performance	121	54.3%	6633	54.5%
Out of Range - below	1	0.4%	490	4.0%

Student writes expository texts for a variety of audiences and purposes (to inform, describe, explain, persuade, state an opinion, etc.).

Student generates, selects, and organizes ideas to support reader's understanding.

Not Meeting Mid-Grade 8 Level of Performance	34	15.2%	1448	11.9%
Approaching Mid-Grade 8 Level of Performance	70	31.4%	3275	26.9%
Meeting Mid-Grade 8 Level of Performance	118	52.9%	6959	57.2%
Out of Range - below	1	0.4%	492	4.0%

Student chooses language (word choices and sentence patterns) to make an impact on the reader.

Not Meeting Mid-Grade 8 Level of Performance	38	17.0%	1637	13.4%
Approaching Mid-Grade 8 Level of Performance	71	31.8%	3728	30.6%
Meeting Mid-Grade 8 Level of Performance	113	50.7%	6312	51.8%
Out of Range - below	1	0.4%	497	4.1%

Student uses conventions (spelling, grammar, and/or punctuation) and resources (spell-checker, thesauruses, dictionaries, etc.) to edit and proofread to make meaning clear.

Not Meeting Mid-Grade 8 Level of Performance	28	12.6%	1578	13.0%
Approaching Mid-Grade 8 Level of Performance	76	34.1%	3557	29.2%
Meeting Mid-Grade 8 Level of Performance	118	52.9%	6541	53.7%
Out of Range - below	1	0.4%	498	4.1%

Middle Years Assessment Results 2021-2022

(Grade 8 Reading Comprehension and Expository Writing in French

French Immersion Program)

Summary Results - Middle Years Assessment 2021 - 2022

	Division Students/Élèves Num/Nom	Perc/Pourc	Province Students/Élèves Num/Nom	Perc/Pourc
LORD SELKIRK SCHOOL DIVISION				
Grade 8 Reading Comprehension and Expository Writing in French - French Immersion Program				
Student comprehends a variety of grade-level texts (fiction and non-fiction).				
Student understands key ideas and messages in a variety of texts.				
Not Meeting Mid-Grade 8 Level of Performance	1	3.7%	83	4.2%
Approaching Mid-Grade 8 Level of Performance	3	11.1%	366	18.5%
Meeting Mid-Grade 8 Level of Performance	19	70.4%	1521	76.8%
Out of Range - below	4	14.8%	11	0.6%
Student interprets a variety of texts.				
Not Meeting Mid-Grade 8 Level of Performance	1	3.7%	89	4.5%
Approaching Mid-Grade 8 Level of Performance	7	25.9%	440	22.2%
Meeting Mid-Grade 8 Level of Performance	15	55.6%	1439	72.6%
Out of Range - below	4	14.8%	13	0.7%
Student responds critically to a variety of texts.				
Not Meeting Mid-Grade 8 Level of Performance	1	3.7%	107	5.4%
Approaching Mid-Grade 8 Level of Performance	7	25.9%	572	28.9%
Meeting Mid-Grade 8 Level of Performance	19	70.4%	1295	65.4%
Out of Range - below	0	0.0%	7	0.4%
Student writes expository texts for a variety of audiences and purposes (to inform, describe, explain, persuade, state an opinion, etc.).				
Student generates, selects, and organizes ideas to support reader's understanding.				
Not Meeting Mid-Grade 8 Level of Performance	2	7.4%	74	3.7%
Approaching Mid-Grade 8 Level of Performance	5	18.5%	465	23.5%
Meeting Mid-Grade 8 Level of Performance	20	74.1%	1432	72.3%
Out of Range - below	0	0.0%	10	0.5%
Student chooses language (word choices and sentence patterns) to make an impact on the reader.				
Not Meeting Mid-Grade 8 Level of Performance	3	11.1%	130	6.6%
Approaching Mid-Grade 8 Level of Performance	9	33.3%	636	32.1%
Meeting Mid-Grade 8 Level of Performance	15	55.6%	1205	60.8%
Out of Range - below	0	0.0%	10	0.5%
Student uses conventions (spelling, grammar, and/or punctuation) and resources (spell-checker, thesauruses, dictionaries, etc.) to edit and proofread to make meaning clear.				
Not Meeting Mid-Grade 8 Level of Performance	0	0.0%	140	7.1%
Approaching Mid-Grade 8 Level of Performance	7	25.9%	680	34.3%
Meeting Mid-Grade 8 Level of Performance	20	74.1%	1149	58.0%
Out of Range - below	0	0.0%	12	0.6%

Middle Years Assessment Results 2021-2022

(Grade 8 Reading Comprehension and Expository Writing in English French Immersion Program)

Summary Results - Middle Years Assessment 2021 - 2022

	Division Students/Élèves		Province Students/Élèves	
	Num/Nom	Perc/Pourc	Num/Nom	Perc/Pourc

LORD SELKIRK SCHOOL DIVISION

Grade 8 Reading Comprehension and Expository Writing in English - French Immersion Program

Student comprehends a variety of grade-level texts (fiction and non-fiction).

Student understands key ideas and messages in a variety of texts.

	Num/Nom	Perc/Pourc	Num/Nom	Perc/Pourc
Not Meeting Mid-Grade 8 Level of Performance	0	0.0%	21	1.1%
Approaching Mid-Grade 8 Level of Performance	3	11.1%	224	11.3%
Meeting Mid-Grade 8 Level of Performance	24	88.9%	1731	87.4%
Out of Range - below	0	0.0%	5	0.3%

Student interprets a variety of texts.

	Num/Nom	Perc/Pourc	Num/Nom	Perc/Pourc
Not Meeting Mid-Grade 8 Level of Performance	0	0.0%	31	1.6%
Approaching Mid-Grade 8 Level of Performance	4	14.8%	329	16.6%
Meeting Mid-Grade 8 Level of Performance	23	85.2%	1616	81.6%
Out of Range - below	0	0.0%	5	0.3%

Student responds critically to a variety of texts.

	Num/Nom	Perc/Pourc	Num/Nom	Perc/Pourc
Not Meeting Mid-Grade 8 Level of Performance	0	0.0%	62	3.1%
Approaching Mid-Grade 8 Level of Performance	4	14.8%	445	22.5%
Meeting Mid-Grade 8 Level of Performance	23	85.2%	1469	74.2%
Out of Range - below	0	0.0%	5	0.3%

Student writes expository texts for a variety of audiences and purposes (to inform, describe, explain, persuade, state an opinion, etc.).

Student generates, selects, and organizes ideas to support reader's understanding.

	Num/Nom	Perc/Pourc	Num/Nom	Perc/Pourc
Not Meeting Mid-Grade 8 Level of Performance	0	0.0%	42	2.1%
Approaching Mid-Grade 8 Level of Performance	2	7.4%	405	20.4%
Meeting Mid-Grade 8 Level of Performance	25	92.6%	1527	77.1%
Out of Range - below	0	0.0%	7	0.4%

Student chooses language (word choices and sentence patterns) to make an impact on the reader.

	Num/Nom	Perc/Pourc	Num/Nom	Perc/Pourc
Not Meeting Mid-Grade 8 Level of Performance	0	0.0%	51	2.6%
Approaching Mid-Grade 8 Level of Performance	3	11.1%	493	24.9%
Meeting Mid-Grade 8 Level of Performance	24	88.9%	1429	72.1%
Out of Range - below	0	0.0%	8	0.4%

Student uses conventions (spelling, grammar, and/or punctuation) and resources (spell-checker, thesauruses, dictionaries, etc.) to edit and proofread to make meaning clear.

	Num/Nom	Perc/Pourc	Num/Nom	Perc/Pourc
Not Meeting Mid-Grade 8 Level of Performance	0	0.0%	66	3.3%
Approaching Mid-Grade 8 Level of Performance	9	33.3%	419	21.2%
Meeting Mid-Grade 8 Level of Performance	18	66.7%	1490	75.2%
Out of Range - below	0	0.0%	6	0.3%

DIVISIONAL PLANS 2022-2023

Welcome to Kindergarten

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

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

School Plans

All schools in our division are required to complete a school plan which identifies specific goals in the areas of literacy, numeracy and mental health and well-being. The template was developed using a backwards design framework and encourages school teams to consider what the essential understandings are for both students and staff. There are three main components to each school plan. Stage 1 is the desired results portion, which includes the goal(s) for the area of focus. Stage 2 is the evidence portion of the plan which asks schools to identify measures of both direct evidence and indirect evidence. Stage 3 is the action plan where schools identify the steps they will need to take to meet the goals they have identified. All schools have developed a leadership team, which is led by school administrators. These leadership teams meet regularly to formulate, assess and re-visit their plans to ensure the goals are relevant and that the necessary supports and professional development opportunities are provided.

Manitoba Rural Learning Consortium (Numeracy Achievement Program)

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

Writing Learning Maps (K-6)

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

Community Schools Program – Ruth Hooker School

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

Nutritional Programming in LSSD

Recognizing that students can't learn on an empty stomach, all schools in our division have food on hand for students who are in need. We are currently feeding approximately 420 students in LSSD through breakfast, lunch and/or snack programs. The number of students attending nutritional programs varies greatly from school to school. Eight of our schools have a daily breakfast and snack program and provide lunches regularly for a portion of their students.

Reading Recovery

During the 2021-2022 school year the LSSD Reading Recovery Teacher Leader worked 0.4 FTE teaching reading recovery students, and 0.6 FTE facilitating professional development for teachers.

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

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

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

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

Elders and Knowledge Keepers in Schools

Our division was selected to participate in the Elder and Knowledge Keeper pilot program in three schools during the 2021-2022 school year: Robert Smith School, Ecole Selkirk Junior High, and Lord Selkirk Regional Comprehensive Secondary School.

The Elders and Knowledge Keepers in Schools Initiative, informed by Elder/Knowledge Keeper focus groups, community consultations, and aligned with best practices highlighted in the literature, strengthens pathways to engage with Elders and Knowledge Keepers in schools. The initiative guidelines will increase school division capacity for respectful and relational partnerships with Elders and Knowledge Keepers towards the inclusion of First Nations, Métis and Inuit histories, cultures, traditional values, contemporary lifestyles and traditional knowledge systems across all learning environments.

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

Mamàhtawisiwin

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

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

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

Lord Selkirk School Division Strategic Plan Components

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

Our plan revolves around the central concept of "knowing our learners" so that we can best meet the needs of the diverse population we serve. The division also recognizes the importance of including mental health and well-being as a main priority area in our plan, as students can't learn as effectively when their social emotional needs are not being met.

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

Differentiated Instruction

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

Metacognition

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

Feedback

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

Teacher Clarity

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

Direct Instruction

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

Collaborative Learning

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

Mental Health & Wellness

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

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

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

Assessment

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

Evaluation

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

1. What does the student know?
2. What can the student do?
3. What can the student articulate?
4. What areas need further development?
5. Has there been enough time to practice the concept?
6. What interventions might be required?

Basic Principles of Universal Design for Learning

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

- **Representation:** UDL recommends offering information in more than one format. For example, textbooks are primarily visual. Providing text, audio, video, and hands-on learning experiences gives **all students** a chance to access the material in whichever way is best suited to their learning strengths.

- **Action and expression:** UDL recommends giving students more than one way to interact with the material and to show what they've learned. For example, students might get to choose between writing an essay, giving an oral presentation, creating a model, or doing a group project.

- **Engagement:** UDL encourages teachers to look for multiple ways to motivate students. Letting kids make choices and giving them assignments that feel relevant to their lives are some examples of how teachers can sustain students' interest.

Divisional Inquiry Question

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

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