



# Evergreen School Division 2024 CONTINUOUS IMPROVEMENT REPORT

## Mission & Vision

### Mission:

Evergreen School Division will engage students in learning to become contributing citizens of a democratic society.

### Vision:

Learning Today to Improve Tomorrow

## Message from the Superintendent/CEO

I am happy to share a report on the first year of work on our 2023-2028 Education Plan. In our plan we have identified the following priorities:

1. Student Achievement
2. Indigenous Education
3. Well-Being
4. Instructional Leadership

This plan will be monitored regularly. In our report, you will find information and data that may help assess the status of our priority-area work.

This report includes a significant array of data that we use to:

1. Identify a 'baseline,' for some of our priority-area work. This will help us measure progress in the coming years as we implement strategies for improvement.
2. Note areas of success and challenge. Some of our data offers an opportunity to see how we are performing related to our targets, relative to province-wide data, and some also allows us to consider how we are performing when compared to historical data.
3. Consider how we are doing at supporting the learning and well-being for specific subgroups of students. We use 'disaggregated data,' so that we can monitor efforts to secure equitable outcomes for our students.

Of course, it is worth remembering that numerical data does not capture the whole story of our efforts, successes and challenges. Nonetheless, it is important that we remain attentive to these data as part of the measure of our success. In some cases, our current data reinforces the importance of having prioritized a particular area of focus, as we certainly have more work to do. In other cases, we can take pride in the early gains that are already evident in our data.

As I reflect on our work in 2023-2024, I am very excited about the path we are on and the efforts of our schools and staff to become oriented toward our new direction. Our teachers, in particular, have undertaken a significant amount of professional learning to support the strategies outlined in our plan. These strategies are aimed at:

- Enhancing teaching & learning practices, and increasing student achievement in reading, writing, math, and core high school subjects.
- Enhancing teaching & student development of social emotional learning.
- Embedding Indigenous ways of knowing, being and doing into teaching & learning, and enhancing success of Indigenous students.
- Enhancing consistency of assessment and instruction in core high school subjects.

Our families and communities can rest assured that we are focused on improvement in important areas of schooling and education. We look forward to opportunities to share our progress with each of our school communities through Parent Council information evenings, and invite your feedback or questions at [info@esd.ca](mailto:info@esd.ca).

Scott Hill  
Superintendent/CEO

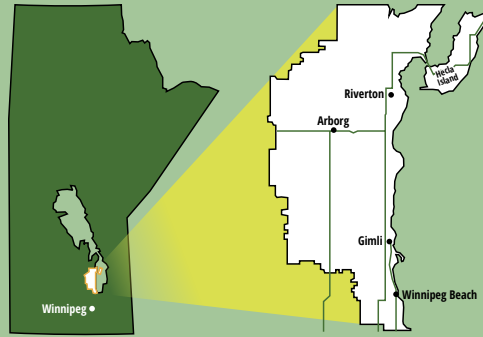


**Evergreen School Division acknowledges the traditional territory it resides upon as Treaty One and Treaty Two territory and the homeland of the Red River Metis.**

We honour our partnership with Indigenous peoples and respect their gifts of history, culture and language. We commit to moving forward in partnership with Indigenous people and communities in a spirit of collaboration and reconciliation.

# About Us

Evergreen School Division is located in the Interlake region of Manitoba, bordering the shores of Lake Winnipeg from Chalet Beach to Hecla Island. Our school community is culturally diverse and provides quality learning opportunities for approximately **1400 students** in **8 schools** located in **4 communities**: Arborg, Gimli, Riverton, and Winnipeg Beach.



Our continuous improvement plan for academic achievement is in keeping with the spirit of collaboration and reconciliation and our mission of **“engaging students in learning to become contributing citizens of a democratic society.”** We keep our big picture aims at the centre of our priority area planning in Literacy, Numeracy, and Well-Being.

We believe our size allows us to be ambitious in priority area planning and rollout of new initiatives. Our school staff design and deliver quality lessons in safe and caring learning environments. Our divisional staff (consultants and clinicians) are knowledgeable and provide excellent professional development and in-school support to our school teams. For more information on our goals and strategies for meeting goals, view our 2023-2028 education plan [on our website](#).

**Evergreen School Division is led by Superintendent and CEO, Scott Hill, Secretary-Treasurer, Ron Moore, and the Board of Trustees.**

## School and Division Staff are the Following:

Full-Time Equivalents	Number
Principals	7.5 FTE
Vice Principals	0.5 FTE
Teachers	111.0 FTE
Guidance Teachers	4.45 FTE
Resource Teachers	6.7 FTE
Educational Assistants	55.4 FTE
Speech Language Pathologists (Tier 1, 2, 3 instructional support and reading interventions)	• 1.0 FTE • 0.6 Contract
Occupational Therapists	0.5 Contract
Physiotherapists	0.2 Contract
Psychologists	0.9 FTE
Other Professional Staff (specify)	
• Learning Coordinator	1.0 FTE
• Literacy and Numeracy Facilitator	1.0 FTE
• Indigenous Education Consultant	0.6 FTE

## The Following Percentage of Our Population for Whom We are Disaggregating Data:

Disaggregation	Number of Students	% of Student Population
English as an Additional Language	23-24: 89/1467	23-24: 6.1%
Self-declared Indigenous	23-24: 311/1467	23-24: 21.2%

## Education for Sustainable Development:

Education for Sustainable Development	Number of Schools
Number of schools in the division	8
Number of schools with an ESD plan	8

## Board of Trustees:



Ward 1  
Sandra Davies



Ward 1  
Penny Helgason



Ward 2  
Dianna Auer



Ward 2  
Gladys Kohler



Ward 2  
Jillian Yorga



Ward 3  
Colette Banks



Ward 3  
Amanda Mosher

## Senior Administration:



Superintendent/CEO  
Scott Hill



Secretary-Treasurer  
Ron Moore

# Divisional Indicators of Success

In the absence of robust provincial assessment tools, Evergreen School Division is building a repertoire of evidence-informed assessments to ensure our students are learning the skills and knowledge to become contributing citizens of a democratic society. These assessment tools also help us to gauge our progress on educational plan priority areas.

## **DIBELS Assessment:**

DIBELS is a set of procedures and measures for assessing the acquisition of literacy skills. The assessment measures students' phonemic awareness, phonics, fluency and comprehension skills, and is in keeping with recommendations from the Ontario Human Rights Commission's Right to Read report. This screening tool is used with students in grades K-8 three times per year to determine which students would benefit from additional instruction and intervention.

## **Numeracy Achievement Project Assessment (NAP):**

NAP is used in grades 4 – 9 and includes an end of year assessment that was developed by teachers across Manitoba through the Manitoba Rural Learning Consortium (MRLC).

## **Writing Assessment:**

The Grade 1 - 3 writing assessment evaluates students' writing skills by focusing on sentence-level development and organizational structure. Using rubrics created by divisional staff, students' written work is assessed for clarity, coherence, and effective expression.

The Grade 4 - 8 writing assessment in the Evergreen School Division measures students' abilities in narrative, informational, and opinion writing using rubrics created by divisional staff. Students are allotted a set time to plan, draft, and publish.

## **Grade 9 Math and ELA Credit Attainment and Distribution of Marks:**

Grade 9 Math and ELA marks are provided to Manitoba Education and Early Childhood Learning (MEECL) at the end of June each year. MEECL then provides collated data to school divisions for analysis.

## **Grade 12 Provincial Math and ELA Standards Tests:**

Grade 12 students in Manitoba write both Math and ELA exams that have been designed by MEECL. Results are submitted to MEECL, and results are collated and provided back to school divisions for analysis.

## **Provincial Report Card Marks:**

Classroom teachers are responsible for using their professional discretion for reporting on student achievement on the Manitoba Provincial Report Card. Evergreen School Division does high level analysis of report card marks for:

- Grade 3 reading comprehension
- Grade 4 writing & math (knowledge and understanding)
- Grade 6 reading comprehension & math (knowledge and understanding)
- Grade 7 writing
- Grades 3, 6, 9 & 12 learning behaviours

## **High School Common Exams:**

It is our goal that by June 2025, each of our high school math, science, and social studies courses will have a common exam written by all students in Evergreen School Division. In June 2024, exams were in place for all high school math courses, as well as Grade 9 Science and Social Studies. These exams are created by a divisional committee of teachers and consultants.

# Grant Reporting

## **Indigenous Academic Achievement Grant:**

In the 2023/2024 school year Evergreen School Division employed two Indigenous education consultants who were responsible for facilitating the implementation of Mamahtawisiwin, providing professional learning on Indigenous culture and ceremony to staff, and supporting classroom teachers in bringing Indigenous knowledge and teachings into the classroom using their own gifts and the gifts of Elders in our communities. Indigenous knowledge was brought into professional development sessions, which built capacity with staff.

Evergreen School Division also employed tier 3 reading interventionists in all K-8 schools in 2023/2024. These teachers were provided significant support from the speech-language pathologist and learned to provide high quality reading interventions to students who struggled to learn word-level decoding skills. Students selected for reading intervention received explicit and systematic intervention in phonemic awareness, phonics, and word-level decoding. Indigenous students showed remarkable improvement, with 12.17% more students reading at grade level compared to the beginning of the year. Some additional teacher time was also provided to K-8 schools to support small group math interventions.

## **English as an Additional Language Grant:**

Evergreen teaches both oral language and literacy skills to newcomers who are learning spoken and written English. This grant is used to support dedicated time from a speech-language pathologist to support teachers in identifying and carrying out goals. The grant also supports time with our literacy intervention teachers, EAs, and technology.

## **Literacy and Numeracy Grant:**

Literacy was a major focus in Evergreen for 2023/2024 and our divisional 'Introduction to Foundational Word Recognition K-3 Scope and Sequence' became mandatory. Evergreen's literacy and numeracy facilitator worked in grades K-3 classrooms to demonstrate lessons, support classroom teachers, and facilitate grade group meetings. Middle years teachers piloted the use of REWARDS curriculum, and all teachers received professional development in Reading Apprenticeship, with support from the literacy and numeracy facilitator. Additionally, all K-3 teachers received professional development from The Writing Revolution.

Our tier 3 intervention teachers also supported our literacy priority (as mentioned above). By the end of the year, 5.05% more students were reading at grade level compared to the beginning of the year. Eleven teachers increased the percentage of students reading at grade level by more than 10%.

Evergreen continued using the NAP materials in grades 4-9. New teachers received training from Evergreen's literacy and numeracy facilitator in NAP. Consultant Carole Fullerton supported K-4 teacher in developing pacing guides. ESD numeracy facilitator worked with teachers to create report card benchmarks. School teams collaborated with classroom teachers to reflect on their data to inform instructional practices.

# Literacy

Practices are evident during classroom observations / walk-throughs.

## Focus Area/Goal

- To improve teaching and learning practices in reading and writing.
- To increase student achievement in reading and writing.



## Indicators of Success

### Early/Middle Years Targets

**By June 2026, 80% of:**

Grade 3 students will:

- Be at or above benchmark as measured by the DIBELS assessment.
- Achieve a 3 or 4 in reading comprehension on their provincial report card.

Grade 4 students will:

- Achieve a 3 or 4 in writing on their provincial report card.
- Achieve a 3 or 4 on the ESD Writing Assessment.

Grade 6 students will:

- Be at or above benchmark as measured by the DIBELS assessment.
- Achieve a 3 or 4 in reading comprehension on their provincial report card.

Grade 7 students will:

- Achieve a 3 or 4 in writing on their provincial report card.
- Achieve a 3 or 4 on the ESD Writing Assessment (Narrative & Opinion).

## Division Progress

--- Target (80%)

### Early/Middle Years

**Grade 3 DIBELS assessment:**



- 66% of Grade 3 students are reading at grade level.

**Grade 4 Writing Assessment:**



- 43% of Grade 4 students are meeting expectations in narrative writing.



- 46% of Grade 4 students are meeting expectations in informational writing.

**Grade 6 DIBELS assessment:**



- 75.5% of Grade 6 students are reading at grade level.

**Grade 7 Writing Assessment:**



- 51% of Grade 7 students are meeting expectations in narrative writing.



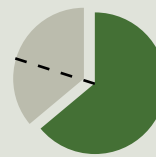
- 55% of Grade 7 students are meeting expectations in informational writing.

**Grade 3 Reading Comprehension - Report Card:**



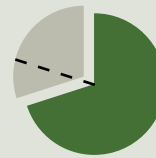
**75%**  
of Grade 3 students achieved a 3 or 4 in reading comprehension on their provincial report card.

**Grade 4 Writing - Report Card:**



**64%**  
of Grade 4 students achieved a 3 or 4 in writing on their provincial report card.

**Grade 6 Reading Comprehension - Report Card:**



**70%**  
of Grade 6 students achieved a 3 or 4 in reading comprehension on their provincial report card.

**Grade 7 Writing - Report Card:**



**55%**  
of Grade 7 students achieved a 3 or 4 in writing on their provincial report card.

### High School Targets

**By June 2026:**

- Grade 9 marks distribution and credit acquisition in ELA will be at or above the provincial average with no significant differences in disaggregated data.
- 80% of ESD students will achieve higher than 70% on the provincial assessment.

### High School

**Grade 9 ELA Credit Attainment:**

Percentage of first-time Grade 9 students who attained a Math credit:



- ESD (**90.2%**) performed on par with province (89%).



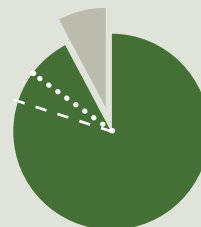
- Girls (**89.1%**) and boys (**91.2%**) achieved at average.



- Indigenous students (**92.6%**) achieved slightly higher than average.

**Grade 12 Provincial ELA Exam:**

•••• Provincial Average Comparison



**92.4%**  
of ESD students passed their exam with an average mark of 69.9%  
*(Provincial: 85.5% passed with an average mark of 67.6%)*

# Well-Being

Practices are evident during classroom observations / walk-throughs.

## Focus Area/Goal

- To improve teaching and learning practices in Social Emotional Learning.
- To support student development in Social Emotional Learning.



### Indicators of Success

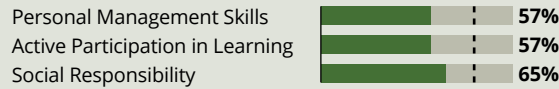
**By June 2026, 80% of:**

- Grades 3, 6, 9, and 12 students will achieve 'consistently' in Personal Management, Active Participation, and Social Responsibility on their provincial report card (in all courses).

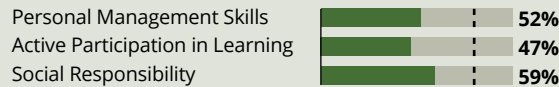
### Division Progress

--- Target (80%)

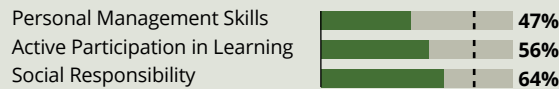
#### The percentage of Grade 3 students who achieved 'consistently' in each of the 3 areas of learning behaviours:



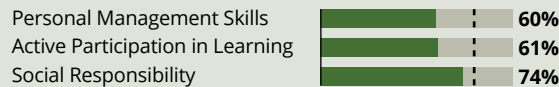
#### The percentage of Grade 6 students who achieved 'consistently' in each of the 3 areas of learning behaviours:



#### The percentage of Grade 9 students who achieved 'consistently' in the 3 areas of learning behaviours (all courses):



#### The percentage of Grade 12 students who achieved 'consistently' in the 3 areas of learning behaviours (all courses):



# Numeracy

Practices are evident during classroom observations / walk-throughs.

## Focus Area/Goal

- To improve teaching and learning practices in Math.
- To increase student achievement in Math.



### Indicators of Success

#### Early/Middle Years Targets

**By June 2026, 80% of:**

Grade 4 students will:

- Achieve 61% or higher on their end of year NAP Baseline Assessment.
- Achieve a 3 or 4 in Knowledge & Understanding on their provincial report card.

Grade 6 students will:

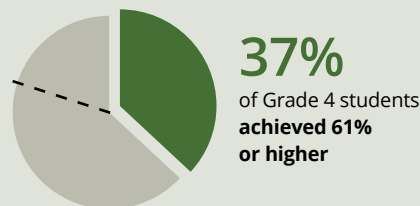
- Achieve 61% or higher on their end of year NAP Baseline Assessment.
- Achieve a 3 or 4 in Knowledge & Understanding on their provincial report card.

### Division Progress

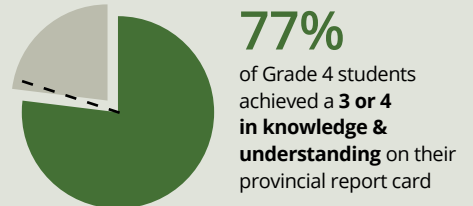
--- Target (80%)

#### Early/Middle Years

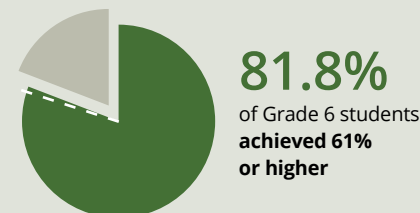
##### Grade 4 NAP Baseline Assessment:



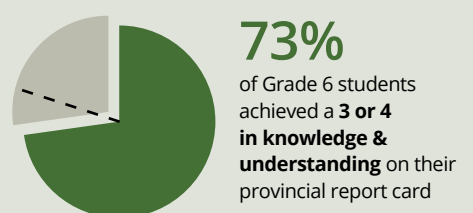
##### Grade 4 Math (Knowledge & Understanding) - Report Card:



##### Grade 6 NAP Baseline Assessment:



##### Grade 6 Math (Knowledge & Understanding) - Report Card:





# Numeracy CONT.



Indicators of Success	Division Progress
<h3>High School Targets</h3> <p><b>By June 2026:</b></p> <ul style="list-style-type: none"> <li>Grade 9 marks distribution and credit acquisition in Math will be at or above the provincial average with no significant differences in disaggregated data.</li> <li>80% of ESD students will achieve higher than 70% on the provincial assessments.</li> <li>80% of grade 9 students will achieve 61% or higher on their end of year NAP Baseline Assessment.</li> </ul>	<h3>High School</h3> <p><b>Grade 9 NAP Baseline Assessment:</b></p> <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p><b>55.6%</b></p> </div> <div style="flex: 1;"> <p>of Grade 9 students achieved <b>61% or higher</b></p> </div> </div> <p><b>Grade 9 Math Credit Attainment:</b> Percentage of first-time Grade 9 students who attained a Math credit:</p> <ul style="list-style-type: none"> <li>ESD (<b>90.2%</b>) performed <b>slightly higher</b> than province (87.5%)</li> <li>Girls (<b>87.3%</b>) achieved at average and boys (93%) achieved <b>slightly higher</b> than average</li> <li>Indigenous students (<b>96.3%</b>) achieved <b>significantly higher</b> than average</li> </ul> <p><b>Grade 12 Provincial Math Exam:</b> •••• Provincial Average Comparison</p> <ul style="list-style-type: none"> <li><b>57.1%</b> of ESD students passed their Essential Math exam with an <b>average mark of 56.8%</b> (Provincial: 61.9% passed with an average mark of 55.9%)</li> <li><b>88.2%</b> of ESD students passed their Applied Math exam with an <b>average mark of 58.7%</b> (Provincial: 71.5% passed with an average mark of 60.4%)</li> <li><b>93.5%</b> of ESD students passed their Pre-Calculus Math exam with an <b>average mark of 81.5%</b> (Provincial: 70.9% passed with an average mark of 63.5%)</li> </ul>

## Indigenous Education

Practices are evident during classroom observations / walk-throughs.

### Focus Area/Goal

- To enhance academic success of indigenous students.
- To embed indigenous learning and perspectives into universal instruction using treaty education kits.
- Schools will specify particular items from the Mamàhtawisiwin Planning Tools Rubrics – School Division Tool.

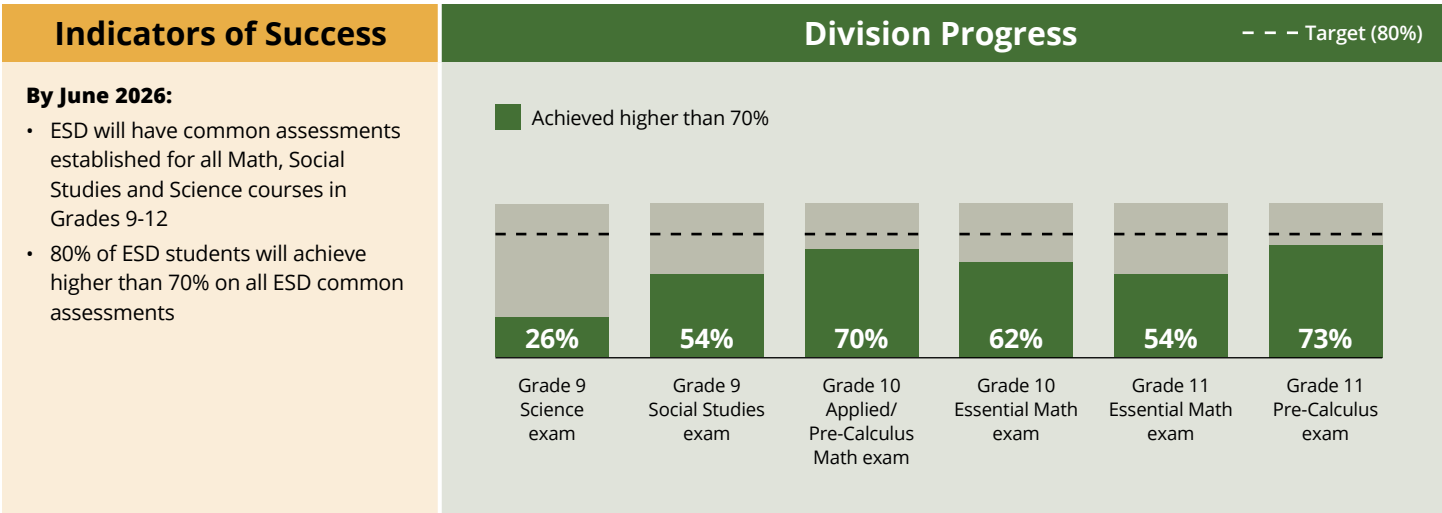


Indicators of Success	Division Progress
<p><b>By June 2026:</b></p> <ul style="list-style-type: none"> <li>There will be no significant differences in disaggregated data for:               <ul style="list-style-type: none"> <li>DIBELS Assessment results</li> <li>NAP Baseline Assessment results</li> <li>ESD Writing Assessment results</li> <li>Grade 9 Credit Acquisition and Marks Distribution</li> <li>Learning Behaviours report card data</li> <li>Provincial Assessments</li> <li>Graduation Rates</li> </ul> </li> <li>Each school will have moved forward on the continuum related to their goal(s) as selected from the Mamàhtawisiwin Planning Tools Rubrics.</li> </ul>	<p>A main priority identified using the Mamàhtawisiwin Planning Tools Rubrics was the authentic involvement of Elders and Knowledge Keepers in the schools and creating a connection between schools and community. ESD Indigenous Education consultants supported connections between our schools and community members who hold Traditional Knowledge, and all students in Evergreen have had cultural teachings from Elders and Knowledge Keepers in their classroom.</p> <p>Another success this school year was the re-establishment of EAGLES – a group for Indigenous and non-Indigenous students who are interested in learning more about culture, history, language, and land-based education. Additionally, Elders and Knowledge Keepers have been prominently featured in our staff professional development, including treaty training, cultural teachings, and opportunities for staff participation in ceremony. Treaty training for all staff was well underway by the end of this year and teachers are actively using treaty kits in their classrooms.</p> <p><b>There are a few areas where there are significant differences in disaggregated data for Indigenous students, including: Grade 6 Math, Grade 7 Writing, and Active Participation for students in Grades 3, 6 and 12.</b></p>

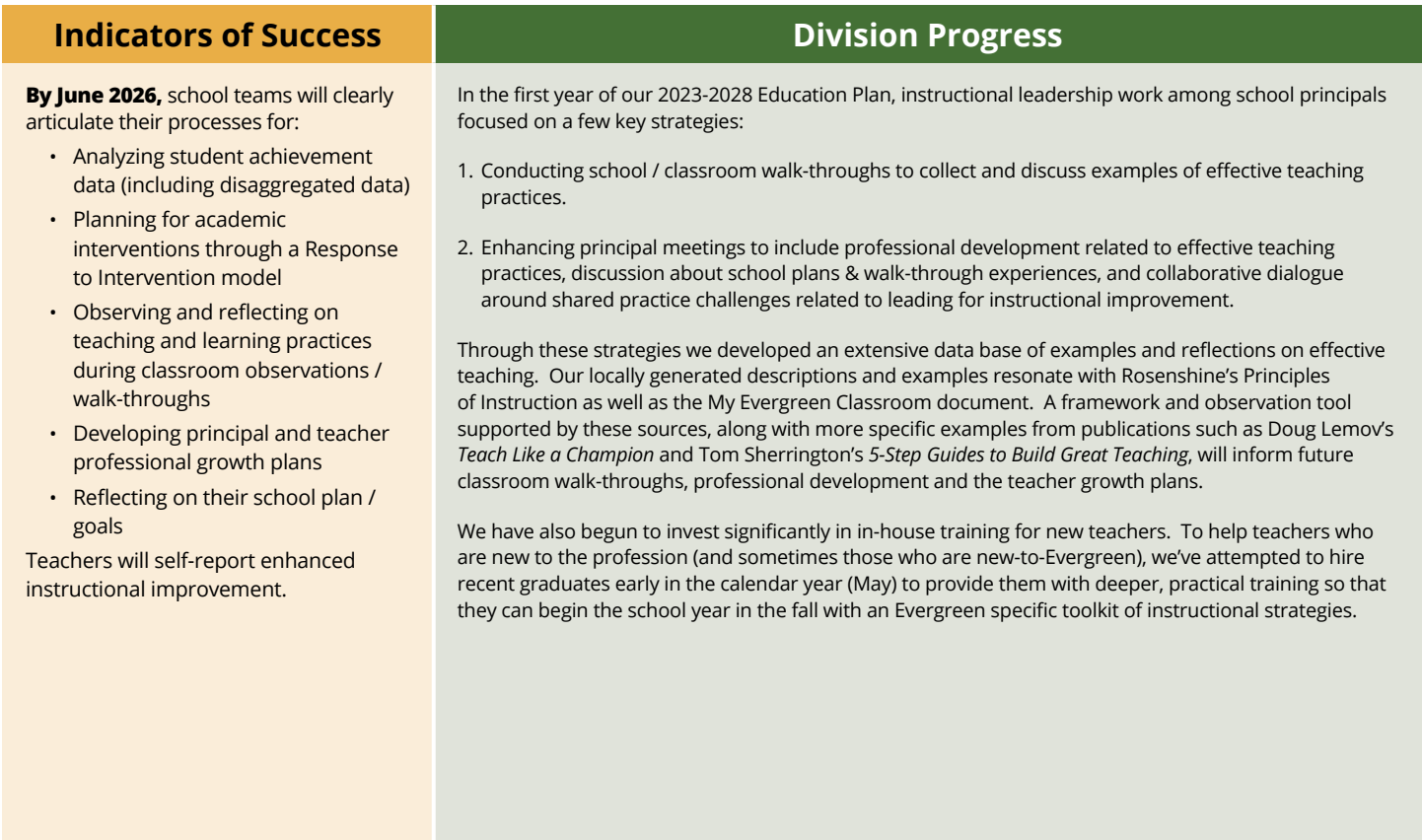
# Common Assessments

## Focus Area/Goal

- To support more consistent assessment and instructional practices in each core subject area.
- To increase student achievement in each core subject area.
- To enhance the coherence and clarity of an 'Evergreen curriculum' reflective of both *Manitoba Education & Early Childhood Learning* curricular mandates and Evergreen's mission, vision and values.



# Leading for Instructional Improvement



# Provincial Assessments

## Grade 3 provincial reading assessment:

Grade 3 teachers are required to make a professional judgement about whether or not their students meet expectations in 3 sub-competencies: (1) student reflects on and sets reading goals; (2) student uses strategies during reading to make sense of texts (3) student demonstrates comprehension.

- ESD (**51.5%**) performed higher than province (44.6%)
- Girls (**54.5%**) achieved higher than average and boys (**47.9%**) achieved slightly above average
- Indigenous students (**47.8%**) achieved higher than provincial average, but slightly below ESD average

## Grade 3 provincial numeracy assessment:

Grade 3 teachers are required to make a professional judgement about whether or not their students meet expectations in 4 sub-competencies: (1) student predicts an element in a repeating pattern; (2) students understand that the equal symbol represents an equality of the terms found on either side of the symbol; (3) student understands that a given whole number may be represented in a variety of ways (to 100); (4) student uses mental math strategies to determine answers to addition and subtraction questions to 18.

- ESD (**35.0%**) performed on par with province (35.6%)
- Girls (**27.3%**) achieved below average and boys (**43.8%**) above average
- Indigenous students (**21.7%**) achieved below divisional and provincial average

## Grade 7 provincial numeracy assessment:

Grade 7 teachers are required to make a professional judgement about whether or not their students meet mid-grade expectations in 5 sub-competencies: (1) student orders fractions; (2) student orders decimal numbers; (3) student understands that a given number may be represented in a variety of ways; (4) student uses number patterns to solve mathematical problems; (5) student uses a variety of strategies to calculate and explain a mental math problem.

- ESD (**29.4%**) performed lower than province (39.3%)
- Girls (**21.4%**) achieved lower than average and boys (**28.5%**) achieved close to average
- Indigenous students (**15.8%**) performed significantly lower than provincial and ESD average

## Grade 8 provincial reading assessment:

Grade 8 teachers are required to carry out formative assessments and make a professional judgement about whether or not their students meet expectations in three sub-competencies: (1) student understands key ideas and messages in a variety of texts; (2) student interprets a variety of texts; (3) student responds critically to a variety of texts.

- ESD (**44.1%**) performed lower than province (51.8%)
- Girls (**52.4%**) achieved slightly higher than province and significantly higher than ESD average; boys (**38.3%**) achieved significantly lower than provincial average
- Indigenous students (**40%**) achieved significantly lower than provincial average and slightly lower than ESD average

## Grade 8 provincial writing assessment:

Grade 8 teachers are required to carry out formative assessments and make a professional judgement about whether or not their students meet expectations in all three sub-competencies: (1) student generates, selects, and organizes ideas to support reader's understanding; (2) student chooses language (word choices and sentence patterns) to make an impact on the reader; (3) student uses conventions (spelling, grammar, and/or punctuation) and resources (spell-checker, thesauruses, dictionaries, etc.) to edit and proofread to make meaning clear.

- ESD (**45.1%**) is on par with province (45.0%)
- Girls (**50%**) achieved slightly higher than average; boys (**41.7%**) achieved slightly lower than average
- Indigenous students (**40%**) achieved slightly below average



*Learning Today to Improve Tomorrow*

8 Evergreen School Division



**Evergreen School Division**

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