



Evergreen School Division

2025 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

Dear Parents, Citizens, and Taxpayers of Evergreen School Communities,

As we share this update on Year 2 of our 5-Year Education Plan, I want to thank you for your continued support and interest in the success of our students. In 2022, the Board of Trustees and I reviewed our data and saw clear areas where we could be doing better. That understanding led to the development of a focused, practical, and ambitious plan for student learning and well-being.

Heading into their first full school year, the newly elected Board and I worked together to finalize a common sense education plan that reflects the priorities we heard from families and staff. We also committed to doing something we believe is essential: publicly sharing our data in a clear and accessible way. Rather than relying on pictures or celebrations alone, we want to give our communities an honest look at how our students are doing and how we're working to support their success.

What you'll find in this report is a mix of encouraging progress and continued challenges. Some targets remain unmet – but we are committed to transparency. There is a real urgency in this work, and we believe that staying accountable, even when the data is difficult, is the right thing to do.

Our staff are working tirelessly to support every student. We know we have more to accomplish – and we appreciate your partnership in getting there.

Please don't hesitate to send your thoughts or questions to info@esd.ca. We welcome your feedback.

Sincerely,

Scott Hill
Superintendent/CEO

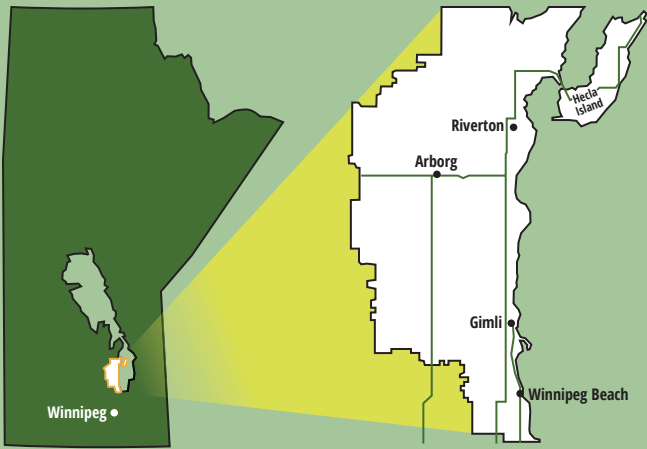


In recognition of Traditional Lands, the Division acknowledges:

We acknowledge the traditional territory Evergreen School Division resides upon as Treaty One and Treaty Two territory and the homeland of the Red River Métis. We honour our partnership with Indigenous peoples and respect the gifts of history, culture, and language of the original peoples. We commit to the 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 **1,400 students** in **8 schools** located in **4 communities**: Arborg, Gimli, Riverton, and Winnipeg Beach.



In Evergreen School Division, **we are committed to providing a high-quality education that is inclusive, equitable, and rooted in the best available research and practices.** Our small size allows us to remain innovative, staying ahead of global educational trends while ensuring every student has access to the knowledge and skills they need to succeed.

We take pride in our ability to plan ambitiously, launching new initiatives that meet the diverse needs of our students. Our approach is shaped by a commitment to reconciliation, democratic renewal, and knowledge equity, ensuring that all students have the opportunity to thrive. For more details on our goals and strategies, please 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:

Position	Full time Equivalents
Principals	6.2 FTE
Vice Principals	1.4 FTE
Teachers	109.75 FTE
Guidance Teachers	4.1 FTE
Resource Teachers	8.5 FTE
Educational Assistants	56.8 FTE
Speech Language Pathologists (Tier 1, 2, 3 instructional support and reading interventions)	2.0 FTE
Occupational Therapists	0.8 FTE
Physiotherapists	0.1 Contract
Psychologists	1.0 FTE
Other Professional Staff	
• Learning Coordinator	1.0 FTE
• Literacy and Numeracy Facilitator	0.4 FTE
• Indigenous Education Consultant	0.6 FTE
• Assessment Consultant	0.3 FTE

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

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

Disaggregation	Number of Students	% of Student Population
English as an Additional Language	78/1,465	5%
Self-declared Indigenous	335/1,465	23%

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
Amanda Mosher

Senior Administration:



Superintendent/CEO
Scott Hill



Secretary-Treasurer
Ron Moore




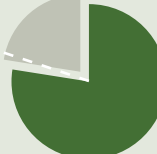


Literacy

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	Division Progress		— — — Target (80%)
	2023-2024	2024-2025	
	Grade 3 DIBELS Assessment		
	 57.02% of Grade 3 students are reading at grade level	 77.68% of Grade 3 students are reading at grade level	
	Grade 4 Writing Assessment		
	 46% of Grade 4 students are meeting expectations on the ESD writing assessment	 67% of Grade 4 students are meeting expectations on the ESD writing assessment	
	Grade 3 Reading Comprehension – Report Card		
	75% of Grade 3 students achieved a 3 or 4 in reading comprehension on their provincial report card	72% of Grade 3 students achieved a 3 or 4 in reading comprehension on their provincial report card	
	Grade 3 Provincial Reading Assessment		
	51.5% of Grade 3 students are meeting expectations in all 3 sub-competencies on the Grade 3 provincial reading assessment	60.2% of Grade 3 students are meeting expectations in all 3 sub-competencies on the Grade 3 provincial reading assessment	
	Grade 4 Writing – Report Card		
	64% of Grade 4 students achieved a 3 or 4 in writing on their provincial report card	75% of Grade 4 students achieved a 3 or 4 in writing on their provincial report card	
	Grade 6 DIBELS Assessment		
	72.82% of Grade 6 students are reading at grade level	74.6% of Grade 6 students are reading at grade level	
	Grade 6 Reading Comprehension – Report Card		
	70% of Grade 6 students achieved a 3 or 4 in reading comprehension on their provincial report card	70% of Grade 6 students achieved a 3 or 4 in reading comprehension on their provincial report card	



Indicators of Success	Division Progress		Target (80%)
	2023-2024	2024-2025	
7-12 By June 2026: Grade 7 students will: <ul style="list-style-type: none"> Achieve 3 or 4 in writing on their provincial report card. Achieve 3 or 4 on the ESD Writing Assessment. 80% of Grade 8 students will: <ul style="list-style-type: none"> Meet expectations in all 3 sub-competencies on the Grade 8 Provincial Reading Assessment. Meet expectations in all 3 sub-competencies on the Grade 8 Provincial Writing Assessment. Grade 9 students will: <ul style="list-style-type: none"> Achieve 3 or 4 on the ESD Writing Assessment. Achieve marks distribution and credit acquisition in ELA at or above the provincial average with no significant differences in disaggregated data. Grade 12 students will: <ul style="list-style-type: none"> Pass the Grade 12 provincial ELA assessment and the average mark will be higher than 70%. 	Grade 7 Writing – Report Card		
	55% of Grade 7 students achieved a 3 or 4 in writing on their provincial report card	63% of Grade 7 students achieved a 3 or 4 in writing on their provincial report card	
	Grade 7 Writing Assessment		
	55% of Grade 7 students are meeting expectations on the ESD writing assessment	57% of Grade 7 students are meeting expectations on the ESD writing assessment	
	Grade 8 Provincial Reading Assessment		
	44.1% of Grade 8 students are meeting expectations in all 3 sub-competencies on the Grade 8 provincial reading assessment	53.2% of Grade 8 students are meeting expectations in all 3 sub-competencies on the Grade 8 provincial reading assessment	
	Grade 8 Provincial Writing Assessment		
	45.1% of Grade 8 students are meeting expectations in all 3 sub-competencies on the Grade 8 provincial writing assessment	53.2% of Grade 8 students are meeting expectations in all 3 sub-competencies on the Grade 8 provincial writing assessment	
	Grade 9 Writing Assessment *NEW*		
		Currently in development	
	Grade 9 ELA Credit Attainment		
	79.8% (province was 87.7%) • Indigenous students performed lower than non-indigenous students by 4.7%	92% (province was ____%) • Indigenous students performed lower than non-indigenous students by 12%**	
	Grade 12 Provincial ELA Exam:		
	92.4% of Grade 12 students passed with an average mark of 69.9%	91.8% of Grade 12 students passed with an average mark of 73.0%**	

* Division-compiled data. Provincial data will be available in January.

** Division-compiled data. Provincial data is expected to be available in October.

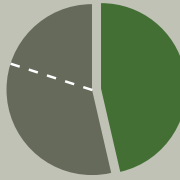
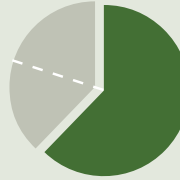
Numeracy

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.


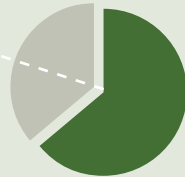


Indicators of Success	Division Progress		— — Target (80%)
	2023-2024	2024-2025	
	Grade 4 Summative Math Assessment		
	 37% of Grade 4 students achieved 61% or higher	 62% of Grade 4 students achieved 61% or higher	
	Grade 3 Provincial Numeracy Assessment		
	35.0% of Grade 3 students are meeting expectations in all 4 sub-competencies on the Grade 3 provincial numeracy assessment	39.8% of Grade 3 students are meeting expectations in all 4 sub-competencies on the Grade 3 provincial numeracy assessment	
	Grade 4 Math – Report Card		
	77% of Grade 4 students achieved a 3 or 4 in knowledge & understanding on their provincial report card	84% of Grade 4 students achieved a 3 or 4 in reading comprehension on their provincial report card	
	Grade 6 Summative Math Assessment		
	81.8% of Grade 6 students achieved 61% or higher	72% of Grade 6 students achieved 61% or higher	
	Grade 6 Math – Report Card		
	73% of Grade 6 students achieved a 3 or 4 in knowledge & understanding on their provincial report card	82% of Grade 6 students achieved a 3 or 4 in knowledge & understanding on their provincial report card	



Numeracy CONT.



Indicators of Success	Division Progress — — — Target (80%)	
	2023-2024	2024-2025
7-12 By June 2026: Grade 7 students will: <ul style="list-style-type: none"> Meet expectations in 5 sub-competencies on the Grade 7 Provincial Numeracy Assessment. 80% of Grade 9 students will: <ul style="list-style-type: none"> Achieve marks distribution and credit acquisition in Math at or above the provincial average with no significant differences in disaggregated data. Achieve 61% or higher on their end of year ESD Summative Math Assessment. Grade 12 students will: <ul style="list-style-type: none"> Pass the Grade 12 provincial assessment and the average mark will be higher than 70%. 	Grade 9 Summative Math Assessment	
	 55.6% of Grade 9 students achieved 61% or higher	 64% of Grade 9 students achieved 61% or higher
	Grade 7 Provincial Numeracy Assessment	
	29.4% of Grade 7 students are meeting expectations in all 5 sub-competencies on the Grade 7 provincial numeracy assessment	42.9% of Grade 7 students are meeting expectations in all 5 sub-competencies on the Grade 7 provincial numeracy assessment
	Grade 9 Math Credit Attainment	
	77.2% (province was 86.9%) <ul style="list-style-type: none"> Indigenous students performed lower than non-indigenous students by 9.4% 	95% (province was %) <ul style="list-style-type: none"> Indigenous students performed lower than non-indigenous students by 12%**
	Grade 12 Provincial Math Exam:	
	Essential Math 57.1% of Grade 12 students passed with an average mark of 56.8%	Essential Math 77.3% of Grade 12 students passed with an average mark of 59.7%**
	Applied Math 88.2% of Grade 12 students passed with an average mark of 58.7%	Applied Math 100% of Grade 12 students passed with an average mark of 72.4%**
	Pre-Calculus Math 93.5% of Grade 12 students passed with an average mark of 81.5%	Pre-Calculus Math 100% of Grade 12 students passed with an average mark of 80.7%**

* Division-compiled data. Provincial data will be available in January.

** Division-compiled data. Provincial data is expected to be available in October.

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

- Practices are evident during classroom observations / walk-throughs.

By June 2026, 80% of:

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

Division Progress				Target (80%)
Grade	Skill	2023-2024 (%)	2024-2025 (%)	Change (%)
The percentage of Grade 3 students who achieved 'consistently' in each of the three areas of learning behaviours:	Personal Management Skills	57	72	15
	Active Participation in Learning	57	72	15
	Social Responsibility	65	69	4
The percentage of Grade 6 students who achieved 'consistently' in each of the three areas of learning behaviours:	Personal Management Skills	52	55	3
	Active Participation in Learning	47	51	4
	Social Responsibility	59	72	13
The percentage of Grade 9 students who achieved 'consistently' in each of the three areas of learning behaviours:	Personal Management Skills	47	54	7
	Active Participation in Learning	56	60	4
	Social Responsibility	65	69	4
The percentage of Grade 12 students who achieved 'consistently' in each of the three areas of learning behaviours:	Personal Management Skills	60	54	(6)
	Active Participation in Learning	61	64	3
	Social Responsibility	74	72	(2)

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

- Practices are evident during classroom observations / walk-throughs.

By June 2026:

- There will be no significant differences in disaggregated data for:
 - DIBELS Assessment results.
 - ESD Summative Math Assessment results.
 - ESD Writing Assessment results.
 - Grade 9 Credit Acquisition and Marks Distribution.
 - Learning Behaviours report card data.
 - Provincial Assessments.
 - Graduation Rates.
- Each school will have moved forward on the continuum related to their goal(s) as selected from the *Mamàhtawisiwin Planning Tools Rubrics*.

Division Progress

This year, Evergreen School Division advanced its commitments outlined in the *Mamàhtawisiwin Planning Tools Rubrics* by deepening connections between schools and community. All schools hosted Elders or Knowledge Keepers to lead cultural teachings, and these visits are increasingly meaningful and embedded in school culture.

Our Indigenous Education Consultant supported this work across the division and presented Evergreen's journey nationally, including at the Indspire and MCIEB Indigenous Education Gatherings. Elders and Knowledge Keepers also contributed to divisional professional development in treaty education, cultural teachings, and ceremony. Among staff, 87% completed treaty training, leading to increased use of treaty kits in classroom instruction.

Land-based learning was a focus this year, supported by a PLC that met four times and by the continued growth of the EAGLES program, which brought together Indigenous and non-Indigenous students for cultural, historical, and land-based learning opportunities. The EAGLES group met four times and continues to foster a strong sense of belonging.

Literacy outcomes for Indigenous students showed promising growth, with a 8.84% increase in the number reading at grade level, building on a 12.17% gain the year prior.

Despite these gains, achievement gaps remain. Disaggregated data shows lower outcomes for Indigenous students in Grade 3 reading and numeracy (approx. 10%), Grade 4 math and writing, Grade 7 writing, credit attainment (approx. 5%), and learning behaviours in Grades 3, 9, and 12. This highlights the importance of sustained focus on improving outcomes for Indigenous learners.

All schools made progress using the *Mamàhtawisiwin* rubrics. Two schools offered dedicated land-based learning classes, all schools including land-based learning in outdoor or physical education. School-community connections also grew stronger with more involvement from Elders.





High School Curriculum: Essential Learning and Common Assessment

Practices are evident during classroom observations / walk-throughs.

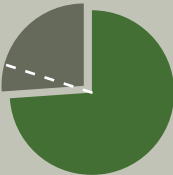

Focus Area/Goal

- 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.

Indicators of Success	Division Progress		-- -- Target (80%)
	2023-2024	2024-2025	
	Grade 9 Social Studies		
	 <div>54% of students achieved higher than 70%</div>	 <div>90% of students passed with an average mark of 75%</div>	
	Grade 9 Science		
	26% of students achieved higher than 70%	85% of students passed with an average mark of 68%	
	Grade 10 Applied/Pre-Calculus Math		
	70% of students achieved higher than 70%	78% of students passed with an average mark of 67%	
	Grade 10 Essential Math		
	62% of students achieved higher than 70%	79% of students passed with an average mark of 61%	
Grade 11 Essential Math			
54% of students achieved higher than 70%	87% of students passed with an average mark of 68%		

High School Curriculum: Essential Learning and Common Assessment CONT.



Indicators of Success	Division Progress		-- -- Target (80%)	
			2023-2024	2024-2025
	Grade 11 Pre-Calculus Math			
7-12 By June 2026: <ul style="list-style-type: none"> ESD will have common assessments established for all ELA, Math, Social Studies, and Science courses in Grades 7 - 12. Students will pass the ESD common assessments and the average mark will be higher than 70%. 	 <div> 74% of students achieved higher than 70% </div>		 <div> 91% of students passed with an average mark of 71% </div>	
			Grade 10 Geography <i>*NEW*</i>	
			89% of students passed with an average mark of 67%	
			Grade 10 Science <i>*NEW*</i>	
			92% of students passed with an average mark of 67%	
			Grade 11 Applied Math <i>*NEW*</i>	
			67% of students passed with an average mark of 58%	
			Grade 11 History <i>*NEW*</i>	
			94% of students passed with an average mark of 77%	
			Grade 11 Biology <i>*NEW*</i>	
			90% of students passed with an average mark of 72%	
			Grade 11 Chemistry <i>*NEW*</i>	
			86% of students passed with an average mark of 70%	
			Grade 11 Physics <i>*NEW*</i>	
			93% of student passed with an average mark of 74%	

Leading for Instructional Improvement



Indicators of Success

By June 2026, school teams will clearly articulate their processes for:

- Analyzing student achievement data (including disaggregated data).
- Planning for academic interventions through a Response to Intervention model.
- Observing and reflecting on teaching and learning practices during classroom observations / walk-throughs.
- Supporting teachers in the development of a Professional Growth Plan.
- Identifying their own Professional Growth Plan goals.
- Reflecting on their school plan / goals.

Teachers will self-report enhanced instructional improvement.

Division Progress

In the second year of our 2023–2028 Education Plan, Evergreen School Division deepened its focus on instructional leadership and high-impact teaching. We continued building shared knowledge and skill among school leaders and teachers through targeted professional learning, collaboration, and a growing culture of professional growth.

Highlights from 2024/2025 include:

- **Division Walkthroughs:** The Superintendent and school principals visited all eight schools, conducting walkthroughs with a shared focus on identifying evidence of *Rosenshine's Principles of Instruction*. These visits sparked rich conversations about effective teaching, student engagement, and classroom conditions that support equity, inclusion, and achievement.
- **Expert Support:** Dr. Zach Groshell and Tom Sherrington provided targeted sessions to help refine our shared understanding of high-yield instructional practices, reinforcing Evergreen's commitment to evidence-informed teaching.
- **Leadership Development:** 83% of division and school leaders began *Steplab Ambassador Training*, designed to strengthen instructional coaching skills and build consistent feedback routines that support teacher growth. Additionally, more than 15% of teachers volunteered for Evergreen's Leadership Development Program, a clear signal of emerging leadership capacity within our teaching staff.
- **Updated Frameworks:** We revised *My Evergreen Classroom* to include explicit strategies from *Teach Like a Champion 3.0* and *WalkThrus 5-Step Guides*. All school leaders were trained in using this revised framework as a tool for classroom observations, coaching teachers, and professional learning.
- **Teacher Professional Learning:** During four early-dismissal days, teachers engaged in practical training on *Rosenshine's Principles Instruction* and high-yield strategies that improve lesson design and student participation. Additionally, more than **35% of Evergreen's professional staff attended a highly regarded professional learning conference** contributing to a significant shift in division culture and enhanced teaching practices.
- **New Teacher Preparation:** Evergreen's early hiring approach allowed nine new teachers to participate in intensive, division-specific training during May and June. This initiative ensured new staff began the 2025/2026 school year with a strong foundation in Evergreen's instructional vision and practices.

Together, these efforts continue to build a shared culture of instructional excellence across Evergreen—grounded in clear expectations, evidence-based teaching, and a commitment to student success.



Learning Today to Improve Tomorrow



Evergreen School Division

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