

# Turtle Mountain School Division

## Annual Report on Continuous Improvement 2024-2025

| Identification                              |                                          |                                  |
|---------------------------------------------|------------------------------------------|----------------------------------|
| Name of School Division:<br>Turtle Mountain | Name of Superintendent:<br>Grant Wiesner | Date (yyyy/mm/dd):<br>2025/10/31 |

| Mission Statement:                                                                                                                                                                                                                                                                      |
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| The students are the focus of all our efforts. The Division strives to provide an education that prepares individuals for a meaningful life in a changing world. We promote a learning environment that begins in the home, continues in the school, and is supported by the community. |

| Division Profile                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p>Turtle Mountain School Division serves the communities of Killarney, Boissevain, Minto, as well as providing education services to the students in four Hutterite colonies. Killarney and Boissevain each have a K-12 school, while Minto School is K-8 with students then transitioning to Boissevain for their high school programming. The four colonies each have K-12 schools. We also work closely with the Turtle Mountain Adult Education Centre, which operates out of two sites in both Killarney and Boissevain.</p> <p>Turtle Mountain School Division's (TMSD) focus is to meet the needs of all students through a commitment to the four strategic pillars: <b>High Quality Learning, Excellence in Teaching, Student Engagement and Well-being, and Responsive Systems</b>. The pursuit of High Quality Learning involves strengthening literacy using tools like Levelled Literacy, Reading Recovery, and Fountas and Pinnell assessments, and fostering numeracy skills with the Numeracy Screening Tool and NAP Formative Assessments. TMSD employs data-driven assessments (Literacy and Numeracy Data Tool, Provincial Assessments) to monitor progress and inform instruction, while actively developing diverse learning pathways including project-based learning and vocational training. The pillar of Excellence in Teaching is supported by a recent mentorship project for new staff, covering topics like assessment, best practices, and Professional Learning Communities. This work aligns with the Manitoba School Leadership Framework, utilizes data from sources like the Our School Surveys, and ensures curriculum alignment with provincial expectations such as the Manitoba K-12 Action Plan, all while focusing on fostering inclusive learning environments through targeted supports.</p> <p>The Division is also dedicated to enhancing Student Engagement and Well-being and maintaining Responsive Systems. Initiatives to support students include cultivating a positive school climate informed by the Mamahtawisiwin Framework and promoting social-emotional learning through programs like Second Step. Efforts focus on developing student self-efficacy through growth mindset and providing self-regulation opportunities (sensory rooms, calm corners). Since 2017-2018, the Division has used Learning to Age 18 funding to staff a divisional social worker to support at-risk students and strengthen family partnerships, which is crucial for ensuring regular school attendance. Finally, TMSD commits to Responsive Systems by implementing a multi-channel communication strategy, encouraging active school-community partnerships, and strategically allocating resources based on data-driven decision-making to address the evolving needs of all students and stakeholders.</p> |
| <p><b>Senior Administration Team</b></p> <p>Turtle Mountain School Division's Senior Administration team consists of a Superintendent/CEO, an Assistant Superintendent of Student Services, and a Secretary-Treasurer. The Division also has a Supervisor of Transportation, Buildings and Maintenance.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

**Superintendent/CEO:**

- Providing leadership in developing, implementing, and maintaining educational and operational programs and services.
- Delegating tasks and responsibilities to other staff members as necessary.
- Managing teaching, non-teaching and support staff
- Reporting to the Board on all aspects of the Division's operations.

**Assistant Superintendent of Student Services:**

- Leading the development and maintenance of exceptional education programs and services.
- Collaborating with stakeholders to ensure effective service delivery.
- Providing support and guidance to staff and students.
- Reporting directly to the Superintendent/CEO.

**Secretary-Treasurer:**

- Overseeing the Division's finances, including budgeting, accounting, and payroll.
- Handling general administrative tasks such as purchasing and procurement.
- Providing leadership in business administration activities.
- Reporting directly to the Superintendent/CEO.

**Supervisor of Transportation and Maintenance:**

- Overseeing the Division's transportation and maintenance operations.
- Managing staff, equipment, and budgets.
- Reporting directly to the Superintendent/CEO.

**Student Demographics:**

| Disaggregation                    | Number of Students | Percentage of Student Population |
|-----------------------------------|--------------------|----------------------------------|
| English as an Additional Language | 127                | 11% (3% Hutterian, 8% other EAL) |
| Self-declared Indigenous          | 114                | 10%                              |
| Children in Care                  | 10                 | 1%                               |
| Non-indigenous, non-EAL           | 775                | 71.4%                            |
| Total Student Population          | 1134               |                                  |

**Staffing Profile:**

| Full-Time Equivalents                                      | Number | Full-Time Equivalents                                                                                                                                   | Number             |
|------------------------------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Principals                                                 | 7      | Speech Language Pathologists                                                                                                                            | 1.47               |
| Vice Principals                                            | 2      | Reading Clinicians                                                                                                                                      | 1                  |
| Classroom Teachers                                         | 72.2   | Occupational Therapists                                                                                                                                 | 0.5                |
| Counsellors                                                | 2      | Physiotherapists                                                                                                                                        | 0                  |
| Resource Teachers                                          | 6.0    | Psychologists                                                                                                                                           | 1.0                |
| Teachers supporting special needs<br>low enrolment classes | 0      | Social Workers                                                                                                                                          | 1                  |
| Educational Assistants                                     | 44     | Other Professional Staff (specify):<br>Literacy Teacher-Leader<br>Numeracy Teacher-Leader<br>Career<br>Development/CTS/Apprenticeship<br>Teacher-Leader | 0.5<br>0.5<br>0.25 |

**Education for Sustainable Development:**

| Education for Sustainable Development | Number of Schools |
|---------------------------------------|-------------------|
| Number of schools in the division     | 7                 |
| Number of schools with an ESD plan    | 7                 |

**Strategic Plan:**

The Turtle Mountain School Division's 2024-2028 Strategic Plan can be found on our website at [www.tmsd.mb.ca](http://www.tmsd.mb.ca).

**Division Priorities**

- High Quality Learning
- Excellence in Teaching
- Student Engagement and Well-being
- Responsive Systems



## Planning Process:

### List or describe factors that influenced your priorities.

Our priorities are based primarily on feedback received from various stakeholders, including students, staff, parents, and community through a strategic planning meeting, surveys, and school-based and divisional data. Our plan also includes priorities as required by the province. We also have maintained data from a variety of sources, ranging from Early Years to Grade 12, which we have referenced.

### Describe the planning process and the involvement of students, staff, families and the community. Who was involved?

TMSD began the renewal process for our four-year strategic plan by hosting a community forum on October 28, 2023. This forum included: Students, Parents/Guardians and Caregivers, Teachers, School Administrators, Support Staff, Senior Leadership, School Board Trustees, Parent Advisory Councils, Business and Industry Partners, and Municipal Representatives.

To gather broad input, we also engaged key stakeholders in a comprehensive survey process (staff, students, and parents). We surveyed these groups on a variety of education-related topics, receiving a very strong and positive response rate that provided invaluable feedback for shaping TMSD's new strategic plan.

### How often did you meet?

TMSD started its renewal of the strategic planning cycle with a one-day community forum in October 2023, which was led by Roar Leadership. This event was followed by a multi-week survey process to gather input from stakeholders. School principals and senior leadership collated the data from both the forum summary provided by Roar Leadership and the survey results. Using this comprehensive feedback, the administration group and the Board of Trustees worked together over the course of three months to create the 2024-2028 strategic plan. The Board of Trustees and school administrators review progress and annually revise goals as part of TMSD's commitment to the four-year strategic plan.

### What data was used?

To gain a comprehensive understanding of our students' well-being and academic progress, we reviewed a variety of data sources. These included:

- Student surveys: Resiliency Survey, OurSchool survey, and Graduating Student Survey
- Academic performance data: Divisional Literacy/Numeracy results, Fountas and Pinnell data, mRLC NAP results for Grades 4-9, provincial data for Grades 3, 7, and 8, EDI results
- Provincial assessment data: Trends in the provincial report card and historical exam data for Grade 12 provincial assessments in Mathematics and English Language Arts, high school graduation rates, suspension data

TMSD also identified how information was to be gathered:

- a. **Clear outcomes**—specific success criteria established and understood by all
- b. **Sequence and timelines**—details of the sequence of actions across the timeline of the plan
- c. **Roles and responsibilities**—who will do what, how and by when
- d. **Monitoring systems**—assess progress, determine corrective course of actions as necessary, identify benchmarks



| Grant Expenditures                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Indigenous Academic Achievement: (\$27,000)</b>        | <ul style="list-style-type: none"><li>0.25 FTE Divisional Numeracy Teacher-Leader (Wages and Benefits)</li><li>Indigenous Education (Festival du Voyageur, classroom activities)</li></ul>                                                                                                                                                                                                                                                                                                              |
| <b>Elders/Knowledge Keepers: (\$25,000)</b>               | <ul style="list-style-type: none"><li>School-based Elders/Knowledge Keepers Indigenous Education projects and activities</li></ul>                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Career Development: (\$68,714)</b>                     | <ul style="list-style-type: none"><li>0.43 FTE CDI/HSAP Divisional Coordinator Position (Wages, Benefits)</li></ul>                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Early Years' Enhancement: (\$90,000)</b>               | <ul style="list-style-type: none"><li>0.45 FTE Early Years' Teaching Position (Wages and Benefits): Boissevain School</li><li>0.45 FTE Early Years' Teaching Position (Wages and Benefits): Killarney School</li></ul>                                                                                                                                                                                                                                                                                  |
| <b>Early Childhood Development Initiative: (\$15,323)</b> | <ul style="list-style-type: none"><li>Work with the Turtle Mountain Community of Early Childhood Educators (collaboration of the Turtle Mountain Community of Early Childhood Educators: Public Health, Turtle Mountain School Division, PROMISE Years, Boissevain, Killarney &amp; Minto Early Learning Centres and Nursery Schools) in planning and running Three Year Old Wellness Fairs in Boissevain and Killarney (*canceled in spring 2022*)</li><li>Professional Development: \$1,648</li></ul> |
| <b>English as an Additional Language: (\$61,250)</b>      | <ul style="list-style-type: none"><li>0.16 FTE Divisional Literacy Teacher-Leader (Wages and Benefits)</li><li>1.0 FTE Educational Assistant: Boissevain School (Wages and Benefits)</li><li>1.0 FTE Educational Assistant: Killarney School (Wages and Benefits)</li></ul>                                                                                                                                                                                                                             |
| <b>Learning to Age 18 Coordinator: (\$20,000)</b>         | <ul style="list-style-type: none"><li>0.21 FTE Divisional Social Work Clinician (Wages and Benefits)</li></ul>                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Literacy and Numeracy: (\$84,560)</b>                  | <ul style="list-style-type: none"><li>0.95 FTE Reading Recovery Teacher (Wages, Benefits, and Supplies)</li><li>0.20 FTE Divisional Numeracy Teacher-Leader (Wages and Benefits)</li></ul>                                                                                                                                                                                                                                                                                                              |
| <b>Technology Education Grant: (\$44,655)</b>             | <ul style="list-style-type: none"><li>Equipment and supplies for vocational programming: Industrial Arts and Human Ecology</li></ul>                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Education for Sustainable Development: (\$4,900)</b>   | <ul style="list-style-type: none"><li>School-based ESD projects</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                               |



## PILLAR 1: HIGH QUALITY LEARNING

**TMSD values high quality education for all students. This includes ensuring that all students have the opportunity to learn and grow in a safe and inclusive environment. TMSD believes that a quality education is essential for preparing students for success in a lifelong learning journey.**

1.1. **Instruction** TMSD values the influence of pedagogy related to Student achievement.

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| <b>Outcome:<br/>Instruction</b>   | <b>Strengthen consistency in terms of best practices across the division through mentorship of new teaching staff; staff moving to new subject/grade area</b>                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Sequence and Timelines</b>     | <ul style="list-style-type: none"><li>• Regular meetings between mentor, mentee, literacy leader and admin to collaborate, plan and reflect on teaching practices and student growth.</li><li>• Three PD sessions offered to new teachers to take place in November, January and March, facilitated by literacy leader</li><li>• Literacy/Numeracy leaders meeting with new staff before November to review assessment practices in the TMSD literacy assessment Guide</li><li>• Assist in implementing assessments and reviewing data for planning purposes.</li><li>• PLC's</li></ul> |
| <b>Roles and Responsibilities</b> | <ul style="list-style-type: none"><li>• Administration</li><li>• Teacher Mentor</li><li>• Literacy/Numeracy leader</li><li>• Classroom Teacher</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Monitoring System(s)</b>       | <ul style="list-style-type: none"><li>• Follow up meetings between mentor/mentee to review teaching methods and practices learned</li><li>• Data collection and review</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Data</b>                       | <ul style="list-style-type: none"><li>• Regular meetings occurred between mentors and mentees at TMSD schools</li><li>• Literacy and Numeracy Teacher-Leaders provided three PD sessions in the year (November, January, March)</li><li>• Literacy/Numeracy leaders met with new staff before November to review assessment practices</li><li>• Mentees participated in Grade Group PLCs, which met monthly</li></ul>                                                                                                                                                                   |

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| <b>Outcome:<br/>Instruction</b>   | <b>TMSD values the influence of pedagogy related to Student achievement by transition meetings between Grade levels, with specific reference to Literacy outcomes</b> |
| <b>Sequence and Timelines</b>     | <ul style="list-style-type: none"><li>• Grade to Grade Transition Meetings held in spring and fall with a focus on academics and learning behaviours</li></ul>        |
| <b>Roles and Responsibilities</b> | <ul style="list-style-type: none"><li>• Resource Teacher</li><li>• Guidance Counselor</li><li>• Classroom Teacher</li></ul>                                           |

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|                             | <ul style="list-style-type: none"> <li>Administration</li> </ul>                                                                                                                                                                                                |
| <b>Monitoring System(s)</b> | <ul style="list-style-type: none"> <li>Manitoba Data Tool information</li> <li>Anecdotal teacher reports</li> <li>Provincial report cards</li> <li>EYE data</li> <li>Transition meetings have occurred in each school, from Kindergarten to Grade 9.</li> </ul> |
| <b>Data</b>                 | <ul style="list-style-type: none"> <li>Grade-to-Grade Transition meetings (K-9) were held in May and June 2025</li> </ul>                                                                                                                                       |

1.2. **Literacy:** TMSD believes that literacy empowers students to be active and informed citizens. Through meeting the Manitoba curriculum outcomes, we strive to develop students' language skills across various domains: using language for power and agency, sense-making, exploration and design, and understanding language as a system.

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| <b>Outcome: Literacy</b>          | <b>Grade-to-grade assessment of reading, measured by the Fountas and Pinnell Reading assessment, as well as other informal assessment strategies will demonstrate individual student progress and guide instructional decisions</b>                                                                                                                                                                                                                                                                                |
| <b>Sequence and Timelines</b>     | <ul style="list-style-type: none"> <li>BC Performance Standards Informal Reading Assessment and Fountas &amp; Pinnell Assessment used as data to guide instruction</li> <li>Collaboration twice/year with teachers and literacy teacher leader to assess and plan for next steps</li> <li>Daily explicit instruction for students in K-3 in phonological awareness and early reading skills</li> <li>35% of school day spent on ELA in grades K-6</li> <li>27% of school day spent on ELA in grades K-6</li> </ul> |
| <b>Roles and Responsibilities</b> | <ul style="list-style-type: none"> <li>Principal</li> <li>Classroom Teacher</li> <li>Literacy/Numeracy Teacher-Leader</li> <li>Resource Teacher</li> </ul>                                                                                                                                                                                                                                                                                                                                                         |
| <b>Monitoring System(s)</b>       | <ul style="list-style-type: none"> <li>New teacher mentorship with colleague and literacy coach</li> <li>Regular check ins with administration, mentor and mentee</li> <li>Data collection followed by programming and intervention planning</li> <li>Teachers are reviewing their student scores at the start of the school year to guide instruction and programming.</li> </ul>                                                                                                                                 |
| <b>Data</b>                       | <ul style="list-style-type: none"> <li>75% of students in grades 1-8 fully meet or exceed grade level expectations in reading.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                          |

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| <b>Outcome: Literacy</b>      | <b>Grade-to-grade assessment of writing growth, measured by the BC Performance Standards continua, will demonstrate individual student progress and guide instructional decisions</b>                                      |
| <b>Sequence and Timelines</b> | <ul style="list-style-type: none"> <li>BC Performance Standards Informal Writing Assessment used as data to guide instruction</li> <li>Collaboration twice/year with teachers to assess and plan for next steps</li> </ul> |



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|                                   | <ul style="list-style-type: none"> <li>• Daily explicit instruction using a researched based program (LiPS, UFLI, McCracken) for students in K-3 in phonological awareness and early reading/writing skills</li> <li>• 35% of school day spent on ELA in grades K-6</li> <li>• 27% of school day spent on ELA in grades K-6</li> </ul>                                    |
| <b>Roles and Responsibilities</b> | <ul style="list-style-type: none"> <li>• Principal</li> <li>• Classroom Teacher</li> <li>• Literacy/Numeracy Teacher-Leader</li> <li>• Resource Teacher</li> </ul>                                                                                                                                                                                                        |
| <b>Monitoring System(s)</b>       | <ul style="list-style-type: none"> <li>• New teacher mentorship with colleague and literacy coach</li> <li>• Regular check ins with administration, mentor and mentee</li> <li>• Data collection followed by programming and intervention planning</li> <li>• Teachers are reviewing their student scores at the start of the school year to guide instruction</li> </ul> |
| <b>Data</b>                       | <ul style="list-style-type: none"> <li>• 61% of students in grades 1-8 fully meeting or exceeding grade level expectations in writing</li> <li>• 23% of students in grades 1-8 meeting expectations at minimal level</li> </ul>                                                                                                                                           |

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| <b>Outcome: Literacy</b>          | <p><b>Cohesive and consistent divisional Literacy programming and assessment strategies/interventions through Mentorship and the Teaching Sprints model, resulting in improvement in student achievement levels in Literacy</b></p> <p><b>Best practices in Literacy teaching and learning is evident through classroom observations by school administration, Literacy Teacher Leader, and Superintendent/CEO</b></p>                                                           |
| <b>Sequence and Timelines</b>     | <ul style="list-style-type: none"> <li>• Identification and delivery of Tier 1, 2 and 3 RTI Interventions for Literacy</li> <li>• Instructional Leadership Observations on a regularly scheduled basis followed by time for reflection and planning</li> <li>• Kindergarten Assessment data</li> <li>• Fountas and Pinnell Results</li> </ul>                                                                                                                                    |
| <b>Roles and Responsibilities</b> | <ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• Administration</li> <li>• Literacy Teacher Leader</li> <li>• Resource Teacher</li> </ul>                                                                                                                                                                                                                                                                                                                   |
| <b>Monitoring System(s)</b>       | <ul style="list-style-type: none"> <li>• Implementation of Levelled Literacy from Grades 1 to 8</li> <li>• Classroom Support teacher supporting individualized reading programming</li> <li>• Tier 3 reading support via Resource Teachers/Reading Recovery</li> <li>• K-1 Playbook to support consistent implementation of Early Years programming</li> <li>• TMSD literacy assessment handbook for all 1-8 teachers and literacy website accessible to all teachers</li> </ul> |
| <b>Data</b>                       | <ul style="list-style-type: none"> <li>• Levelled Literacy occurred for 69 students, grades K to 6 (all schools)</li> <li>• Literacy support teacher delivered individualized reading programs to 16 students in Grades 1-6 in Boissevain</li> </ul>                                                                                                                                                                                                                             |



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|  | <ul style="list-style-type: none"> <li>• Reading Recovery teacher delivered Tier 3 reading programs to 7 students in Killarney</li> <li>• K-1 Literacy Playbook used by all K-1 teachers and clinicians</li> <li>• TMSD literacy assessment handbook for all 1-8 teachers and literacy website accessible to all teachers</li> </ul> |
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| <b>Outcome:<br/>Literacy</b>      | <p><b>Full day every day Kindergarten</b></p> <p><b>Student growth in benchmark outcomes, reflected over time</b></p> <p><b>Connecting to Wellness Fair (Three Year Old) and Kindergarten Intake Data (DIAL-IV)</b></p>                                                                                                                                                                                                                                                                                                                   |
| <b>Sequence and Timelines</b>     | <ul style="list-style-type: none"> <li>• TMSD Kindergarten Transition document and transition meetings held in spring with all agencies involved</li> <li>• DIAL-IV assessment and data collection, reporting to parents in spring and intervention planning for students entering kindergarten</li> <li>• Wellness Fair held in spring for children aged 0-4, screenings completed and intervention planning begins</li> <li>• Early Years Evaluation (EYE) completed in fall and spring and reported to parents and province</li> </ul> |
| <b>Roles and Responsibilities</b> | <ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• SLP</li> <li>• Occupational Therapist/Physiotherapist</li> <li>• Assistant Superintendent</li> <li>• Other agencies involved as required</li> </ul>                                                                                                                                                                                                                                                                                                                 |
| <b>Monitoring System(s)</b>       | <ul style="list-style-type: none"> <li>• Explicit teaching of phonological awareness skills – Kindergarten Phonological awareness kits in each kindergarten classroom</li> <li>• EYE and reporting system</li> <li>• Phonological awareness screener in collaboration with resource teacher, classroom teacher and SLP to follow up with intervention groups</li> </ul>                                                                                                                                                                   |
| <b>Data</b>                       | <ul style="list-style-type: none"> <li>• TMSD Kindergarten Transition meetings occurred in spring 2025</li> <li>• DIAL-IV assessment for all in-coming Kindergarten students (starting in fall 2025) completed in May; reports shared with parents; intervention plans created for students who had potential delays in: Motor, Concepts, Language, Self-Help, and/or Social-Emotional</li> </ul>                                                                                                                                         |

**1.3. Numeracy:** TMSD values a strong numeracy foundation for all students. By meeting the Manitoba curriculum outcomes, students will develop essential number sense, critical thinking, and problem-solving skills across various mathematical domains like patterns, space, statistics, and probability. Our instruction fosters both conceptual understanding (why) and procedural fluency (how), empowering students to reason strategically and approach mathematics with a positive attitude.

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| <b>Outcome:<br/>Numeracy</b> | <b>Improve the Foundational Curricular Outcomes between grades 4 to 9.</b> |
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| Sequence and Timelines     | <ul style="list-style-type: none"><li>• Pacing Guides</li><li>• Foundational Outcomes Taught early in the Year with a focus of Reachback until June</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                         |
| Roles and Responsibilities | <ul style="list-style-type: none"><li>• Classroom Teachers</li><li>• Administration</li><li>• Numeracy Teacher Leader</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Monitoring System(s)       | <ul style="list-style-type: none"><li>• Four Foundational Quizzes</li><li>• Year End Baseline Assessment</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Data                       | <div><div><div>63% of our students between grades 4 and 9 demonstrated a minimum of 60% mastery on all grade level outcomes</div><div>this is an improvement of 3% from the previous two years</div></div><div><div><div>Data Set Details</div><div><div><div></div><div></div><div></div></div><div><div>100</div><div>75</div><div>50</div><div>25</div><div>0</div></div><div><div>Percent</div></div><div><div>2022</div><div>2023</div><div>2024</div><div>2025</div></div><div><div>Above</div><div>Between</div><div>Below</div></div></div></div></div></div> |

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| <b>Outcome: Numeracy</b>          | <b>Focus on assessment for, as, and of learning</b>                                                                                                                                                                                      |
| <b>Sequence and Timelines</b>     | <ul style="list-style-type: none"><li>• For, As, Of...</li></ul>                                                                                                                                                                         |
| <b>Roles and Responsibilities</b> | <ul style="list-style-type: none"><li>• Classroom Teachers</li><li>• Resource Teachers</li><li>• Administration</li><li>• Numeracy Teacher Leader</li></ul>                                                                              |
| <b>Monitoring System(s)</b>       | <ul style="list-style-type: none"><li>• For - NAP Formative, Divisional Screening Tool, Addition/Multiplication Running Records</li><li>• As - Self Reflections</li><li>• Of - Year End Baselines Numeracy Assessments</li></ul>         |
| <b>Data</b>                       | <ul style="list-style-type: none"><li>• for - November F&amp;P's complete in literacy, all four formatives complete in numeracy</li><li>• as -</li><li>• of - 100% staff entered literacy and numeracy baselines into datatool</li></ul> |

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| <b>Outcome:<br/>Numeracy</b>          | <b>Improve mRLC NAP outcomes for Indigenous Learners</b>                                                                               |
| <b>Sequence and<br/>Timelines</b>     | <ul style="list-style-type: none"> <li>Grade level year-end baselines in June</li> </ul>                                               |
| <b>Roles and<br/>Responsibilities</b> | <ul style="list-style-type: none"> <li>Classroom Teachers</li> <li>Numeracy Teacher Leader</li> <li>Resource Teachers</li> </ul>       |
| <b>Monitoring<br/>System(s)</b>       | <ul style="list-style-type: none"> <li>Manitoba Data Tool</li> </ul>                                                                   |
| <b>Data</b>                           | <ul style="list-style-type: none"> <li>Grade 1-8 grade level year-end baselines submitted in June in the Manitoba Data Tool</li> </ul> |

**1.4. Career Development - Strengthening Pathways to Student Success:** TMSD believes in offering opportunities for students to reflect on their interests and strengths to help develop essential career competencies and choices. Research, collaboration, and our experiential programs help students begin building a path to the future.

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| <b>Outcome:<br/>Numeracy</b>          | <b>Provide Career Exploration Grades 6 to grade 12.</b>                                                                                                                                                                                                                                                                                                                   |
| <b>Sequence and<br/>Timelines</b>     | <ul style="list-style-type: none"> <li>Career exploration in the middle years through to graduation</li> </ul>                                                                                                                                                                                                                                                            |
| <b>Roles and<br/>Responsibilities</b> | <ul style="list-style-type: none"> <li>Classroom Teachers</li> <li>Career Development Teacher Leader</li> <li>Administration</li> <li>Advisory Groups</li> </ul>                                                                                                                                                                                                          |
| <b>Monitoring<br/>System(s)</b>       | <ul style="list-style-type: none"> <li>XELLO</li> <li>Classroom Teachers</li> <li>Advisor Groups</li> <li>Life Work Exploration Courses</li> </ul>                                                                                                                                                                                                                        |
| <b>Data</b>                           | <ul style="list-style-type: none"> <li>23% Grade 6 students finished Core Lessons</li> <li>65% Grade 7 students finished Core Lessons</li> <li>44% Grade 8 students finished Core Lessons</li> <li>48% Grade 9 students finished Core Lessons</li> <li>96% of our students attended our Grade 12 Finance Fair</li> <li>100% Grade 9 Take Your Kids to Work Day</li> </ul> |



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| <b>Outcome:<br/>Numeracy</b>          | <b>Provide senior years' students the opportunity to have individualized career and education planning support with administration</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Sequence and<br/>Timelines</b>     | <ul style="list-style-type: none"><li>• Grade 9 to 12</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Roles and<br/>Responsibilities</b> | <ul style="list-style-type: none"><li>• School Administration</li><li>• Resources Teachers</li><li>• Career Development Teacher Leader</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Monitoring<br/>System(s)</b>       | <ul style="list-style-type: none"><li>• XELLO</li><li>• Power School (SIS)</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Data</b>                           | <ul style="list-style-type: none"><li>• Two meetings with each grade 12 student to discuss course options and plans for the future, once with every grade 10, 11 and 12 student.</li><li>• I met once with each of the Grade 11s to review their tracker and to discuss what next year looks like.</li><li>• Admin. meet with those who were at risk with each reporting period - 4 times. At Risk conversations and letters to home: April - 7, February - 7, and November -12 All students in 9-12 must take the life/works/explorations aka careers course at least once in their highschool time to get the TMSD diploma.</li><li>• Resource staff met often with students with career questions.</li></ul> |

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| <b>Outcome:<br/>Numeracy</b>          | <b>Use of .50 FTE Teacher-Leader position to oversee internships, apprenticeships, and strengthen this programming</b> |
| <b>Sequence and<br/>Timelines</b>     | <ul style="list-style-type: none"><li>• Grade 11 - 12</li></ul>                                                        |
| <b>Roles and<br/>Responsibilities</b> | <ul style="list-style-type: none"><li>• Career Development Teacher Leader</li></ul>                                    |
| <b>Monitoring<br/>System(s)</b>       | <ul style="list-style-type: none"><li>• Internship Placements</li><li>• Apprenticeship Agreements</li></ul>            |

**Data**

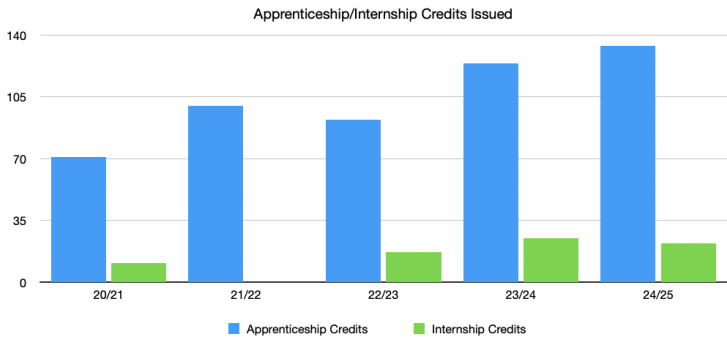


Table 1

|        | Apprenticeships | Internships |  |  |
|--------|-----------------|-------------|--|--|
| Item 1 | 71              | 11          |  |  |
| Item 2 | 100             | N/A         |  |  |
| Item 3 | 92              | 17          |  |  |
| Item 4 | 124             | 25          |  |  |
| Item 5 | 134             | 22          |  |  |

## PILLAR 2: EXCELLENCE IN TEACHING

In TMSD we value excellence in teaching. We foster vibrant learning communities where teachers are empowered to develop student-centered programming and provide engaging learning opportunities.

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| <b>Outcome:<br/>Curriculum</b>    | <b>Strengthen teacher knowledge of curriculum by creating plans of action using outcomes and methodology in accordance with provincial recommendations by using PLCs with grade group teams, Literacy and Numeracy Coaching sessions</b>                                                  |
| <b>Sequence and Timelines</b>     | <ul style="list-style-type: none"> <li>This involves (1) Literacy and Numeracy Coaching sessions to develop skills and resources, followed by (2) weekly or bi-weekly grade group PLCs to apply and refine practices, ensuring targeted and timely instruction.</li> </ul>                |
| <b>Roles and Responsibilities</b> | <ul style="list-style-type: none"> <li>Literacy Teacher-Leader</li> <li>Numeracy Teacher-Leader</li> <li>Classroom Teacher</li> <li>Administration</li> </ul>                                                                                                                             |
| <b>Monitoring System(s)</b>       | <ul style="list-style-type: none"> <li>Literacy and Numeracy Teacher-Leader schedules</li> <li>Anecdotal teacher reports</li> <li>PLC meetings have occurred in each school, from Kindergarten to Grade 8.</li> </ul>                                                                     |
| <b>Data</b>                       | <ul style="list-style-type: none"> <li>Literacy and Numeracy Teacher-Leader schedules show regular attendance in PLC team meetings throughout the 2024-2025 school year</li> <li>Monthly or bi-weekly PLC meetings have occurred in each school, from Kindergarten to Grade 8.</li> </ul> |

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| <b>Outcome:<br/>Curriculum</b>    | <b>Strengthen teacher knowledge of curriculum by ensuring the use of Divisional and Provincial documents:</b>                                                                                                                                   |
| <b>Sequence and Timelines</b>     | <ul style="list-style-type: none"> <li>All year</li> </ul>                                                                                                                                                                                      |
| <b>Roles and Responsibilities</b> | <ul style="list-style-type: none"> <li>Superintendent/CEO</li> <li>Principal</li> <li>Classroom Teacher</li> <li>Literacy/Numeracy Teacher-Leader</li> <li>Resource Teacher</li> </ul>                                                          |
| <b>Monitoring System(s)</b>       | <ul style="list-style-type: none"> <li>Mamàhtawisiwin: The Wonder We Are Born With--Tools for Reflection, Planning, and Reporting</li> <li>Pacing Guides</li> <li>Divisional Playbooks</li> <li>MEECL Framework for Learning Website</li> </ul> |

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| <b>Data</b> | <ul style="list-style-type: none"> <li>Classroom Teachers were provided the Mamàhtawisiwin: The Wonder We Are Born With--Tools for Reflection, Planning, and Reporting, school principals reported on school growth</li> <li>Pacing Guides were used in all grades participating in the mRLC Numeracy Achievement Program</li> <li>Divisional Playbooks were provided to Literacy and Numeracy teachers to ensure common understandings of expectations and timelines</li> <li>Teachers were encouraged to explore and use the MEECL Framework for Learning Website</li> </ul> |
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| <b>Outcome: Instructional Excellence</b> | <b>Ensure instructional excellence occurs by employing research-based and evidence-supported instructional strategies and methods that encourage citizenship, critical thinking, creativity, collaboration, communication, and developing a sense of self.</b>                                                                                                                                                                                                                                                                                                                                                        |
| <b>Sequence and Timelines</b>            | <ul style="list-style-type: none"> <li>All year</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Roles and Responsibilities</b>        | <ul style="list-style-type: none"> <li>Superintendent/CEO</li> <li>Principal</li> <li>Classroom Teacher</li> <li>Literacy/Numeracy Teacher-Leader</li> <li>Resource Teacher</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Monitoring System(s)</b>              | <ul style="list-style-type: none"> <li>John Hattie's Research</li> <li>NPDL</li> <li>Staff attendance at Manitoba Education and Early Childhood Learning Framework for Learning Global Competencies workshops</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Data</b>                              | <ul style="list-style-type: none"> <li>Grade group PLC's focused on John Hattie's research and the effect of Collective Teacher Efficacy: Teaching Sprints Model was used as the structure for planning</li> <li>TMSD teachers have been incorporating NPDL Global Competencies (Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking) into unit plans</li> <li>Three staff members attended Manitoba Education and Early Childhood Learning Framework for Learning Global Competencies workshops (Superintendent/CEO, Literacy Teacher-Leader, Numeracy Teacher-Leader)</li> </ul> |

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| <b>Outcome: Instructional Excellence</b> | <b>Ensure instructional excellence occurs through ongoing PD to support teachers in responding to the learning needs of students.</b>                                                              |
| <b>Sequence and Timelines</b>            | <ul style="list-style-type: none"> <li>8 Early dismissals throughout the school year</li> <li>Monthly/Bi-weekly PLC/Grad Group meetings</li> <li>mRLC registrations</li> <li>MTS PD Day</li> </ul> |
| <b>Roles and Responsibilities</b>        | <ul style="list-style-type: none"> <li>Superintendent/CEO</li> <li>Principal</li> <li>Classroom Teacher</li> </ul>                                                                                 |



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|                             | <ul style="list-style-type: none"><li>• Literacy/Numeracy Teacher-Leader</li><li>• Resource Teacher</li></ul>                                                                                                                                                                                                                                                                                             |
| <b>Monitoring System(s)</b> | <ul style="list-style-type: none"><li>• Early Dismissals</li><li>• PLCs/Grade Group Meetings</li><li>• mRLC</li><li>• MTS PD Day</li></ul>                                                                                                                                                                                                                                                                |
| <b>Data</b>                 | <ul style="list-style-type: none"><li>• TMSD Schools had 8 Early Dismissals, 4 which focused on Literacy, Numeracy, or Behavioural Support PD</li><li>• PLCs/Grade Group Meetings occurred monthly or bi-weekly</li><li>• 20 staff participated in mRLC sessions (Leadership Framework, Numeracy Achievement Program, Early Reading)</li><li>• All teachers participated in MTS PD day sessions</li></ul> |

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| <b>Outcome: Assessment</b>        | <b>Develop Assessment (As, For, and Of) skills to provide valuable information about student learning by using Literacy and Numeracy data.</b>                                                                                                                                                                                                                                                                                                                |
| <b>Sequence and Timelines</b>     | <ul style="list-style-type: none"><li>• All year</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Roles and Responsibilities</b> | <ul style="list-style-type: none"><li>• Superintendent/CEO</li><li>• Principal</li><li>• Classroom Teacher</li><li>• Literacy/Numeracy Teacher-Leaders</li><li>• Resource Teacher</li></ul>                                                                                                                                                                                                                                                                   |
| <b>Monitoring System(s)</b>       | <ul style="list-style-type: none"><li>• Uses Literacy and Numeracy Data tool to guide instruction</li><li>• Provincial Assessments for Grades 3, 7, 8, and 12</li><li>• Provincial Report Cards</li></ul>                                                                                                                                                                                                                                                     |
| <b>Data</b>                       | <ul style="list-style-type: none"><li>• Grades 4-9 NAP data available to teachers through the mRLC Data Tool</li><li>• Grades 1-8 Fountas and Pinnell data available to teachers through the mRLC Data Tool</li><li>• MEECL Provincial Assessment data shared with school administrators to guide school planning</li><li>• Provincial Report Card data: reports generated in PowerSchool to compare student learning in specific courses over time</li></ul> |

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| <b>Outcome: Assessment</b>        | <b>Develop Assessment (As, For, and Of) skills to provide valuable information about student learning by exploring and differentiating the role of choice, ownership, and voice through authentic learning opportunities by focusing on evidence of learning</b> |
| <b>Sequence and Timelines</b>     | <ul style="list-style-type: none"><li>• All year</li></ul>                                                                                                                                                                                                       |
| <b>Roles and Responsibilities</b> | <ul style="list-style-type: none"><li>• Principal</li><li>• Classroom Teacher</li></ul>                                                                                                                                                                          |





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|                             | <ul style="list-style-type: none"><li>• Literacy/Numeracy Teacher-Leader</li><li>• Resource Teacher</li></ul>                                                                                                                                                                                                                                 |
| <b>Monitoring System(s)</b> | <ul style="list-style-type: none"><li>• Product</li><li>• Observations</li><li>• Assessments</li></ul>                                                                                                                                                                                                                                        |
| <b>Data</b>                 | <ul style="list-style-type: none"><li>• Unit Planning including project-based learning, as well as traditional assessment formats</li><li>• Teacher formative observations included vertical learning, checklists, and Google Forms</li><li>• Assessment of learning was conducted through projects, assignments, and tests/quizzes</li></ul> |

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| <b>Outcome: Collaboration</b>     | <b>Collaboration with colleagues is integral to developing student-centered teaching practices by participating in Professional Learning Communities</b>                                                                                                                                                                                                                                                                              |
| <b>Sequence and Timelines</b>     | <ul style="list-style-type: none"><li>• Monthly or Bi-Weekly</li></ul>                                                                                                                                                                                                                                                                                                                                                                |
| <b>Roles and Responsibilities</b> | <ul style="list-style-type: none"><li>• Superintendent/CEO</li><li>• Principal</li><li>• Classroom Teacher</li><li>• Literacy/Numeracy Teacher-Leader</li><li>• Resource Teacher</li></ul>                                                                                                                                                                                                                                            |
| <b>Monitoring System(s)</b>       | <ul style="list-style-type: none"><li>• PLCs: Teaching Sprints: Planning and reporting as team members</li><li>• Staff Meetings</li></ul>                                                                                                                                                                                                                                                                                             |
| <b>Data</b>                       | <ul style="list-style-type: none"><li>• PLC teams used the RTI model (Teaching Sprints) to create common assessments/baseline assessments for areas where students needed support, came up with intervention strategy(ies) and implemented, then re-evaluated after 4-6 weeks.</li><li>• Early Dismissal staff meetings provided 4 opportunities throughout the school year for targeted PLC time with grade group partners</li></ul> |

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| <b>Outcome: Collaboration</b>     | <b>Collaboration with colleagues is integral to developing student-centered teaching practices engaging in School, Divisional and Provincial Committee work to further meet professional learning goals and influence excellence in teaching.</b> |
| <b>Sequence and Timelines</b>     | <ul style="list-style-type: none"><li>• All Year</li></ul>                                                                                                                                                                                        |
| <b>Roles and Responsibilities</b> | <ul style="list-style-type: none"><li>• Superintendent/CEO</li><li>• Assistant Superintendent of Student Services</li><li>• Principal</li><li>• Classroom Teacher</li><li>• Literacy/Numeracy Teacher-Leader</li></ul>                            |



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|                             | <ul style="list-style-type: none"><li>• Resource Teacher</li></ul>                                                                                                                                                                                                                                             |
| <b>Monitoring System(s)</b> | <ul style="list-style-type: none"><li>• TMSD Assessment Committee</li><li>• Staff involvement in Provincial Assessments</li><li>• Staff involvement in Provincial Curriculum renewals</li></ul>                                                                                                                |
| <b>Data</b>                 | <ul style="list-style-type: none"><li>• TMSD Assessment Committee did not meet in the 2024-2025 school year</li><li>• Staff were trained in administration and marking of provincial assessments (Grades 3/4, 7/8, 12)</li><li>• Staff names were brought forward for Provincial Curriculum renewals</li></ul> |

### PILLAR 3: HIGH QUALITY LEARNING

TMSD values a learning environment grounded in the Mamahtawisiwin principles of respect, hope, courage, and humility. We prioritize the well-being of both students and staff, fostering resilience and a strong sense of belonging. We believe empowered individuals achieve more and are better equipped to navigate life's challenges. Aligned with Manitoba Education's vision of "every student, every day", TMSD strives for regular school attendance, deep engagement in learning, and a strong sense of community, ultimately preparing all students to "live the good life" and graduate.

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| <b>Outcome:</b>                   | <b>Belonging: Strengthening positive relationships among the school community</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Sequence and Timelines</b>     | <ul style="list-style-type: none"> <li>• K to 12, Daily</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Roles and Responsibilities</b> | <ul style="list-style-type: none"> <li>• All staff</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Monitoring System(s)</b>       | <ul style="list-style-type: none"> <li>• Our School Survey</li> <li>• Incident Reports</li> <li>• Attendance Rates</li> <li>• Graduation Rates</li> <li>• Community use of Facilities</li> <li>• School-Community Partnerships</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Data</b>                       | <ul style="list-style-type: none"> <li>• 73% of Elementary students and 59% of Senior High Students report a positive sense of belonging</li> <li>• 37 incidents reports (11 students)</li> <li>• Attendance Rates <ul style="list-style-type: none"> <li>○ K-8 <ul style="list-style-type: none"> <li>■ Chronic: 5 students</li> <li>■ Severe Chronic: 2 students</li> </ul> </li> <li>○ 9-12 <ul style="list-style-type: none"> <li>■ Chronic: Semester 1: 16 students<br/>Semester 2: 20 students</li> <li>• Severe Chronic: Semester 1: 7 students<br/>Semester 2: 17 students</li> </ul> </li> </ul> </li> <li>• Graduation Rates: TMSD's 2024 4-year graduation rate was 82.9% (provincial=83.1%), 5-year graduation rate was 81.5% (provincial=88.6%), 6-year graduation rate was 85.2% (provincial=88.5%)</li> <li>• Active partnerships with the municipalities &amp; community user groups</li> </ul> |

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| <b>Outcome:</b> | <b>Connection: Number of school volunteer opportunities</b> |
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| <b>Sequence and Timelines</b>     | <ul style="list-style-type: none"><li>• K to 12, Daily</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Roles and Responsibilities</b> | <ul style="list-style-type: none"><li>• All staff</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Monitoring System(s)</b>       | <ul style="list-style-type: none"><li>• School volunteer opportunities</li></ul>                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Data</b>                       | <ul style="list-style-type: none"><li>• 36 Volunteer Credits awarded</li><li>• Volunteer opportunities (Grade 5-12):<ul style="list-style-type: none"><li>◦ Kindergarten lunch helpers, library helpers, breakfast club helpers, volunteer hours required as PE credit</li><li>◦ Community Service Day</li><li>◦ Formal volunteer opportunities via Prairie Mountain Health, Big Brothers, Big Sisters</li><li>◦ Student council, Peer Helpers</li></ul></li></ul> |

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| <b>Outcome:</b>                   | <b>Connection: Integrating the Mamahatawisiwin Framework into classroom learning</b>                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Sequence and Timelines</b>     | <ul style="list-style-type: none"><li>• K to 12, Daily</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Roles and Responsibilities</b> | <ul style="list-style-type: none"><li>• Administration, Classroom teachers, support staff</li></ul>                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Monitoring System(s)</b>       | <ul style="list-style-type: none"><li>• Mamahatawisiwin Learning Framework</li></ul>                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Data</b>                       | <ul style="list-style-type: none"><li>• Elders and Knowledge Keeper visits to schools (Colony and non-colony schools)</li><li>• Lessons and activities in classes (Novel studies, Truth and Reconciliation Day, Blanket exercise, Red Dress commemoration)</li><li>• Treaty Day (Boissevain), Moose Hide Walk (Killarney)</li><li>• Outdoor education and field trips</li><li>• Student nominated awards for Belonging, Mastery, Independence, Generosity (Killarney)</li></ul> |

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| <b>Outcome:</b>                   | <b>Behaviour; monitoring and tracking student presence and engagement</b>                                                                                             |
| <b>Sequence and Timelines</b>     | <ul style="list-style-type: none"><li>• K to 12, Daily</li></ul>                                                                                                      |
| <b>Roles and Responsibilities</b> | <ul style="list-style-type: none"><li>• Assistant Superintendent of Student Services, Principals, Guidance, Resource Teachers, School Social Work Clinician</li></ul> |

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| <b>Monitoring System(s)</b> | <ul style="list-style-type: none"> <li>Monthly attendance reports, Student Engagement Plans, Grade 7 Student Engagement Provincial Assessment, Our School Survey</li> </ul>                                                                                                                                                                                |
| <b>Data</b>                 | <ul style="list-style-type: none"> <li>Attendance reports drive student engagement plans to support student specific needs (12 created in 2024/25)</li> <li>Students who report as interested and motivated in their learning (Our School Survey): <ul style="list-style-type: none"> <li>Grades 4-8: 76%</li> <li>Grades 9-12: 31%</li> </ul> </li> </ul> |

#### PILLAR 4: RESPONSIVE SYSTEMS

**TMSD is committed to providing an equitable and effective public education system that fosters student success and well-being through strong leadership, open communication, collaborative engagement, inclusive practices, and responsive planning that meets the diverse needs of our learning communities.**

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|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Outcome: Excellence in Leadership</b> | <b>Focusing on building leadership capacity to improve student outcomes.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Sequence and Timelines</b>            | <ul style="list-style-type: none"> <li>Participation in mRLC's workshops on the Manitoba School Leadership Framework led by Stephen Katz.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Roles and Responsibilities</b>        | <ul style="list-style-type: none"> <li>Superintendent/CEO</li> <li>Assistant Superintendent of Student Services</li> <li>Principals</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Monitoring System(s)</b>              | <ul style="list-style-type: none"> <li>Percentage of administrators who participated in professional development opportunities aligned with the Framework</li> <li>Implementation of the Manitoba School Leadership Framework in Principal Evaluations</li> <li>Number of school improvement plans that demonstrate the use of Framework competencies</li> <li>Implementation of school-based leadership development programs.</li> </ul>                                                                                                                                                                      |
| <b>Data</b>                              | <ul style="list-style-type: none"> <li>100% of TMSD administrators (including senior administration) participated: 12/12</li> <li>Principal Growth Plans and Evaluations focused on: Leading a Vision for Continuous Improvement, Building Relationships, Leading a Safe, Caring, and Inclusive School Community, Leading Learning, and Leading the Organization</li> <li>School Plans effectively demonstrated aspects of the Framework competencies</li> <li>School-Based Leadership development programs: October 7, 2024; November 25, 2024; January 9, 2025; February 27, 2025; April 30, 2025</li> </ul> |

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|------------------------------------------|-------------------------------------------------------|
| <b>Outcome: Excellence in Leadership</b> | <b>Succession Planning and Leadership Development</b> |
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| <b>Sequence and Timelines</b>     | <ul style="list-style-type: none"><li>• Superintendent/CEO, with school administrators, will create and adopt of a Leadership Succession Plan by February 2025</li><li>• This plan will then be implemented to increase participation in coaching/mentorship programs and ensure all Principals consistently identify and train potential future school leaders.</li></ul>                                                                                                                                 |
| <b>Roles and Responsibilities</b> | <ul style="list-style-type: none"><li>• Superintendent/CEO</li><li>• Assistant Superintendent of Student Services</li><li>• Principals</li></ul>                                                                                                                                                                                                                                                                                                                                                           |
| <b>Monitoring System(s)</b>       | <ul style="list-style-type: none"><li>• Principals will identify potential future school leaders</li><li>• Existence of a documented Leadership Succession Plan for the division</li><li>• Number of leaders who participate in mentorship or coaching programs</li><li>• Implementation of leadership development opportunities for aspiring school leaders.</li></ul>                                                                                                                                    |
| <b>Data</b>                       | <ul style="list-style-type: none"><li>• Each school principal identified potential school leaders and provided them the opportunity to serve as “Acting Administrator” on days that principals were not in the school building</li><li>• TMSD has not yet created a Leadership Succession Plan</li><li>• There were 9 future leaders who participated in leadership coaching</li><li>• Aside from being the “Acting Administrator”, TMSD has not formalized leadership development opportunities</li></ul> |

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| <b>Outcome: Effective Communication</b> | <b>Ensuring clear, two-way communication between TMSD, schools, families, and communities. through a Multi-Channel Communication Strategy</b>                                                                                                                                                                                                             |
| <b>Sequence and Timelines</b>           | <ul style="list-style-type: none"><li>• Monthly</li></ul>                                                                                                                                                                                                                                                                                                 |
| <b>Roles and Responsibilities</b>       | <ul style="list-style-type: none"><li>• Superintendent/CEO</li><li>• Principals</li></ul>                                                                                                                                                                                                                                                                 |
| <b>Monitoring System(s)</b>             | <ul style="list-style-type: none"><li>• Frequency and reach of communication through various channels (websites, newsletters, social media)</li><li>• Parent/guardian and community satisfaction surveys regarding communication effectiveness,</li><li>• Analysis of website traffic and social media engagement metrics.</li></ul>                      |
| <b>Data</b>                             | <ul style="list-style-type: none"><li>• Schools sent out (via email) either bi-weekly or monthly newsletters, the Division sent out Fall and Spring newsletter</li><li>• Parent/guardian satisfaction surveys were not created or sent out in the 2024-2025 school year</li><li>• School and Division social media posts were frequent (weekly)</li></ul> |

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| <b>Outcome: Effective Communication</b> | <b>Ensuring clear, two-way communication between TMSD, schools, families, and communities. through transparency and openness</b> |
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| <b>Sequence and Timelines</b>     | <ul style="list-style-type: none"><li>• Throughout the school year</li></ul>                                                                                                                                                                                                                                                                                   |
| <b>Roles and Responsibilities</b> | <ul style="list-style-type: none"><li>• Superintendent/CEO</li><li>• Assistant Superintendent of Student Services</li><li>• Principals</li></ul>                                                                                                                                                                                                               |
| <b>Monitoring System(s)</b>       | <ul style="list-style-type: none"><li>• Accessibility of key divisional information on the TMSD website</li><li>• Timeliness and accuracy of information presented in communication channels (email, newsletters, social media posts)</li></ul>                                                                                                                |
| <b>Data</b>                       | <ul style="list-style-type: none"><li>• TMSD's website has been updated to make accessing information easier for stakeholders</li><li>• Timeliness and accuracy of information presented in communication channels (email, newsletters, social media posts) was followed and shared with the public (including online Division and school calendars)</li></ul> |

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| <b>Outcome: Collaborative Engagement</b> | <b>Promoting active participation of stakeholders in shaping divisional and school goals by strengthening School-Community Partnerships</b>                                                                                                                                                                                  |
| <b>Sequence and Timelines</b>            | <ul style="list-style-type: none"><li>• Four-Year Cycle</li></ul>                                                                                                                                                                                                                                                            |
| <b>Roles and Responsibilities</b>        | <ul style="list-style-type: none"><li>• Superintendent/CEO</li><li>• Board of Trustees</li><li>• School Administrators</li></ul>                                                                                                                                                                                             |
| <b>Monitoring System(s)</b>              | <ul style="list-style-type: none"><li>• Number and effectiveness of collaborative events involving schools, families, and community organizations</li><li>• Level of parental and community volunteer participation in schools</li><li>• Implementation of feedback mechanisms from school-community partnerships.</li></ul> |
| <b>Data</b>                              | <ul style="list-style-type: none"><li>• Every four years, stakeholders are invited to a Strategic Planning Forum</li><li>• Stakeholders have input through surveys (ex. Spring 2024 survey of parents/caregivers, students, and staff about cell phone use in schools)</li></ul>                                             |

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| <b>Outcome: Collaborative Engagement</b> | <b>Promoting active participation of stakeholders in shaping divisional and school goals by encouraging Student Voice and Leadership</b> |
| <b>Sequence and Timelines</b>            | <ul style="list-style-type: none"><li>• Throughout the school year</li></ul>                                                             |
| <b>Roles and Responsibilities</b>        | <ul style="list-style-type: none"><li>• Principals</li><li>• Classroom Teachers</li></ul>                                                |

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|                             | <ul style="list-style-type: none"> <li>• Student Government</li> </ul>                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Monitoring System(s)</b> | <ul style="list-style-type: none"> <li>• Student participation in school decision-making processes (e.g., student councils, focus groups)</li> <li>• Implementation of student-led initiatives and projects</li> <li>• Development of leadership skills among students through various programs and opportunities.</li> </ul>                                                                                                                   |
| <b>Data</b>                 | <ul style="list-style-type: none"> <li>• All school have student governments, Boissevain and Killarney Schools have a Middle Years Student Government, as we all Senior Years Student Government</li> <li>• Many school projects have been initiated by the Student Governments, including increasing seating areas in hallways</li> <li>• Student Government participants attend Student Leadership Conferences throughout the year</li> </ul> |

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| <b>Outcome: Inclusive Learning Environments</b> | <b>Creating welcoming and supportive spaces for all students to thrive by focusing on equity and diversity for all students.</b>                                                                                                                                                                                                                                         |
| <b>Sequence and Timelines</b>                   | <ul style="list-style-type: none"> <li>• Daily</li> </ul>                                                                                                                                                                                                                                                                                                                |
| <b>Roles and Responsibilities</b>               | <ul style="list-style-type: none"> <li>• All Staff</li> </ul>                                                                                                                                                                                                                                                                                                            |
| <b>Monitoring System(s)</b>                     | <ul style="list-style-type: none"> <li>• Disaggregated data on student achievement for diverse student groups (e.g., Indigenous students, students with special needs)</li> <li>• Implementation of targeted interventions and supports to meet individual student needs</li> <li>• Representation of diverse perspectives in school curriculum and resources</li> </ul> |
| <b>Data</b>                                     | <ul style="list-style-type: none"> <li>• Social Emotional Programming (Second Step) implemented from K to 8 division wide</li> <li>• Choice to attend noon religious exercises (Killarney and Boissevain School)</li> <li>• GSA (Boissevain School)</li> <li>• Social Justice Club (Killarney School)</li> </ul>                                                         |

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| <b>Outcome: Inclusive Learning Environments</b> | <b>Creating welcoming and supportive spaces for all students to thrive by having culturally responsive practices</b> |
| <b>Sequence and Timelines</b>                   | <ul style="list-style-type: none"> <li>• Throughout the school year</li> </ul>                                       |
| <b>Roles and Responsibilities</b>               | <ul style="list-style-type: none"> <li>• All Staff</li> </ul>                                                        |



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| <b>Monitoring System(s)</b> | <ul style="list-style-type: none"> <li>Integration of First Nations, Métis, and Inuit (FNMI) perspectives and knowledge systems into curriculum and pedagogy</li> <li>Mamàhtawisiwin: The Wonder We Are Born With--Tools for Reflection, Planning, and Reporting</li> <li>Number of staff who participate in professional development related to cultural competency</li> <li>Development of partnerships with Indigenous communities to enhance student learning</li> </ul> |
| <b>Data</b>                 | <ul style="list-style-type: none"> <li>FNMI course offered at Grade 11 &amp; 12 (Boissevain School)</li> <li>Indigenous Perspectives enrichment class Grade 7 &amp; 8 (Boissevain School)</li> <li>Inclusion of Metis sash presentation at Graduation (Boissevain School)</li> <li>Connections with Elders and Knowledge Keepers - attend school functions, field trips, guide school staff and students through ceremony and prayer during special events</li> </ul>        |

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| <b>Outcome: Inclusive Learning Environments</b> | <b>Creating welcoming and supportive spaces for all students to thrive by following Student Services Inclusive Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Sequence and Timelines</b>                   | <ul style="list-style-type: none"> <li>Throughout the school year</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Roles and Responsibilities</b>               | <ul style="list-style-type: none"> <li>Assistant Superintendent of Student Services, Principals, Guidance, Resource Teachers, Clinicians, Classroom Teachers</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Monitoring System(s)</b>                     | <ul style="list-style-type: none"> <li>Policy and procedures reflect the Standards for Appropriate Education Programming in Manitoba (MEECL, 2022).</li> <li>Administration and Student Services personnel utilize appropriate transition protocols to support students with exceptionalities and their families transition from community to school and from school to community, through strong partnerships with community and provincial support agencies.</li> <li>Families and students are empowered and supported to engage in the student specific planning process.</li> </ul> |
| <b>Data</b>                                     | <ul style="list-style-type: none"> <li>Student Specific Planning; team meetings with student and parent participation and inclusion of outside agencies</li> <li>Early Childhood Committee transition to school meetings</li> <li>Preschool Wellness Fairs</li> <li>Transition to Adulthood planning with partner organizations (CLDS, EAPD)</li> </ul>                                                                                                                                                                                                                                  |

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| <b>Outcome: Responsive Planning and Resource Allocation</b> | <b>Allocating resources strategically to meet the evolving needs of learners through data-driven decision making</b> |
| <b>Sequence and</b>                                         | <ul style="list-style-type: none"> <li>Throughout the year</li> </ul>                                                |



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| <b>Timelines</b>                  |                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Roles and Responsibilities</b> | <ul style="list-style-type: none"><li>• Superintendent/CEO</li><li>• Assistant Superintendent</li><li>• Principals</li></ul>                                                                                                                                                                                                                                                                                                            |
| <b>Monitoring System(s)</b>       | <ul style="list-style-type: none"><li>• Regular collection, analysis, and use of student achievement and school performance data</li><li>• Alignment of resource allocation with identified student needs and program priorities (Class and School Profiles)</li><li>• Development of data-driven action plans for school improvement.</li></ul>                                                                                        |
| <b>Data</b>                       | <ul style="list-style-type: none"><li>• Tri-annual collection, analysis, and use of student achievement and school performance data shared to Superintendent/CEO by principals (October, February, May)</li><li>• Resources allocated based on school needs as identified in Class Profiles (October and February) and School Profiles (yearly)</li><li>• School Plans reflected goals based on data (October, February, May)</li></ul> |

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| <b>Outcome: Responsive Planning and Resource Allocation</b> | <b>Allocating resources strategically to meet the evolving needs of learners using flexibility and adaptability</b>                                                                                                                                                                                                                                          |
| <b>Sequence and Timelines</b>                               | <ul style="list-style-type: none"><li>• Throughout the school year</li></ul>                                                                                                                                                                                                                                                                                 |
| <b>Roles and Responsibilities</b>                           | <ul style="list-style-type: none"><li>• Timeliness of the division's response to emerging student needs and unforeseen challenges</li><li>• Implementation of innovative programs and initiatives to address changing educational demands</li><li>• Level of staff and school readiness to adapt to new instructional approaches and technologies.</li></ul> |
| <b>Monitoring System(s)</b>                                 | <ul style="list-style-type: none"><li>• TMSD focusing on Technical-Vocational programming for students in Grades 11 and 12</li><li>• Use of new technologies (Google Classroom, Digital Printers, Laser Engravers, etc.)</li></ul>                                                                                                                           |
| <b>Data</b>                                                 | <ul style="list-style-type: none"><li>• TMSD created an Automotive Technician course for students in Grades 11 and 12, in partnership with a local car dealership. 4 students participated.</li><li>• All Grade 7-12 classrooms in TMSD utilize Google Classroom, purchase of Laser engraver at Killarney School</li></ul>                                   |