



WINNIPEG SCHOOL DIVISION

Framework for Continuous Improvement Report

2021/22 and Plan 2022/23

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ABOUT WINNIPEG SCHOOL DIVISION

Since 1871, Winnipeg School Division (WSD) has been a catalyst for public education for many students. Between 2010 and 2019, enrolment in Winnipeg School Division remained relatively stable with approximately 33,000 students. In the fall of 2020, enrolment was greatly impacted by the COVID-19 Pandemic resulting in a 10.9 percent change in the number of students.

Currently, the division operates 79 schools, located in the most densely populated areas of Winnipeg. WSD collectively teaches approximately 29,000 students annually representing approximately 14.2 percent of the total students enrolled in Manitoba. WSD is home to a wide variety of programming for students including Nursery to Grade 12, alternative programming, advanced programming, language programming, international education, and inclusive education for students with exceptional needs.

WSD is committed to a vast array of programming and initiatives that allow students to continue lifelong learning and enrichment. WSD offers support and services for adolescent parents to succeed as parents and learners. New Canadian families and students from a variety of diverse cultures are supported with programming to help ensure success in WSD schools and communities.

WSD's many graduation initiatives, including Indigenous Graduation Support Teachers, Morningstar and the Student Success Initiative, have demonstrated enhanced student achievement and graduation rates.

Student wellness, safety and development are priorities that are evident in programming such as school therapy and counselling services. WSD is a leader in equity, diversity and inclusion and continues to excel in these areas.

WSD initiated many strategies/programs to address student learning. Early Years Support Teachers, WSD mathematics course, Early Years Creative Math Thinkers, Thinking Classrooms, Dreambox, Transformative Teaching and Learning in Writing, Professional Learning Communities, Coding, Digital Portfolios and Learning Platforms, Learning Sprints with Simon Beakspear, Inquiry into new ELA curriculum planning and assessment, to name just a few.

STRENGTHS

Winnipeg School Division has many success stories of our students, leading examples of innovation and technology, and amazing teachers, administrators, and staff dedicated to serving students every day. WSD continues to be committed to improving graduation rates. Through student services programs that promote healthy minds, Indigenous Education, Graduation Coaches and many other initiatives, we are seeing more and more young people thrive in our schools and achieve their diplomas. We are also welcoming more newcomers and refugees to our division every year and are thankful for the diversity and multiculturalism that we enjoy among our students and staff.

Partnerships are a key foundation for WSD and we are grateful for the many community, provincial and federal organizations who work with us throughout the year. It is because of these commitments that we can deliver on WSD's promise of a learning environment that fosters the growth of each student's potential and provide equitable opportunity to develop the knowledge, skills and values necessary for meaningful participation in a global and diverse society.

CHALLENGES

One of the barriers to learning is the stability and mobility of children and families. In 2021/22, the mobility rate was 20 percent for the elementary grades and 17.2 percent for the secondary grades; down 7.4 percent and 5 percent respectively from the previous year. The stability rate was 91.7 percent for the elementary grades and 92.1 percent for the secondary grades: up slightly from the previous year. Additionally, poverty and food security were challenges to many families, particularly during the COVID-19 Pandemic.

Demographics also show:

- An increasing number of children are in care or are known to CFS;
- A growing number of children entering school with social and emotional challenges particularly following the COVID-19 pandemic; and
- It is becoming progressively more difficult to find trained teachers to staff French Immersion and Indigenous bilingual language programs.

WINNIPEG SCHOOL DIVISION PROFILE

SENIOR ADMINISTRATION TEAM

The Chief Superintendent of Schools is the Chief Executive Officer of the Board and is hired by the Board of Trustees to manage the affairs of the school division.

A Senior Administration team reports to the Chief Superintendent and supports all aspects of the Winnipeg School Division (WSD) including education and curriculum, planning, system services, human resources, buildings, transportation, communications and community/board services. The Senior Administration is supported by a team of administrative assistants with extensive in-school experience and knowledge.

Two Superintendents of Education Services and six Directors are responsible for the general direction and coordination of all matters relevant to the delivery of educational services in schools. Under the supervision of the Superintendents, each Director is responsible for a group of schools and aspects related to staffing, supervision, performance evaluations, budget development/allocation, and direction to principals on the delivery of programs and services. In addition, each Superintendent and Director holds a portfolio of programs for development and implementation across the division.

The Secretary Treasurer/Chief Financial Officer is responsible for all areas of finance, pension, budgets and transportation for WSD. Reporting to the Secretary Treasurer are the Director of Buildings and the Assistant Secretary-Treasurer/Director of Finance.

The Chief Human Resource Officer is responsible for staffing, labour relations, and professional development programs for WSD employees.

The Director of Buildings oversees all maintenance, repairs and new construction throughout the division. In addition to supporting the finance department, the Assistant Secretary Treasurer/Director of Finance oversees Transportation Services.

The Senior Information Officer is responsible for communications with internal and external audiences including planning and resource allocation, brand development and implementation, media relations, social media and website presence, and WSD publications.

The Board and Community Liaison Services Officer is responsible for all aspects of supporting the WSD Board of Trustees including agenda development, minutes, correspondence and meetings. This office also supports outreach and collaboration with parents, community and community organizations, assist in resolving matters of concern to parents, work with school staff and examines the development of schools as centers of the community.

This report is a collaborative effort between school staff and senior administration. Schools develop a Framework for Continuous Improvement Plan with staff in each school. This is shared with the Superintendents and Directors. Senior administrators then review the information and compile a report and plan for the year.

STAFFING PROFILE (AS OF APRIL 30, 2022)

Position	Full-time Equivalent
Principals	79
Vice Principals	65
Teachers	2184
Guidance Counsellors	70
Resource Teachers	77
Spec. Needs/Low Enrollment Teachers	6
Educational Assistants	1337
Speech Language Pathologists	37
Reading Clinicians	17
Psychologists	37
Social Workers	37
Clinical Support Services Area Service Directors	6
Program Leads	11
Substitute Staff	2179

STUDENT POPULATION PROFILE (AS OF SEPTEMBER 30, 2021)

Disaggregation	Number of Students	Percentage of Population
English Program	23434	81.3
French Immersion	4521	15.7
Hebrew Bilingual	199	0.7
Ukrainian Bilingual	31	0.1
Spanish Bilingual	86	0.3
Cree Bilingual	44	0.2
Ojibwe Bilingual	90	0.3
Cree/Ojibwe Language Courses at Niji Mahkwa and Children of the Earth	494	1.8
Self-declared Indigenous Students	8027	27.8
Students receiving English as an Additional Language	4540	17.7
Students in Care	1363	4.7

Winnipeg School Division is the most culturally and socio-economically diverse division in Manitoba with approximately 17.7 percent of students receiving English as Additional Language Services (EAL). As per Provincial guidelines, students receiving EAL services are not identified until the spring of their Kindergarten year, therefore Nursery and Kindergarten students are excluded from this number. Self-declared Indigenous students have increased over the years and accounted for 27.8 percent of the student population. Students in care, identified as any student under the care of Child and Family Services (CFS) accounted for 4.7 percent of the student population.

Winnipeg School Division offers six language programs – French is offered in 18 schools; Hebrew is offered at Brock Corydon; Ukrainian at Ralph Brown; Spanish at Earl Grey; Cree and Ojibwe at Isaac Brock. There is a slight increase in the number of students in language programs. Enrolment in the six language programs accounted for 17.3 percent of students population.

Year	N	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014/15	133	504	497	491	400	366	302	284	247	246	188	149	135	154	4096
2015/16	160	435	542	461	449	366	341	283	279	235	196	165	143	135	4190
2016/17	151	456	499	515	442	418	344	325	276	273	201	184	160	142	4386
2017/18	152	493	521	478	471	410	391	328	326	255	220	183	173	159	4560
2018/19	162	513	570	497	447	448	376	372	307	310	187	188	174	166	4717
2019/20	186	472	547	532	454	406	422	355	349	293	240	155	178	161	4750
2020/21	150	459	490	473	466	393	374	386	320	320	218	216	144	164	4573
2021/22	153	445	515	437	433	412	357	342	364	303	238	183	199	140	4521

EQUITY DIVERSITY AND INCLUSION

Winnipeg School Division continually reviews and revises policies and introduces programming to reflect accurately its priorities, values, purpose and vision. These policies and programs ensure a positive learning environment that respects the intrinsic value of each student with an underpinning of equity, inclusion and diversity. Students are provided with opportunities to develop their skills, talents and life plan through a safe environment, a robust and challenging curriculum, well-trained staff, and equitable access to technology.

Seven important policies that enhance equity, inclusion, and diversity are:

- **Policy AC Human Rights** demonstrates WSD's commitment to creating and maintaining an environment in which students, parents and employees are aware of and respect the rights and human dignity of others.
- **Policy GBA Employment Equity** demonstrates WSD's commitment to developing a workforce composition which reflects the composition of men and women, persons with disabilities and Black, Indigenous and People of Colour.
- **Policy IGAB Diversity and Equity Education** commits WSD to an educational philosophy that recognizes the fundamental equality of people of all origins, abilities, gender identity, sexual orientation, age, ethnic origin, ancestry, culture, socio-economic background or status, religion or spirituality, family status, mental and physical abilities, physical features including body size and shape, intelligence or ability, learning preferences, ancestry or place of birth, first language or mother tongue.
- **Policy IGABA Indigenous Education** demonstrates WSD's commitment to supporting curricula that integrates Indigenous perspectives for the benefit of all students.
- **Policy IGABB Safe and Caring Policy** – Trans and Gender Diverse Students and Staff commits to providing learning opportunities, dignity, respect and equity for all including trans and gender diverse students and staff.
- **Policy IGDF Fundraising in Schools** was revised to honour the dignity of every student and their family and their ability to participate in the fundraising process. This means the exclusion of incentive prizes and the ability to opt out of any fundraising activities.
- **Policy JJD Right to Participate** was created in regard to student activities and supplemental school fees to ensure that no student is excluded from participating in activities based on their ability to pay supplemental school fee.

EDUCATION FOR SUSTAINABLE DEVELOPMENT

Winnipeg School Division believes in developing responsible decision-makers and global citizens, who contribute to social, cultural, environmental, and economic well-being to ensure a sustainable future for all. *Enough for All Forever* is Winnipeg School Division's Education for Sustainable Development definition. All schools in Winnipeg School Division have an Education for Sustainable Development Plan and follows guiding principles for practicing sustainability:

1. WSD schools and departments strive to follow sustainable practices in the social, environmental, and economic realms.
2. WSD teaches, encourages, and demonstrates critical thinking about global and environmental issues including inequalities of the sharing distribution of global resources and political power (Manitoba Education).
3. Students develop the knowledge, skills, and values necessary for meaningful participation in a global society.
4. Education for Sustainable Development educates students, staff, and the broader community, of the importance of sustainable living for human survival and the survival of all living things.
5. Traditional Indigenous perspectives regarding our relationship with Mother Earth, such as our responsibility to ensure the survival of the Seventh Generation and collective responsibility, are incorporated in the WSD Sustainable Development Plan.
6. WSD models the principles of sustainability taught in the classroom.
7. WSD recognizes the importance of families and values cultural diversity and community partnerships while working toward a sustainable future for all.
8. WSD practices recognize and support the connection between healthy lifestyles and sustainable living.
9. WSD has programs and policies to promote equity, diversity and inclusion.
10. WSD continue to expand active transportation initiatives such as cycling, walking school bus and encourage physical activity as part of the learning experience.

WSD has developed tracking metrics and mechanisms to monitor waste and energy consumption. WSD actions have led to significant reductions in water and energy consumption. WSD has LEED building stand programs and energy management initiatives in place. Construction and maintenance materials conform to LEED Resource Re-use, Recycled Content, Durable building criteria and low VOC content where available and practical. There has also been an increase in the use of recycled paper, environmentally-friendly cleaning and building products, and energy efficient electronics and appliances.

GRANTS

CAREER EDUCATION

Winnipeg School Division is committed to inspiring students to achieve academic success, reach goals and enter the workforce. Preparing for the workforce is an important outcome of education, and through career development, students learn their own strengths and interests. Through a variety of curriculum choices, programs, events, and experiences in the community, Winnipeg School Division students can explore possible future career options. Winnipeg School Division partners with organizations and businesses to monitor the labour market for Winnipeg youth and provide the responsive programming, tools, technology and skills they need to lead to meaningful careers. Many students benefit from these partnerships as they obtain mentorship, work experience and on-the-job training while they are in school.

ENGLISH AS AN ADDITIONAL LANGUAGE

Winnipeg School Division is committed to implementing school and division-wide practices that encompass all aspects of short and long-term education planning and programming for EAL learners, from their initial intake assessment to the point where they have acquired an age/grade-appropriate level of the English language to successfully integrate into the classroom. WSD has seven LAL Centres ((Literacy, Academics, Language) and four Literacy Transition Centres in junior high and high schools to address the needs of students who have experienced interruptions in their education or have demonstrated limited literacy levels in their primary language. EAL learners with age/grade appropriate educational backgrounds and are literate in at least one language are supported at the school level by EAL or Resource teachers. The majority of the schools also have additional hours of educational assistant time to support EAL students in their home school. Time allocation of educational assistant hours is based on EAL student enrolment at each school. WSD also provides EAL and newcomer students with supports from a Newcomer Coordinator, Intercultural Support Workers, and partnerships with settlement agencies and cultural organizations that enhance opportunities for students and families.

EARLY CHILDHOOD DEVELOPMENT INITIATIVE

Data from the EDI and divisional assessments are used to support and develop programming for this grant. WSD's divisional program, Talk to Me, provides high quality (frequent and intense) language and speech intervention to WSD's neediest and youngest students.

This primary programming is divided into three sub-outcomes: intelligibility of speech, language, and early reading development and literacy. The outcomes are assessed, needs addressed through one-on-one support and re-assessed during and at the end of the year.

The program uses Indigenous books, Indigenous perspectives, and resources with the students' heritage in mind. Additional observations on the impact of program include attendance, social-emotional learning, learning behaviours, and family involvement.

Kindergarten bags are provided for all WSD Kindergarten students, through a partnership with Welcome to Kindergarten, The Learning Partnership. This resource is used with families as a support to develop school readiness skills.

INDIGENOUS ACADEMIC ACHIEVEMENT (IAA)

Through the IAA grant, WSD has made significant progress in implementing Indigenous education initiatives. There are five Indigenous Programming Support Teachers who provide professional learning opportunities for Principals, Teachers, Education Assistants and Community Support Workers. Treaty Education Training is provided and supported in the classrooms. Seven graduation coaches in high schools supports Indigenous students resulting in positive increases in graduation, attendance and credit attainment. Indigenous Leaders within WSD are creating a three to four-year Indigenous Education Plan. This plan established seven "action areas" for the division and is targeting actions to focus on the effectiveness of programs and reviewing the Indigenous Education Policy (IGABA). A comprehensive overview of the history of Indigenous education in WSD, as well as current programming is included as an appendix to this document.

LEARNING TO 18

The Learning to Age 18 grant is used to hire a coordinator with the focus of re-engaging students in their education and supporting students with the transition from school to work and/or post-secondary education and training. The Learning to 18 coordinator also identifies resources and collaborates with community and educational partners on behalf of schools to facilitate and coordinate supports for students. The coordinator also works with our Off-Campus locations and provides specific support around curriculum implementation and career development.

LITERACY AND NUMERACY

The grant focuses on programming and interventions that support Literacy and Numeracy across the Winnipeg School Division. The grant is used to support the implementation of Reading Recovery and Early Literacy support, Winnipeg School Division Read to Me Program for nine schools and Math Mentor Instructional coaches. Detailed reports for Reading Recovery are provided to Manitoba Education on an annual basis.

TECHNOLOGY EDUCATION

WSD uses this grant to provide Industrial Arts students with the opportunity to work and learn actively in a “hands on” environment using technological tools, materials and processes. The skills and knowledge targeted for development include decision making, problem solving, critical thinking and a range of communication strategies. It is expected that the learning environments challenge and engage students as they work collaboratively or independently to solve problems, design solutions and create products.

WSD provides students in technical vocational education the skills and competencies to allow them to transition successfully into the workplace, apprenticeship opportunities, post secondary education and daily life. Equipment purchases, the creation of new programs and partnerships with industry are all centred around socio economic changes, labour market needs (current and projected) and global competencies. This ensures students of WSD are competitive in the global economy. WSD strives to ensure classrooms and learning current and reflective of progress and operations in the work force.

RELEVANT DIVISION WEBSITE LINKS

[Winnipeg School Division Homepage](#)

[WSD Annual Report to the Community](#)

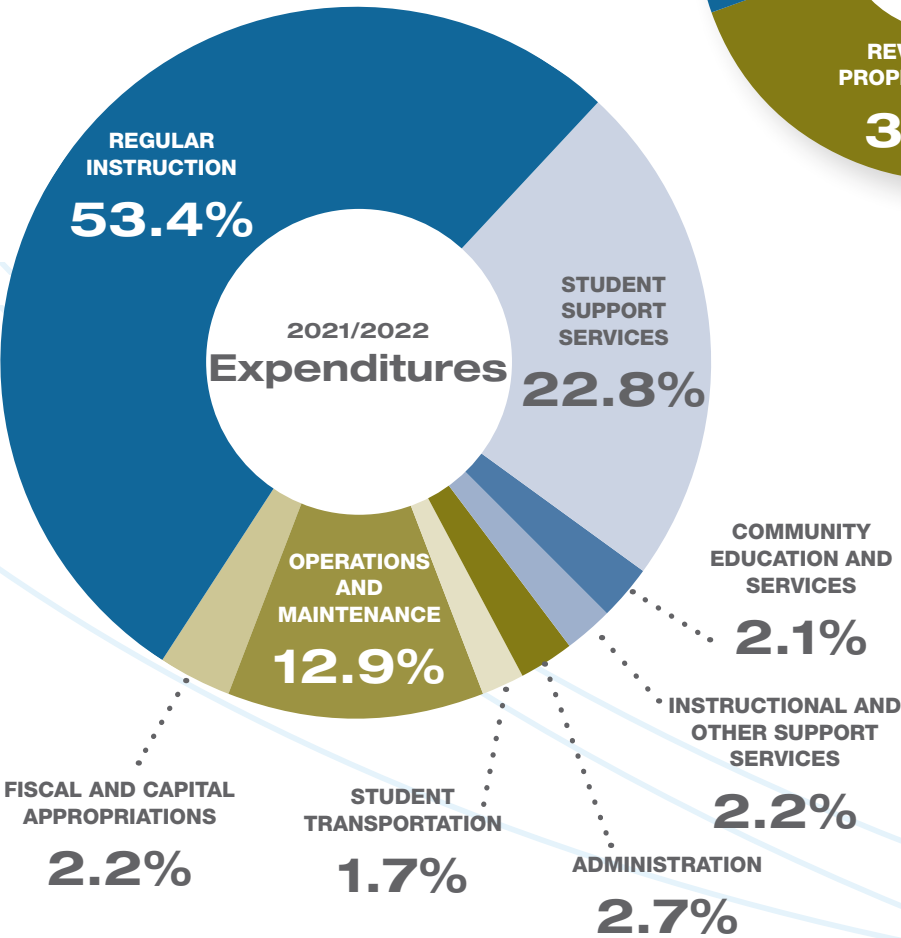
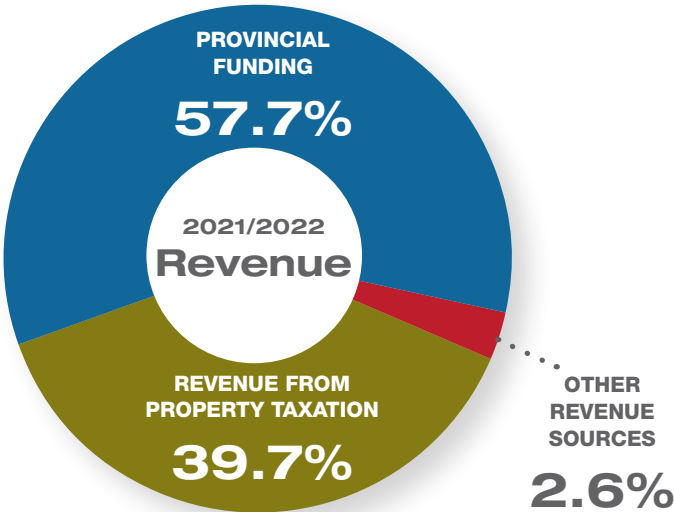
[WSD 2016-2020 Strategic Plan](#)

[WSD 2019-2021 Education for Sustainable Development Plan](#)

[WSD Budget](#)

FINANCIAL DECLARATION

Winnipeg School Division provides responsible management of tax dollars and resources to ensure long-term fiscal sustainability and accountability of the programs, facilities, and services provided to the community. This includes openness in the reporting of finances and operations, annual budgets and consultations, implementing long-term capital plans, prioritizing infrastructure renewal, effectively allocating resources, and seeking operational efficiencies.



REPORT ON DATA

EARLY & MIDDLE YEARS LITERACY

Students have benefitted from language-rich classrooms with access to high-interest and inclusive reading materials, increased use of Assessment for Learning strategies, and uninterrupted literacy learning blocks. Students requiring more intensive assistance are supported through targeted instruction, guided reading and other intervention programs selected at the school level. Nine elementary schools have implemented Read to Me, a reading framework focused on teaching beginning literacy – phonetic awareness, alphabetic principles, fluency, vocabulary, and comprehension in Grades 1 to 3. This framework had a positive impact on student literacy scores, attendance, and social emotional data.

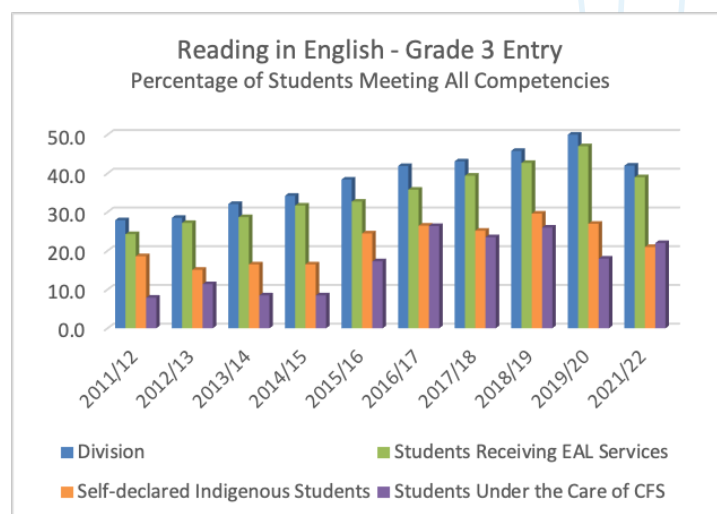
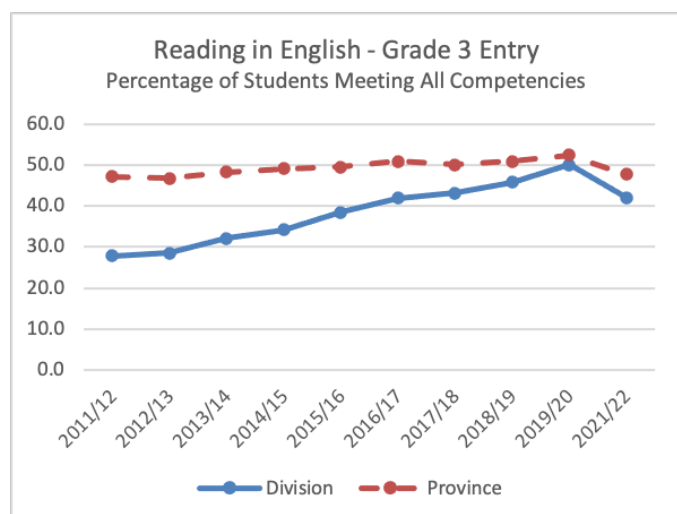
Mid and year-end assessments indicated that many students previously identified as approaching expectations had received appropriate programming and were performing at grade-level.

Teachers and Principals/Vice-Principals are supported by members of the Professional Support Services team who engaged in collaborative data analysis, interpretation and planning conversations with a focus on literacy and numeracy.

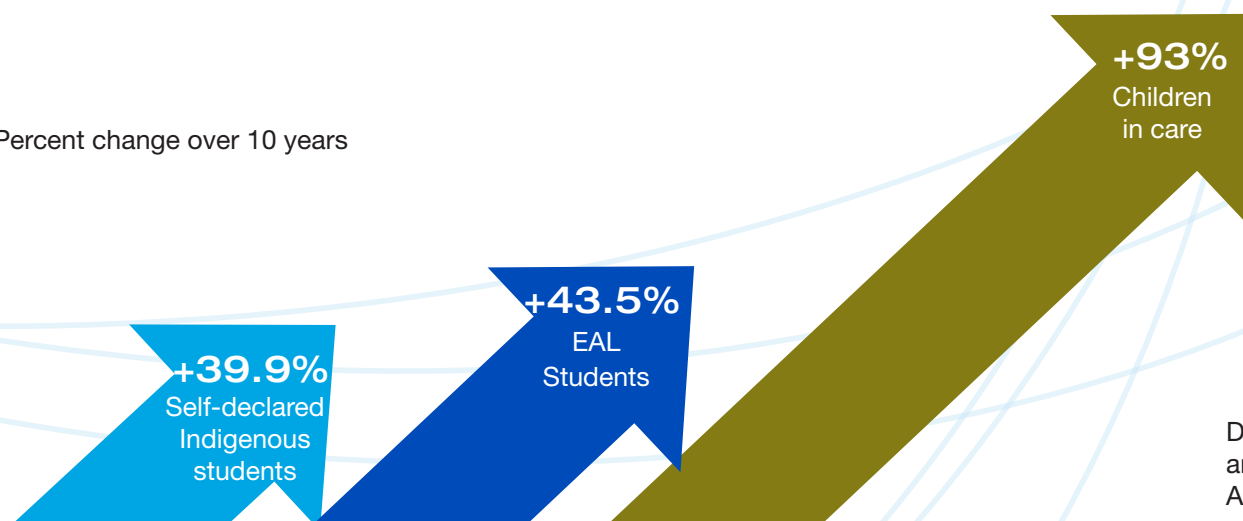
2021/2022 TARGET

Increase the percentage of students who meet expectations in all three sub-competencies, with a focus on further closing the gap between WSD data and the provincial benchmark.

READING IN ENGLISH – GRADE 3 ENTRY

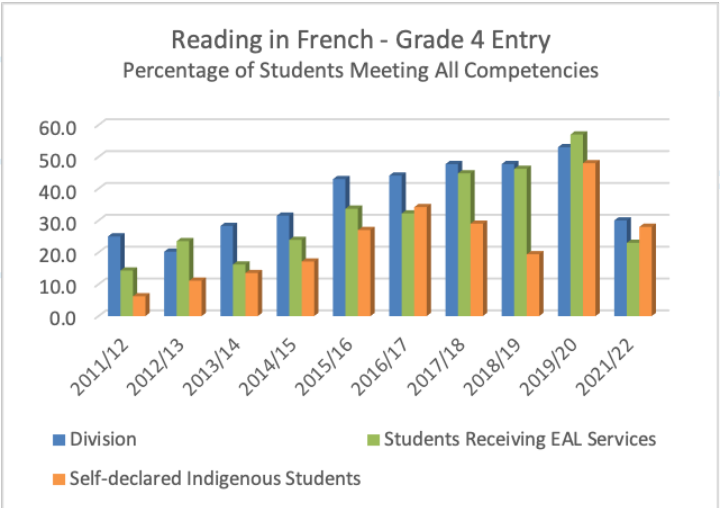
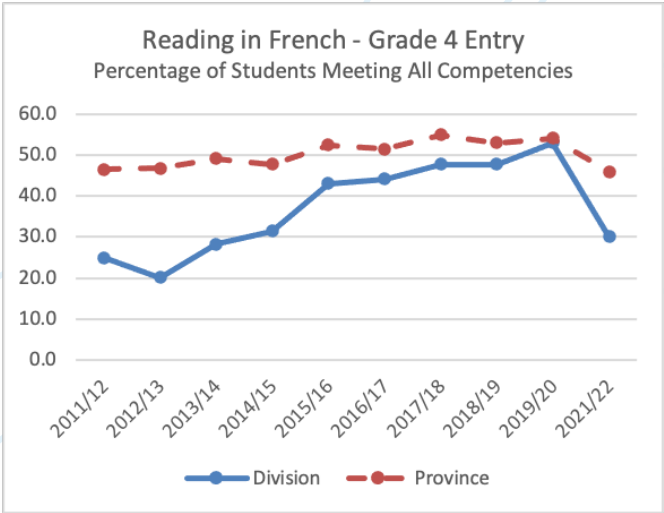


Percent change over 10 years



Data tables are included in Appendix B

READING IN FRENCH - GRADE 4 ENTRY



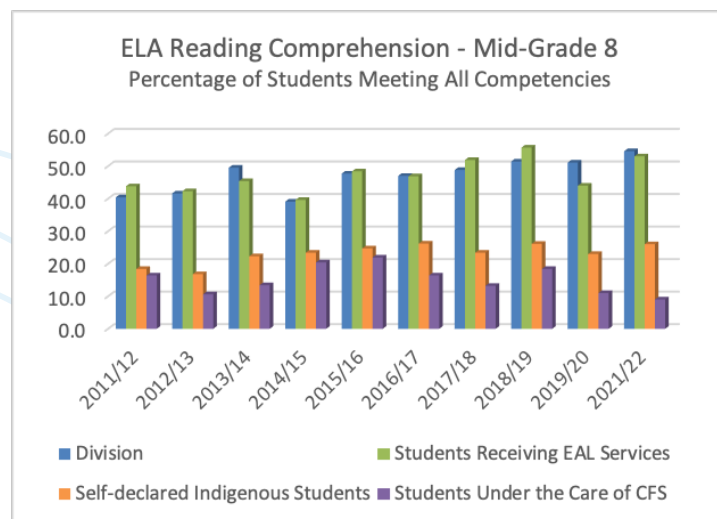
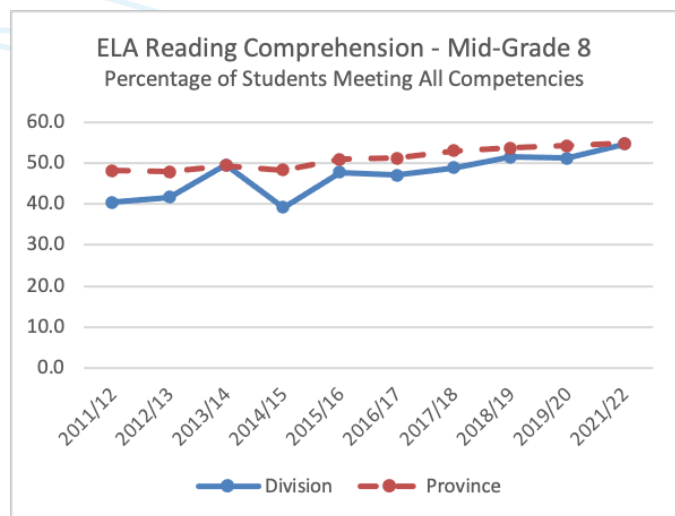
Since 2011, the gap between WSD scores and the provincial average has been decreasing and was nearly eliminated in 2019. Since returning from the COVID-19 pandemic, achievement decreased by 18 percent. For both Grade 3 and Grade 4 reading scores, growth in WSD has outpaced provincial growth from 2011 to 2020 with a decrease during the COVID-19 Pandemic. There was a steady increase in students receiving EAL services, and self-declared Indigenous students.

READING COMPREHENSION AND EXPOSITORY WRITING – GRADE 8

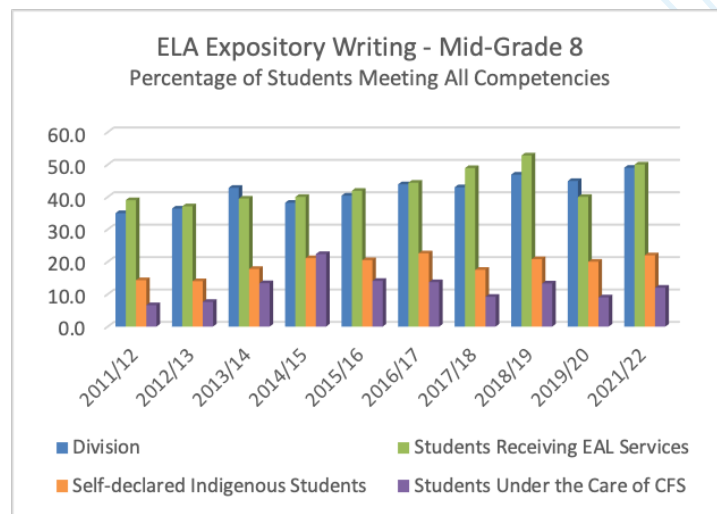
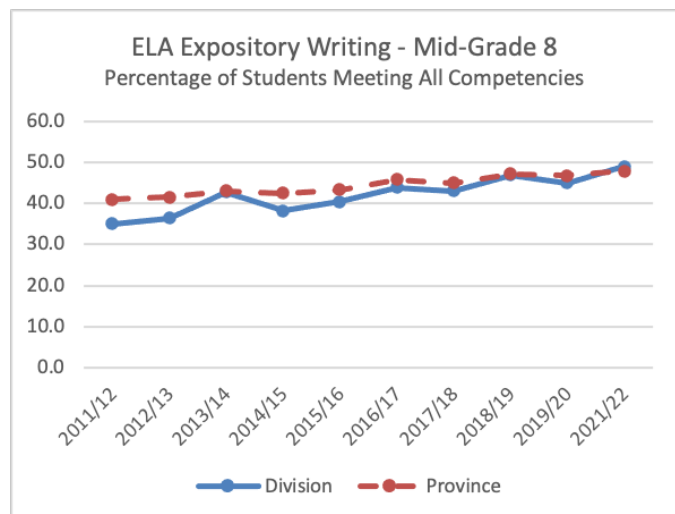
2021/22 TARGET

Increase the percentage of students who meet mid-grade expectations in all sub-competencies for reading comprehension and expository writing.

ENGLISH LANGUAGE ARTS



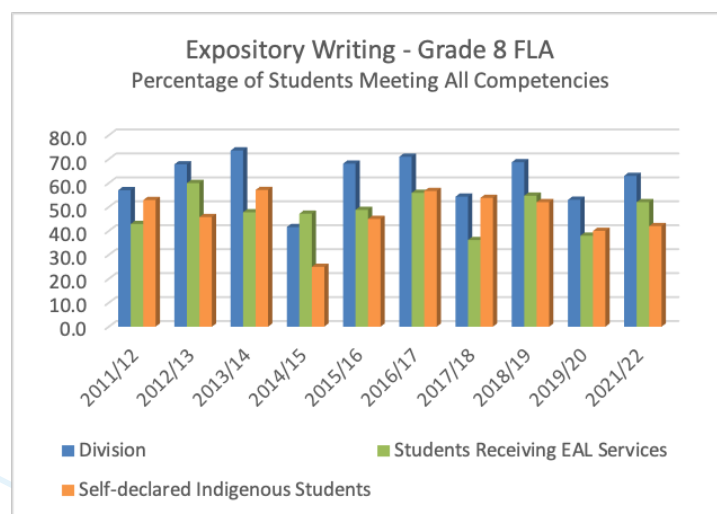
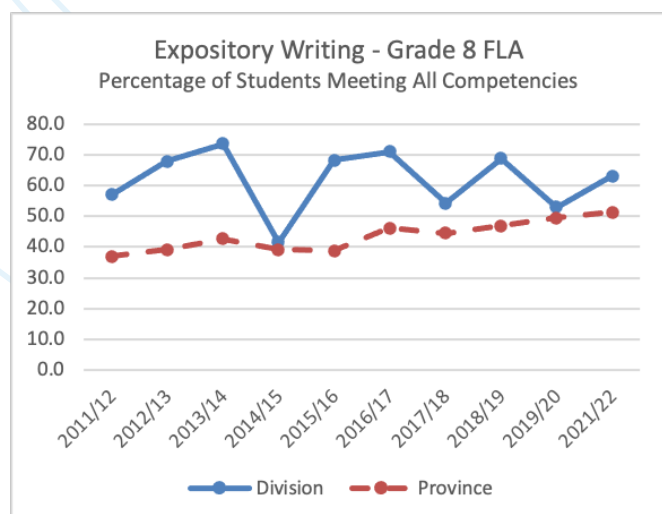
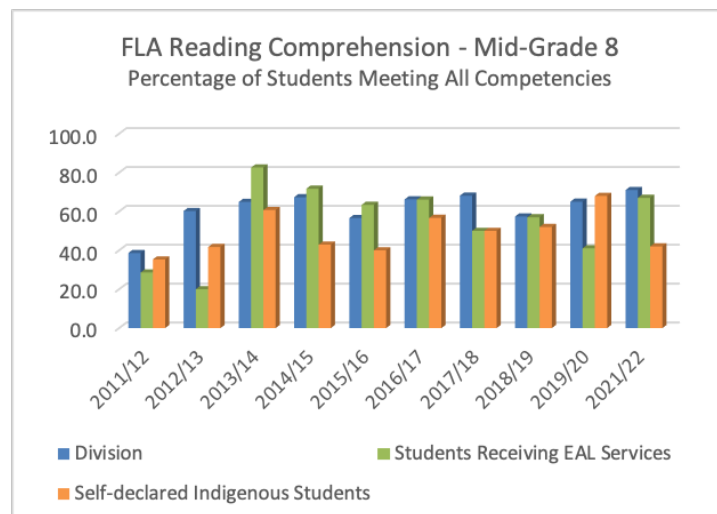
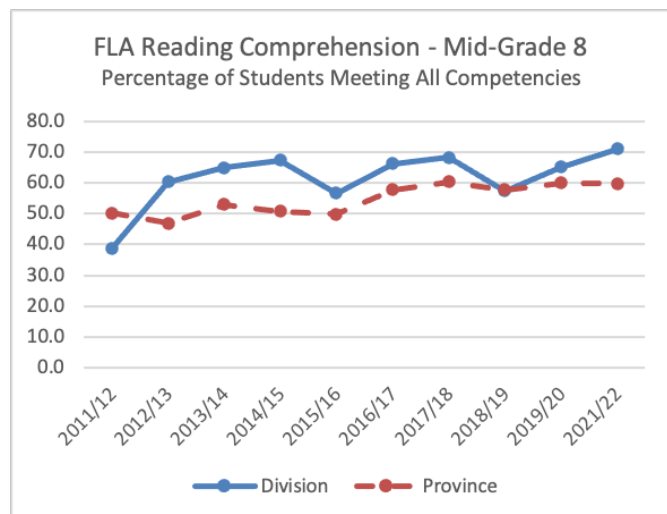
Since 2011, the gap between WSD scores and the provincial average has been decreasing and has nearly been eliminated in both reading comprehension and expository writing in 2018/2019. The COVID-19 pandemic affected achievement in 2019/2020 but has been increasing since then. Over the last ten years, achievement of EAL students surpassed the divisional average on several occasions.



FRENCH LANGUAGE ARTS

The number of students meeting mid-grade level expectations in all sub-competencies for reading comprehension and expository writing in French has exceeded the provincial average for much of the last decade. After the COVID-19 pandemic, achievement of EAL students was 1.6 percent lower than the divisional average while achievement of Indigenous students was 28.6 percent lower than the divisional average in FLA Reading Comprehension.

Professional learning to support teachers in implementing the new FLA curriculum has contributed to the positive results. Teachers focused on French literacy strategies and oral language development for second language learners. The next steps will include expository writing in French.



REPORT ON DATA

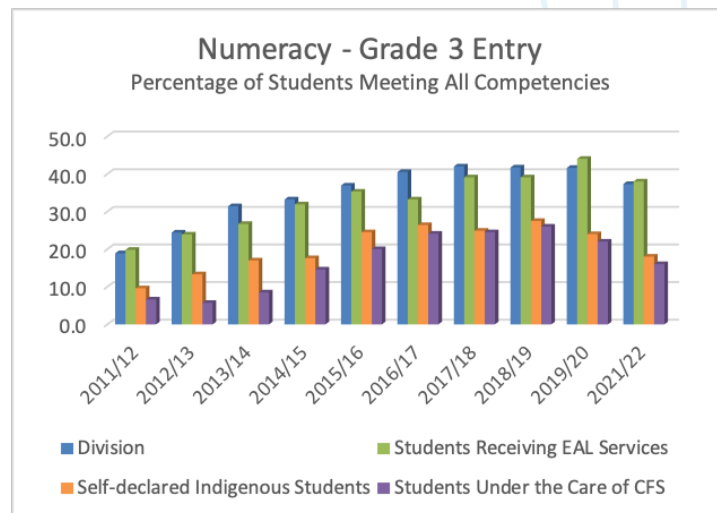
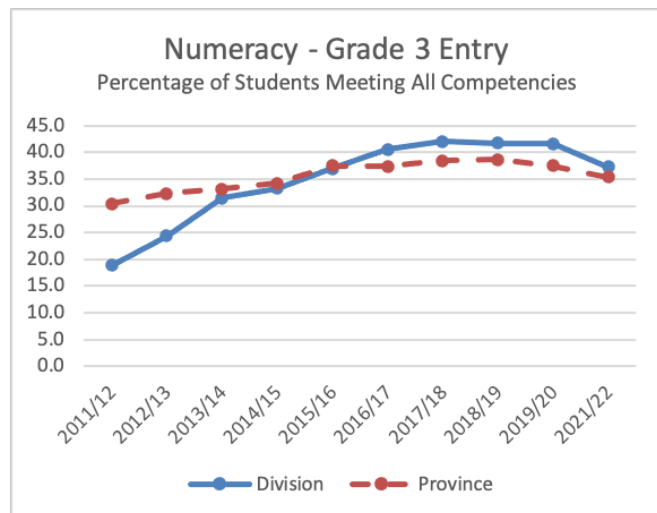
EARLY & MIDDLE YEARS NUMERACY

Through the work of a task force, initially struck in spring 2016 with final recommendations made to the Board of Trustees in May 2018, WSD reaffirmed its commitment to ensuring numeracy remained a divisional priority. The recommendations of the math task force have helped to inform a multi-pronged approach to supporting both teachers and learners of mathematics.

NUMERACY - GRADE 3 ENTRY

2021/22 TARGET

Increase the percentage of students who meet expectations in all four numeracy sub-competencies.

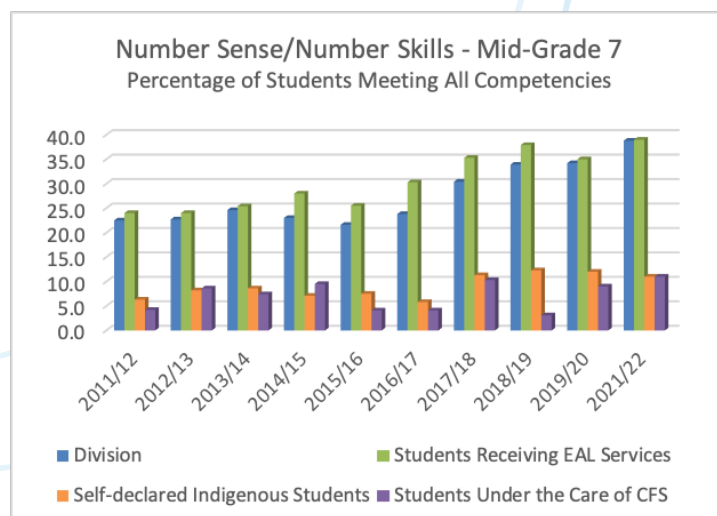
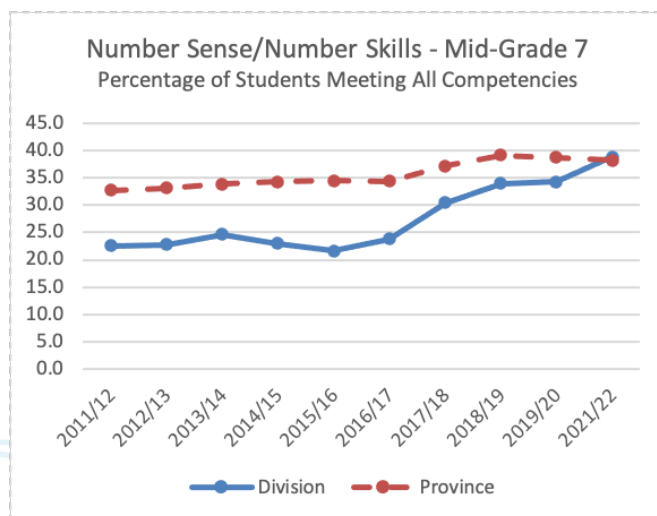


Over the last ten years, growth in achievement in WSD has outpaced that of the province, eliminating the gap and exceeding provincial scores since 2015.

NUMBER SENSE AND NUMBER SKILLS - GRADE 7

2021/22 TARGET

Increase the percentage of students who meet mid-grade expectations in all five sub-competencies in number sense and number skills.



Over the last ten years, growth in achievement has outpaced that of the province and in 2021/22, despite the COVID-19 pandemic, the achievement score surpassed the provincial average; EAL students in particular outperformed the divisional average. Achievement of self-declared Indigenous students and students in care continued to increase slightly over the past ten years.

REPORT ON DATA

SENIOR YEARS

Winnipeg School Division has invested significant time, energy and resources into the transition from high school to post-secondary studies or entry into the workforce. This might mean supporting students through vocational programs such as the Aerospace Manufacturing and Maintenance Orientation Program, where skills are acquired that will lead to a career in the aerospace industry, setting up in-house tutoring services, or working with external agencies to provide crucial wraparound support.

R.B. Russell Vocational High School provides such a support system for all students, which includes academic counselling, addictions, housing and other supports to promote academic achievement, overall well-being and a successful high school experience and transition to post-secondary education and the workplace.

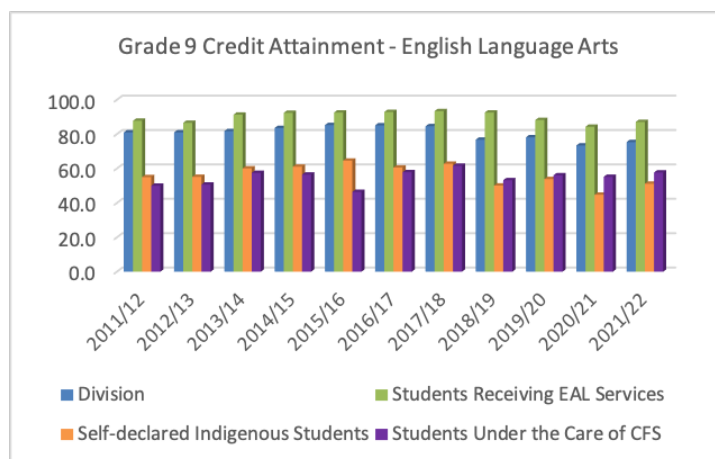
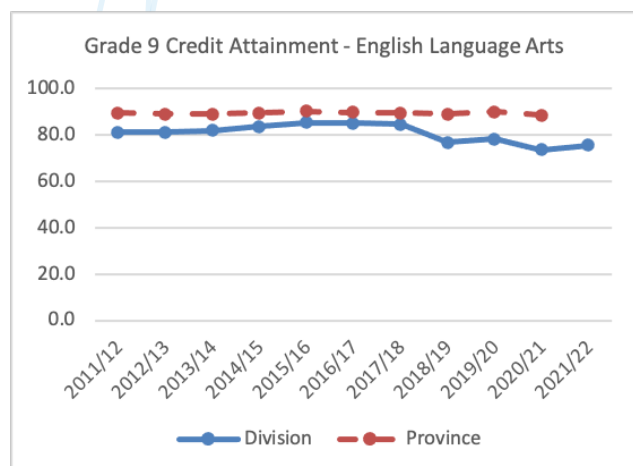
For the last two years, teachers of Grade 12 Pre-Calculus Mathematics have worked in partnership with the University of Manitoba to narrow the gap between student achievement in high school and subsequent performance at the post-secondary level. This has led to a clarification of expectations of both parties, and work toward ensuring students are equipped with the required skill set prior to graduation.

Teachers and Principals/Vice-Principals are supported by Professional Support Services Program Leads and Program Support Teachers in engaging in conversations focused on the data from Grade 12 achievement tests, Grade 12 ELA and Mathematics curricula, and student learning experiences as a whole, to increase student achievement on provincial assessments.

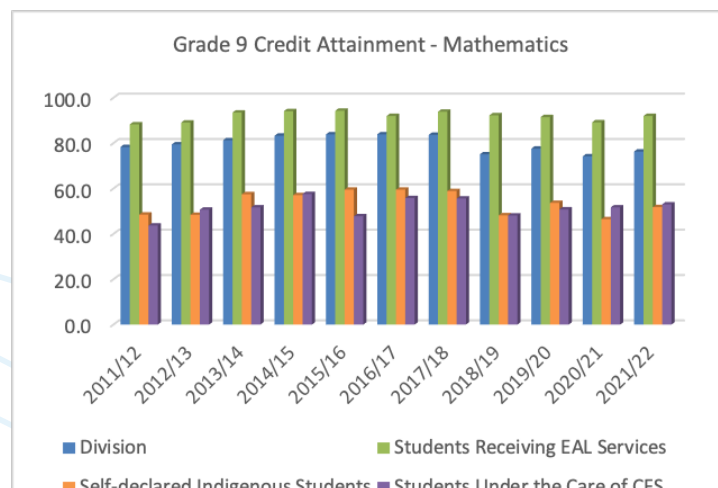
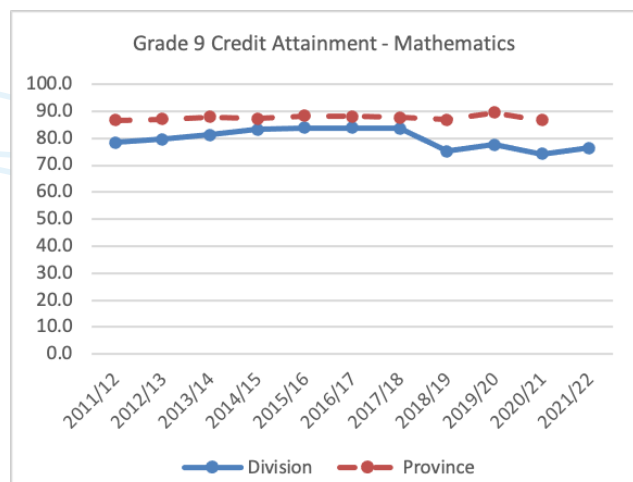
CREDIT ATTAINMENT – GRADE 9

2021/22 TARGET

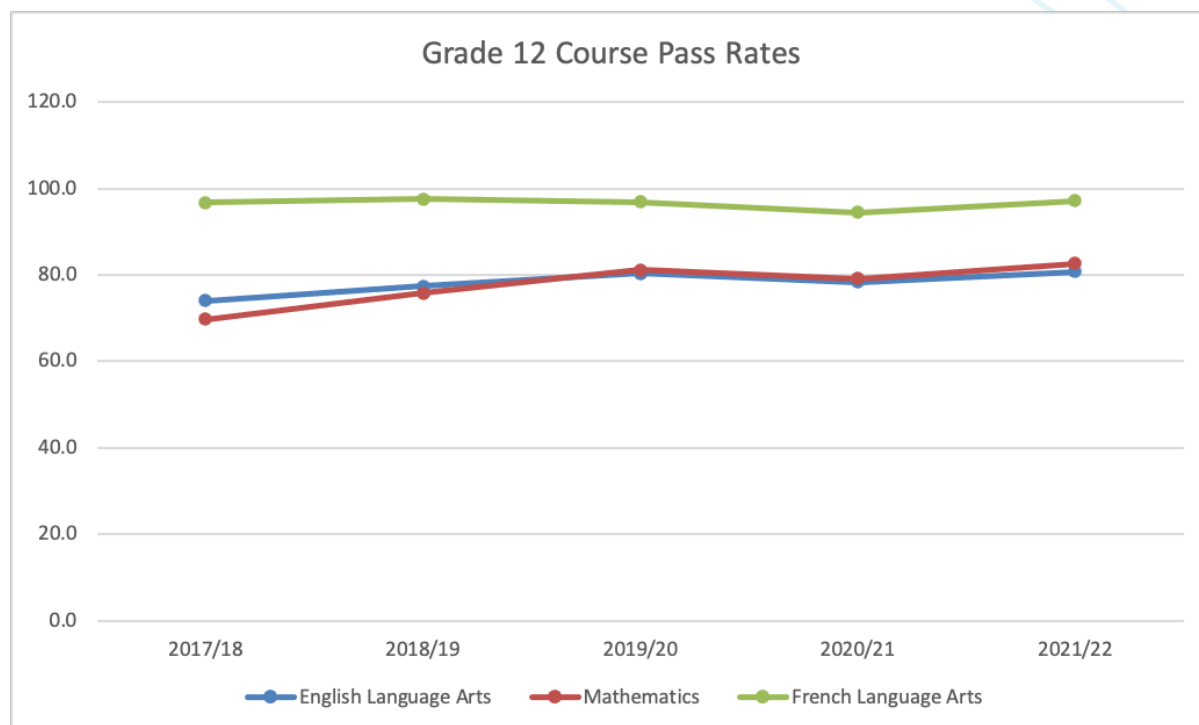
Increase the number of age-appropriate Grade 9 students who are successful, in their first attempt, in earning a Mathematics and English Language Arts credit, with a focus on narrowing the gap between WSD data and the provincial benchmark.



Between 2011 to 2018, the gap between WSD and the provincial average had been decreasing. There was a decrease of 8.6 percent in 2018/19. Over the last three years, the gap is once again beginning to decrease.



2021/22 COURSE PASS RATES



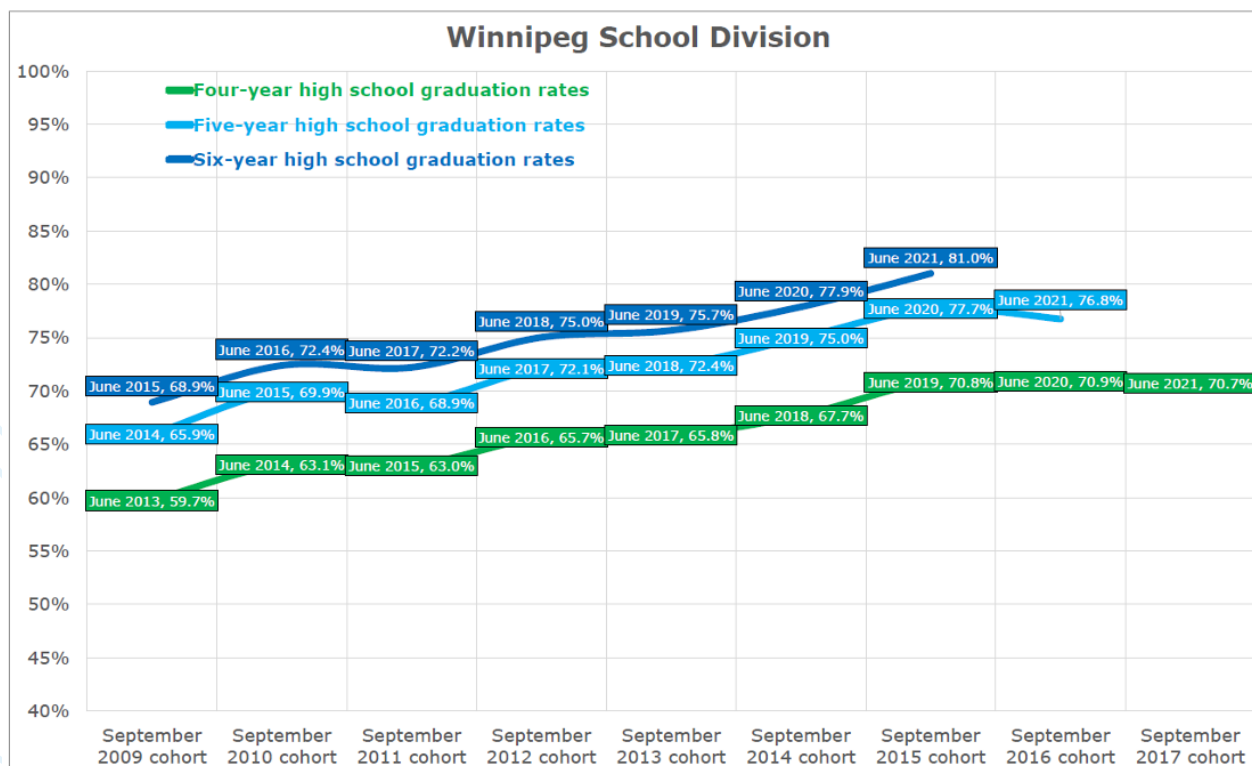
GRADUATION RATE

To calculate their student-tracked high school graduation rates, Manitoba Education follows students from their entry into Grade 9 until their graduation four, five or six years later. An adjustment is applied to account for attrition due to any number of factors, including death, moving out of province, changing divisions, or relocating to a First Nations School, Adult Learning Centre or Non-funded Independent School. The method by which this adjustment is made is not clear, but is simply reflected in the final calculations as presented by Manitoba Education.

The student-tracked high school graduation rates for all cohorts of four-year (“on-time”), five and six-years show a noteworthy upward trend since initial Grade 9 entry of September 2009.

2021/22 TARGET

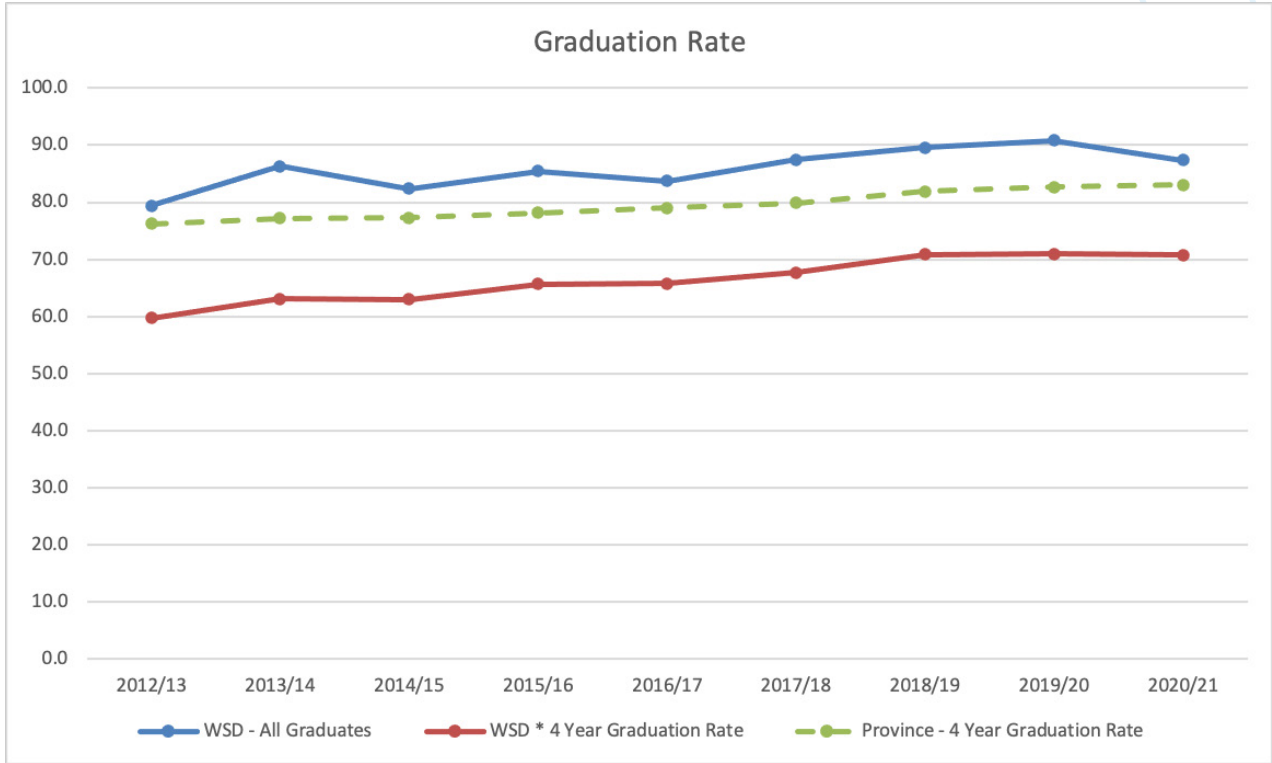
Increase the graduation rate with a focus on narrowing the gap between WSD data and the provincial average.



In 2021/22, 108 students graduated with vocational credentials for a total of 559 graduates over the last four years. This represents 6.8 percent of 2022 WSD graduates who are leaving Winnipeg School Division either workforce-ready, or well-positioned to continue their post-secondary education in the trades.

The number of diplomas earned by Mature Students remained quite stable over the last decade. In 2021/22, 20.1 percent of graduates earned a Mature Student Diploma. The number of French Immersion diplomas awarded during this same period remained stable as well. In 2021/22, 9 percent of graduates earned a French Immersion Diploma.

The province bases the graduation rate on students who are tracked within their four high school years from Grade 9 to Grade 12. This graduation rate is the result of the quotient of the aggregated total of English, French Immersion, Vocational and Mature Student diplomas awarded and the Grade 9 enrolment count four years prior.



When taking into consideration all of the different kinds of diplomas awarded in Winnipeg School Division in any given year, compared against the original size of the Grade 9 cohort four years prior, the upward trend of successful diploma attainment is more marked, and a more accurate representation of the progress made in WSD over the last decade.

WINNIPEG SCHOOL DIVISION PLAN 2022/2023

The Winnipeg School Division 2022/2023 Plan is the result of the consolidation of individual school reports, plans and input from division leaders, consistent with the principles of the WSD Strategic Plan and the WSD Principles of Learning. All school reports and plans are examined by WSD Senior Administration and are reviewed with Principals and Vice-Principals during school visits and monthly cluster meetings.

In addition to school-specific priorities, leaders were asked to focus on three of the seven strategic priorities:

1. Students To provide robust and comprehensive education, equitable access, diverse opportunity and a supporting learning environment for all students to help them prepare for their journey with learning and social justice and to be responsible community members.
2. Learning outcomes – To further improve school attendance, achievements and graduation rates through the exploration of additional programs and strategies.
3. Addressing barriers to learning – To further develop initiatives and innovative approaches addressing individual student needs and accessibility requirements, mental health issues, childcare needs and nutritional needs.

SCHOOL-BASED CONTINUOUS IMPROVEMENT REPORT AND PLANNING PROCESS

The Winnipeg School Division's school-based Continuous Reporting and Planning Process was first introduced at a meeting of Principals and Vice Principals in 2019. The process focused on provincial numeracy and literacy assessments and required schools to consider their own unique data sets in order to set attainable one-year achievement targets. Through the Spiral of Inquiry framework, schools were asked to explore causal factors for achievement levels, planning for instruction and teacher professional development accordingly. The reporting process necessitated an analysis of actions and interventions undertaken in order to support student achievement and allowed for the inclusion of classroom-based assessments and report card information as a companion to the interpretation and reporting of provincial assessment data.

The method to set attainable one-year targets, and aspirational three and five-year targets, differed from what was expected at the school level. Divisional targets were set largely based on the assumption of a linear trendline of the available data. The large population size being considered for division-wide targets permitted broader generalizations than the small population of students within a school.

The school-based reporting and planning process was implemented with direct in-school support from members of the Professional Support Services group, and through meetings of school clusters, led by Directors.

Submitted reports were reviewed by WSD Senior Administration, with the intent of providing feedback and assistance with planning forward to schools, as well as for the purpose of identifying strengths, challenges, and next steps for inclusion in this report and plan.

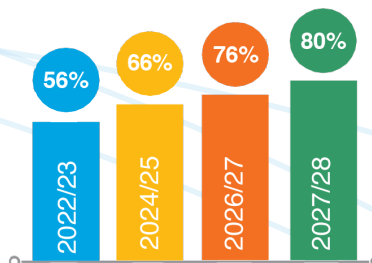
With the expectation that the school-based continuous improvement report and plan is a year-long formative process, rather than simply summative in nature and a static plan, support and reinforcement will continue to be provided by members of the Professional Support Services group, by Directors through regular cluster meetings, and in collaboration at meetings of all Principals and Vice Principals.

TARGETS

EARLY & MIDDLE YEARS

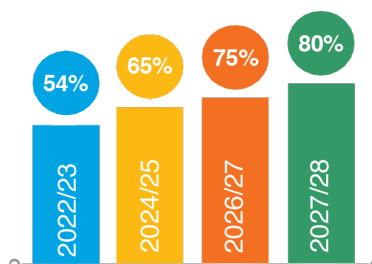
GRADE 3 PROVINCIAL ASSESSMENT FOR READING

By fall of 2022, 56 percent of students will meet expectations in all sub-competencies in the Grade 3 provincial assessment for reading.



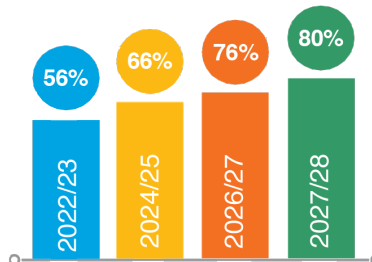
GRADE 3 PROVINCIAL ASSESSMENT FOR NUMERACY

By fall of 2022, 54 percent of students will meet expectations in all sub-competencies in the Grade 3 provincial assessment for numeracy.



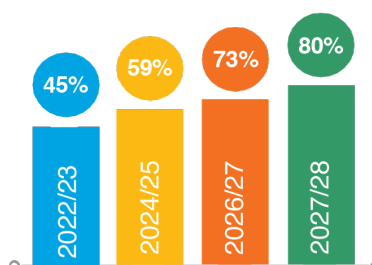
GRADE 4 PROVINCIAL ASSESSMENT FOR READING IN FRENCH

By fall of 2022, 56 percent of students will meet expectations in all sub-competencies in the Grade 4 provincial assessment for reading in French.



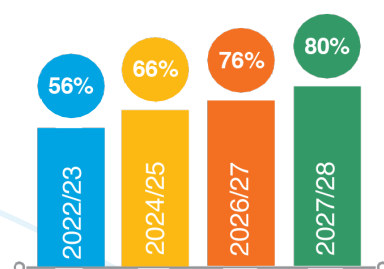
GRADE 7 PROVINCIAL ASSESSMENT FOR NUMBER SENSE AND NUMBER SKILLS

By January of 2023, 45 percent of students will meet mid-grade performance in all sub-competencies in the Grade 7 provincial assessment for number sense and number skills.



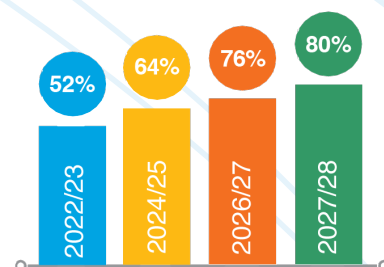
GRADE 8 PROVINCIAL ASSESSMENT FOR READING COMPREHENSION IN ENGLISH

By January of 2023, 56 percent of students will meet mid-grade performance in all sub-competencies in the Grade 8 provincial assessment for reading comprehension in English.



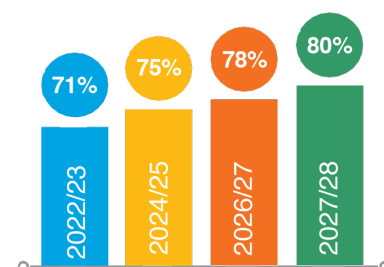
GRADE 8 PROVINCIAL ASSESSMENT FOR EXPOSITORY WRITING IN ENGLISH

By January of 2023, 52 percent of students will meet mid-grade performance in all sub-competencies in the Grade 8 provincial assessment for expository writing in English.



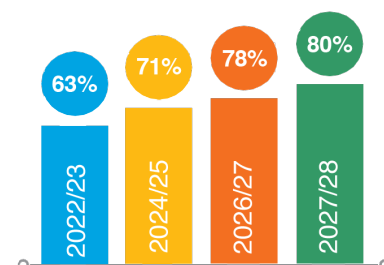
GRADE 8 PROVINCIAL ASSESSMENT FOR READING IN FRENCH

By January of 2023, 71 percent of students will meet mid-grade performance in all sub-competencies in the Grade 8 provincial assessment for reading comprehension in French.



GRADE 8 PROVINCIAL ASSESSMENT FOR EXPOSITORY WRITING IN FRENCH

By January of 2023, 63 percent of students will meet mid-grade performance in all sub-competencies in the Grade 8 provincial assessment for expository writing in French.

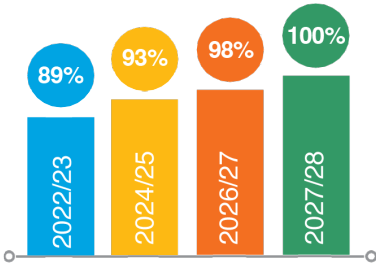


TARGETS

SENIOR YEARS

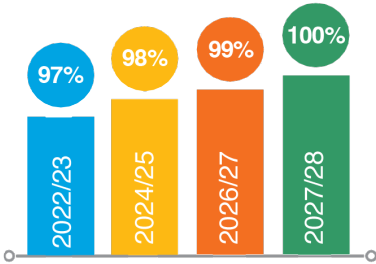
GRADE 9 CREDIT ATTAINMENT FOR ENGLISH LANGUAGE ARTS

By June of 2023, 89 percent of students will attain a credit in Grade 9 English Language Arts.



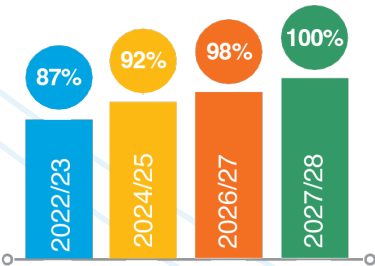
GRADE 9 CREDIT ATTAINMENT FOR FRENCH LANGUAGE ARTS

By June of 2023, 97 percent of students will attain a credit in Grade 9 French Language Arts.



GRADE 9 CREDIT ATTAINMENT FOR MATHEMATICS

By June of 2023, 87 percent of students will attain a credit in Grade 9 Mathematics..



SUPPORT FOR PROFESSIONAL LEARNING AND GROWTH

The Winnipeg School Division 2021/2022 Plan is supported by a network of community partnerships and dedicated professionals, including the Professional Support Services (PSS) team. WSD has moved from domain-specific Program Leads and Support Teachers to a team of Program Leads and Program Support Teachers, equipped to support literacy and numeracy across all content areas, in addition to their own area of expertise.

This new structure concentrated on developing team competencies relative to program management, inquiry and data analysis. Members of the team have had the opportunity to participate in professional learning opportunities such as the Visible Learning Institute (John Hattie), Collective Efficacy (Jenni Donohoo) and the Spiral of Inquiry (Linda Kaser and Judy Halbert). New members to the team are onboarded through an internal mentoring initiative.

The PSS model provides support to schools in blocks of six weeks, where four days are spent working directly in schools, with the fifth day reserved for team planning and meetings. Bridging weeks between blocks provide opportunity for PSS members to build team capacity and engage in division-initiated professional learning.

The PSS team works collaboratively with administrative teams and classroom teachers to provide support for planning, instruction, professional learning, assessment and sustainability, by using a coordinated, in class, consistent approach throughout Winnipeg School Division. Monitoring of the PSS team and their needs is the purview of the Directors and Superintendents.

Below are quotes from individuals in schools.

“The coaching model with a focus on pedagogy and content knowledge was very effective!”

“The team is open-minded, flexible, collaborative and extremely supportive in addressing our school needs. The PSS model I based on a gradual release of responsibility. This is so important to the learning for all – teachers and children alike!”

SUPPORT FOR INSTRUCTIONAL LEADERSHIP DEVELOPMENT

In addition to existing support structures including the New Vice-Principals Group and the Professional Support Services team, Winnipeg School Division has developed a comprehensive strategy encompassing all areas of leadership spanning from the establishment of core competencies to recruitment, training and evaluation. A set of leadership competencies and expectations for all leaders in WSD has been developed. These will form the foundation of the training and development of leaders in the Winnipeg School Division.

The Core Leadership series consists of professional learning opportunities focused on the fundamentals of leadership, communication, workplace safety and health, governance and dispute resolution. Essential and recommended trajectories for the various leaders in Winnipeg School Division have been identified and position specific training is in place for school leaders, clerical, instructional and non-instructional staff.

WSD's Leadership Mentoring Plan targets data leadership capacity and principal mentorship. The Learning and Leading Mentor will meet with the school Principal to reflect on the student learning achievement, build on successful practice and support the desired change. In a collaborative planning process, goals and timelines are identified together. Using a guided coaching and mentoring model, Principals are supported to sustain the data driven inquiry practice at the school level. Furthermore, a new Acting Vice-Principal Program was implemented this year to provide teachers with training, support and the opportunity to experience a short-term Vice-Principalship. This program is open to all qualified WSD teachers with preference possibly given to Indigenous, racialized, 2SLGBTQ+ people, and persons with disabilities.

In addition to the Leadership series, Winnipeg School Division also has a Professional Learning and Leadership Centre (PLLC) which was developed based on Canadian and international research. PLLC helps early-service teachers build peer support networks and best practices under the guidance of experienced teacher-mentors. It provides training for mentors so they can meet the needs of their mentees. Some of the common areas where early-service teachers request further assistance include creating a classroom culture for learning, classroom management and inquiry/project-based learning.

CONCLUSION

In conclusion, Winnipeg School Division has focused on the continued improvement of student achievement with very positive results, shown as growth over time. We will continue to maintain high expectations for all students and staff, emphasizing a culture of continuous learning with an emphasis on leadership, mentoring and professional development. We will continue to assess the efficacy of our programs to narrow what is being offered to the most impactful, efficient and evidence-based programs.

To ensure our continued success, Winnipeg School Division would appreciate the support of the province in the following ways:

- Recognition of, and support for, the challenges faced by many students regarding attendance, achievement and other socio-economic barriers. With the range of needs spread across a diverse demographic, this requires cross-jurisdiction coordination and cooperation that cannot be sustained by schools alone.
- Clear and consistent provincial expectations for literacy and numeracy, including support for a collaborative process for curriculum implementation.



Winnipeg School Division Indigenous Education

Winnipeg School Division (WSD) has demonstrated a long-standing commitment to Indigenous Education. This commitment is articulated through policy and implemented through programming. The accompanying poster to this document provides a high-level overview of Indigenous Education in Winnipeg School Division. While extensive, it is not exhaustive, due to the evolving nature of student, staff and community needs.

Indigenous education is defined as the incorporation of Indigenous perspectives and philosophies in all curricular areas to inform all students of the past and contemporary lifestyles and histories of Indigenous peoples of Canada. Indigenous education encompasses the rich traditions and values of the various Indigenous peoples and applies those concepts to relevant issues facing Indigenous youth today through curriculum and cultural activities in positive student-centred learning experiences.

Over the last forty years, Indigenous Education has evolved in Winnipeg School Division from the hiring of a “Native Education Consulting Teacher” in 1979, who supported “Native Awareness” programs in classrooms, and provided training in “Native Culture”, through a Task Force on Race Relations that produced many enduring recommendations and initiatives, to present day – where staff, students and the community are supported by a team of professionals dedicated to providing an education program integrated with Indigenous knowledge and practice across the curricula

Through its Employment Equity policy, WSD strives to attain a workforce representative of persons living within the boundaries of the division, including Indigenous peoples. To accomplish this goal, the **Community-Based Aboriginal Teacher Education Program (CATEP)** was created in collaboration with University of Winnipeg and Seven Oaks School Division during the 2005-06 school year. The program offers Indigenous employees in Winnipeg School Division the opportunity to study education at the University of Winnipeg over a six-year-period. From September to April, employees work in their respective schools while attending classes part time. From May to July, they are released from their school to attend university and student-teach on a full-time basis.

Additionally, unique to WSD, the **Build From Within** teacher development program brings together Winnipeg School Division, the Faculty of Education at University of Winnipeg, Inspire Canada, The Winnipeg Foundation, and other service providers to develop a path for Indigenous high school students to become teachers.

The primary goal of Build From Within is to recognize and build on Indigenous students’ unique strengths and experiences to create competent and motivated teachers who are passionate about their work and want to contribute back to their community as educators.

Starting in Grade 11, Indigenous students spend six years on a journey to become a teacher with Winnipeg School Division. Each cohort engages in an academically rigorous program featuring classroom internships, as well as cultural, familial, mentorship, employment and financial supports. The program bridges students from high school through to becoming an educator.

The first step is graduation from high school and completion of a 300-hour Education Assistant Diploma Program (EADP). Students will continue Internship Practicum in schools while completing their Bachelor of Arts and Bachelor of Education Degrees at University of Winnipeg. Since Build From Within began in 2018, 83 students have enrolled, 29 have completed the Educational Assistant training and 27 have enrolled in university.

“There’s still a need for Native [sic] people to feel the education system is theirs as well as everyone else’s. And kids will feel it’s theirs when they see a reflection of themselves in it.”

Donne Green, WSD Native Education Consulting Teacher (1980)

Winnipeg School Division recognizes the importance of the **Laws of Relationship** as foundational to the beliefs of Indigenous people. Our relationship with the natural world, one another and ourselves is governed by these sacred laws. These three laws guide the growth of all students and staff with respect to **cultural skill, cultural understandings and personal development**.

WSD strives to support **curricula integrated into Indigenous perspectives** for the benefit of all students. This includes units on **Truth and Reconciliation** and work on **Restoring Relationships** to support Indigenous ways of knowing and living.

WSD supports healthy relationships amongst all students, staff, parents and members of the community, and provides a number of programs and services specifically related to Indigenous Education.

The establishment of an **Indigenous Language Committee** was a critical move toward championing the Cree and Ojibwe bilingual language programs, **community language programs**, language exams and related staff.

WSD's **community language program** in Cree and Ojibwe is structured to accommodate a variety of teaching and learning styles, using drama, music and storytelling techniques.

WSD employs 33 **Community Support Workers** for Indigenous students and families. The workers act as liaisons, strengthening each school's connection with both the home and the community. They facilitate workshops for parents, maintain community rooms in schools and promote programs and activities that encourage and support these relationships.

Winnipeg School Division Celebration Pow Wow is host to thousands of students, teachers and staff. The WSD Pow Wow features hoop dancers, jingle dancers, friendship dancers, drum groups, and many more. Additionally, the WSD Pow Wow honours the learning of students and staff by offering learning tents hosted by Elders/Knowledge Keepers. A traditional feast, as well as an Honouring all graduates, Cree and Ojibwe language program students, and Build From Within students closes the beautiful day.

“We know that when languages aren’t used and maintained, they tend to disappear – except for the mainstream language.”

**Education Minister
Roland Penner (1987)**

Knowledge keepers in WSD play a vital role in connecting schools and community. They are also responsible for providing support and guidance on culturally appropriate services and programming within schools.

Literacy Intervention support teachers provide daily guided instruction to Indigenous students with the aim of improving achievement in literacy. They also support classroom teachers by facilitating learning conversations and strengthening instructional programming.

WSD is committed to offering and developing Indigenous language programming. Presently, **Kindergarten to Grade 3 Cree and Ojibwe bilingual programs** exist at Isaac Brock School.

Off Campus sites such as **Kaakiyow Li Moond Likol, Eagle Circle, Rising Sun, Songide'ewin, Four Eagles and Wi Wabigooni** offer Indigenous specific programming for students who prefer learning in smaller classes and contact with fewer teachers.

Children of the Earth High School (Grade 9 to 12), established in 1991, and **Niji Mahkwa School** (Nursery to Grade 8), established in 1993, offer academic courses, Indigenous languages (Cree and Ojibwe) and cultural programming.

WSD in a joint venture with Winnipeg Regional Health Authority and the University of Manitoba Faculty of Medicine hosts the divisional Medical Internship Program at the Pan Am Clinic. Niji Mahkwa, in partnership with the University of Manitoba Faculty of Medicine and the Winnipeg Foundation, host the Inner-City Science Centre. This is intended to provide Indigenous students with learning experiences that will enhance their knowledge and interest of Science related careers.

Fifteen schools participate in **Building Student Success with Indigenous Parents** initiatives, which promote parent engagement activities aiming to improve student success at school. The focus is improving student success in school by supporting parent engagement. Schools engage with family and community in an array of activities including pow-wow clubs, star blanket making, nutrition bingo, food fairs, jigging, square dancing, fiddling programs, as well as traditional teachings.

Indigenous **Graduation Support Teachers** work with teachers to increase student engagement, build relationships, provide supports in transition and career planning, and increase graduation rates for Indigenous students. They support students in various ways throughout their high school experience. Included in this support are:

- providing extra-curricular opportunities to earn extra credit
- connecting student with tutoring opportunities
- connecting with parent(s)/guardian(s) to discuss school progress
- assisting with transitions into post-secondary and/or work force

Morningstar is an innovative network of student and family support systems based at R.B. Russell Vocational High School empowering students to succeed and graduate with a bright future. Its mission is to be a collaborative network of support inspiring students' commitment in school and beyond. The partnering of services strengthens outcomes for students and their families and continues to build upon this support for students in the future. The Morningstar program provides systems and community support through the Morningstar Skaabe (helper), mental health support through Morningstar school psychologist, and academic support in the Believe, Dream, Dare (BDD) Tutoring Centre.

Through a number of opportunities such as Career Trek, Indigenous youth are provided with multiple opportunities for **Career Development**. Students are encouraged to consider their future educational path, learn about appropriate supports available to them, and increase their level of leadership skill. Culture is an inextricable component of this process as students come to value and understand their own identity.

Additionally, the **Indigenous Youth Leadership Program (IYLP)** is supported by WSD's Indigenous Graduation Support Teachers and offers Indigenous students the opportunity to learn and engage through their Indigenous culture. Culturally rich activities building leadership skills to promote school completion. IYLP began as an idea to create a safe and nurturing program specifically for Indigenous students to call their own. IYLP creates a platform to speak openly among peers and Indigenous staff about their wants and needs. It aims to provide a place where Indigenous students can be with other Indigenous students and engage in meaningful collaborative learning. IYLP offers cross-curricular opportunities reflective of Indigenous cultures. Additionally, IYLP takes a holistic approach by providing gatherings throughout the year focusing on student's physical, mental, spiritual, and emotional wellbeing.

"The focus of aboriginal [sic] education programs to date has been to have people streamed into trades and occupational programs. But we need to develop our own thinkers, philosophers and dreamers, and to encourage and achieve increased status in professional programs."

Judge Murray Sinclair (1990)

Looking forward, Winnipeg School Division seeks to expand upon Indigenous programming. Some highlights include an **Indigenous Education Ad Hoc Committee** which will bring together Winnipeg School Division staff, trustees, parents, community members, and local businesses to discuss next steps in Indigenous Education.

WSD has a rich history, and proven track record, of fostering and forging productive and meaningful partnerships with external agencies, community organizations and the business community, for example, the Business Council of Manitoba. As technology advances, and with rapid globalization, opportunities to engage with all stakeholders to public education are becoming more frequent, and more critical, to strengthening learner pathways to post-secondary education and career entry.

An **Indigenous Professional Network of Educators (PNIE)** will provide Indigenous Winnipeg School Division Teachers the opportunity to collaboratively advance Indigenous Education initiatives. The network provides a safe and collaborative space for Indigenous educators to meet and discuss historical, current, and future steps in WSD.

WSD will continue to provide training to new administrators and teachers working in the Professional Support Services group. This training, entitled **A Journey from Cultural Awareness to Cultural Competency** provides participants an opportunity to learn more about Indigenous traditions and perspectives, which in turn are passed onto students. For some Indigenous staff, they are learning about their own culture in-depth for the first time. WSD Elder/Knowledge Keeper facilitates the two-day training.

In addition to the inclusion of appropriate Indigenous knowledge, practices and Ways of Knowing as a significant part of the training and professional development within WSD, staff will have opportunity to engage with **Restoring Relationships: Inquiry and Practice of Indigenous Education** as a way to grow both personally and professionally. This university course is offered to those students completing a post baccalaureate and to those wanting to continue their learning journey.

WSD is continually seeking ways to address the needs of students and make education meaningful and inclusive of Indigenous learners. The continuing commitment of Winnipeg School Division to Indigenous Education is expressed in policy and program implementation and will continue to be updated through revised policy and an accompanying framework. It is imperative that WSD continue to provide leadership in Indigenous Education to continue to develop and enhance the lives of all students of Winnipeg School Division.



WINNIPEG SCHOOL DIVISION DISAGGREGATED DATA

EARLY AND MIDDLE YEARS LITERACY

READING IN ENGLISH – GRADE 3 ENTRY

COVID

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2021/22
Division	28.2	30.0	27.9	28.5	32.1	34.2	38.4	41.9	43.1	45.8	50.0	42.0
French Immersion	37.6	36.3	35.6	35.7	41.8	52.2	57.9	63.0	56.5	59.2	66.0	56.0
Male	24.8	27.7	24.5	26.0	29.4	31.1	34.9	38.7	40.0	43.5	47.0	39.0
Female	31.6	32.4	31.7	31.3	34.9	37.2	42.2	45.3	44.2	48.2	55.0	46.0
Students Receiving EAL Services	23.2	26.7	24.3	27.2	28.7	31.7	32.7	35.8	39.4	42.7	47.0	39.0
Self-declared Indigenous Students	16.0	19.8	18.6	15.1	16.5	16.5	24.5	26.5	25.2	29.6	27.0	21.0
Students Under the Care of CFS	8.7	13.0	7.9	11.4	8.5	8.5	17.3	26.4	23.5	26.0	18.0	22.0

READING IN FRENCH – GRADE 4 ENTRY

COVID

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2021/22
Division	27.9	13.5	25.0	20.2	28.3	31.5	43.0	44.1	47.7	47.7	53.0	30.0
Male	22.3	9.4	17.7	17.4	24.1	29.2	41.5	39.3	45.2	44.5	48.0	30.0
Female	32.9	17.2	31.0	22.5	31.4	33.2	44.2	48.2	49.8	50.7	57.0	36.0
Students Receiving EAL Services	13.5	11.4	14.3	23.5	16.2	23.9	33.7	32.2	44.8	46.2	57.0	23.0
Self-declared Indigenous Students	13.9	14.0	6.2	11.1	13.5	17.1	27.0	34.2	29.0	19.4	48.0	28.0

READING COMPREHENSION IN ENGLISH – MID-GRADE 8

COVID

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2021/22
Division	40.7	38.2	40.4	41.6	49.5	39.1	47.7	47.0	48.8	51.4	51.1	54.6
French Immersion	48.6	62.5	55.2	73.9	81.4	40.4	83.4	76.1	68.1	81.9	65.0	82.0
Male	32.8	30.5	31.7	34.5	41.5	33.1	40.7	40.7	42.3	44.7	43.0	52.0
Female	49.4	46.9	49.8	49.3	57.9	45.2	55.3	54.2	56.0	58.4	56.0	57.0
Students Receiving EAL Services	33.6	32.1	43.8	42.3	45.4	39.6	48.4	46.9	51.9	55.7	44.0	53.0
Self-declared Indigenous Students	20.5	16.1	18.4	16.8	22.3	23.4	24.7	26.2	23.4	26.1	23.0	26.0
Students Under the Care of CFS	18.9	16.4	16.4	10.6	13.4	20.4	21.9	16.4	13.2	18.4	11.0	9.0

READING COMPREHENSION IN FRENCH – MID GRADE 8

COVID

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2021/22
Division	67.1	67.8	38.6	60.2	64.9	67.3	56.6	66.2	68.1	57.4	65.0	71.0
Male	63.6	62.1	33.7	54.0	54.5	62.2	46.3	58.7	58.3	55.2	62.0	64.0
Female	71.0	73.3	42.5	65.8	73.8	72.2	65.4	72.2	75.3	58.9	67.0	77.0
Students Receiving EAL Services		57.1	28.6	20.0	82.6	71.7	63.4	66.1	50.0	57.0	41.0	67.0
Self-declared Indigenous Students	25.0		35.3	41.7	60.7	42.9	40.0	56.7	50.0	52.0	68.0	42.0

EXPOSITORY WRITING IN ENGLISH – MID GRADE 8

COVID

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2021/22
Division	38.2	34.1	35.0	36.4	42.8	38.2	40.4	43.9	43.0	46.9	44.8	49.0
French Immersion	56.7	59.6	57.0	67.8	73.6	41.6	68.1	71.0	54.3	68.7	57.0	79.0
Male	28.3	25.8	25.8	27.6	33.2	29.0	30.9	36.5	34.0	38.8	37.0	44.0
Female	49.1	43.3	45.0	45.9	53.2	47.4	50.7	52.2	52.9	55.3	51.0	54.0
Students Receiving EAL Services	33.6	28.9	39.0	37.1	39.5	40.0	41.9	44.4	48.9	52.8	40.0	50.0
Self-declared Indigenous Students	16.5	14.2	14.3	14.0	17.8	21.1	20.5	22.6	17.5	20.8	20.0	22.0
Students Under the Care of CFS	15.1	14.8	6.6	7.6	13.4	22.4	14.1	13.7	9.2	13.3	9.0	12.0

EXPOSITORY WRITING IN FRENCH – MID GRADE 8

COVID

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2021/22
Division	56.7	59.6	57.0	67.8	73.6	41.6	68.1	71.0	54.3	68.7	53.0	63.0
Male	49.1	51.5	46.3	59.0	62.5	29.4	60.2	58.7	35.2	60.0	46.0	55.0
Female	65.0	67.6	65.4	75.7	83.1	53.2	74.8	80.8	68.5	74.6	58.0	69.0
Students Receiving EAL Services		28.6	42.9	60.0	47.8	47.2	48.8	55.9	36.2	54.7	38.0	52.0
Self-declared Indigenous Students	16.7		52.9	45.8	57.1	25.0	45.0	56.7	53.8	52.0	40.0	42.0

EARLY AND MIDDLE YEARS NUMERACY

NUMERACY – GRADE 3 ENTRY

COVID

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2021/22
Division	16.1	18.9	24.4	31.4	33.2	36.9	40.5	42.0	41.7	41.6	37.3
French Immersion	18.3	23.9	30.3	41.1	43.1	50.1	52.7	53.1	47.3	48.0	50.0
Male	18.6	21.4	26.5	31.9	35.4	39.0	42.0	44.8	45.8	45.0	40.0
Female	13.6	16.3	21.9	30.9	31.0	34.8	38.7	39.2	37.5	39.0	34.0
Students Receiving EAL Services	14.6	19.8	23.9	26.7	31.9	35.3	33.2	39.1	39.1	44.0	38.0
Self-declared Indigenous Students	6.9	9.6	13.3	17.0	17.6	24.5	26.4	24.9	27.5	24.0	18.0
Students Under the Care of CFS	2.9	6.6	5.7	8.5	14.6	20.0	24.1	24.5	26.0	22.0	16.0

NUMBER SENSE AND NUMBER SKILLS – MID GRADE 7

COVID

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2021/22
Division	27.1	22.5	22.7	24.6	23.0	21.6	23.8	30.4	33.9	34.2	38.8
French Immersion	39.1	52.1	37.7	47.5	26.3	42.4	29.9	48.6	64.6	61.0	56.0
Male	25.7	20.3	21.0	23.0	21.6	20.3	22.7	28.9	34.3	31.0	39.0
Female	28.5	24.7	24.5	26.4	24.7	23.0	25.1	32.0	33.5	34.0	37.0
Students Receiving EAL Services	32.3	24.0	24.0	25.4	28.0	25.5	30.3	35.3	37.9	35.0	39.0
Self-declared Indigenous Students	10.1	6.3	8.2	8.6	7.1	7.5	5.8	11.3	12.3	12.0	11.0
Students Under the Care of CFS	12.8	4.2	8.6	7.4	9.5	4.1	4.1	10.3	3.1	9.0	11.0

SENIOR YEARS

CREDIT ATTAINMENT – GRADE 9 LANGUAGE ARTS (10F/10E/10M)

COVID

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Division	81.0	81.0	81.8	83.6	85.3	85.1	84.6	76.8	78.2	73.4	75.4
Male	80.2	79.5	80.7	82.6	83.7	84.5	84.0	76.0	79.0	72.6	75.7
Female	82.0	82.7	82.9	84.6	86.9	85.8	85.3	77.7	77.5	74.3	74.9
Students Receiving EAL Services	87.8	86.6	91.3	92.4	92.6	92.9	93.4	92.6	88.2	84.3	87.1
Self-declared Indigenous Students	55.0	55.2	60.1	61.1	64.6	60.6	62.8	50.1	53.9	44.8	51.2
Students Under the Care of CFS	50.0	50.7	57.5	56.5	46.4	57.9	61.6	53.2	56.1	55.2	57.7

CREDIT ATTAINMENT – GRADE 9 MATHEMATICS (10F/10E/10M)

COVID

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Division	78.3	79.5	81.3	83.3	83.9	83.9	83.7	75.1	77.6	74.2	76.3
Male	77.4	78.8	82.2	82.8	83.4	83.5	83.5	75.5	78.3	75.0	77.7
Female	79.3	80.2	80.2	83.9	84.4	84.3	84.0	74.7	76.9	73.4	75.0
Students Receiving EAL Services	88.3	89.1	93.5	94.1	94.3	92.0	93.9	92.3	91.5	89.2	92.0
Self-declared Indigenous Students	48.5	48.4	57.5	57.1	59.5	59.5	58.9	48.2	53.7	46.5	51.8
Students Under the Care of CFS	43.7	50.7	51.7	57.6	47.8	55.8	55.6	48.1	50.8	51.7	53.0

GRADE 12 GRADUATION RATE

COVID

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
WSD - All Graduates	79.4	86.3	82.4	85.4	83.7	87.4	89.5	90.8	87.3
WSD – 4 Year Graduation Rate	59.7	63.1	63.0	65.7	65.8	67.7	70.8	70.9	70.7
Province - 4 Year Graduation Rate	76.2	77.2	77.3	78.1	79.0	79.9	81.9	82.6	83.0



WINNIPEG SCHOOL DIVISION